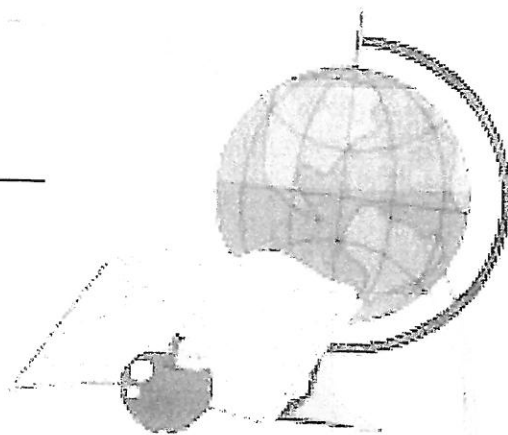


Name: _____

5th



Grade

N.T.I. Day 1

Mrs. Voges - Language Arts – Main Idea

Mrs. Warren - Social Studies – Formation of Governments

Mr. Butler - Math – Write the Names for Decimals Numbers

Mrs. Gilly - Science – Bones on the Go

****We will be available by email from 9am - 4pm****

Mrs. Voges – jenna.voges@mboro.kyschools.us

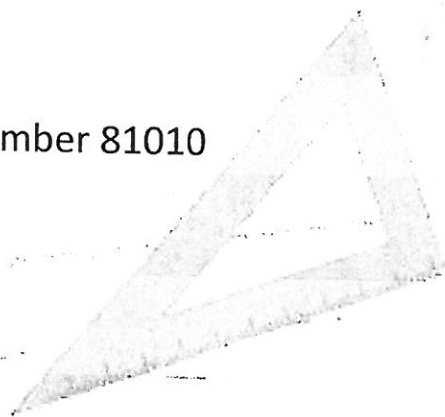
Mrs. Warren – shannon.walker-warren@mboro.kyschools.us

Mr. Butler – travis.butler@mboro.kyschools.us

Mrs. Gilly – lauren.gilly@mboro.kyschools.us

5th Grade Remind

Text the message @mms5thgr to the number 81010



Teacher : Butler Day 1 Date : _____

Write the Names for the Decimal Numbers.

1) 3.16

2) 1.51

3) 6.88

4) 6.30

5) 3.26

6) 7.38

7) 3.63

8) 8.34

9) 8.98

10) 5.62

Day 1
Mrs. Huges
Main Idea

Name: _____

Directions: Read each passage and ask yourself, "What is the author doing in this paragraph?" Write your answer in the summary box and then think of an appropriate title for the passage based on the main idea of the passage.

1. A penny for your thoughts? If it's a 1943 copper penny, it could be worth as much as fifty thousand dollars. In 1943, most pennies were made out of steel since copper was needed for World War II, so the 1943 copper penny is ultra-rare. Another rarity is the 1955 double die penny. These pennies were mistakenly double stamped, so they have overlapping dates and letters. If it's uncirculated, it'd easily fetch \$25,000 at an auction. Now that's a pretty penny.

Summarize this paragraph in one sentence. **Be specific and clearly explain the main idea.**

An appropriate title: _____

2. Before you put on that *Angry Birds* costume and exhaust yourself roving from door to door pandering for candy, take a minute to reflect on the tradition in which you are taking part. Halloween is believed to have come from an ancient Celtic festival dating back some 2,000 years. November 1st was the Celtic New Year and marked the end of summer to the Celts, so they celebrated on its eve by wearing costumes made of animal skins and dancing around bon fires. Over the next two millennia, this primitive celebration grew to be candy fueled costume ball that we know today.

Summarize this paragraph in one sentence. **Be specific and clearly explain the main idea.**

An appropriate title: _____

3. When one hears the term "reality" applied to a television show, one might expect that the events portrayed occurred naturally or, at the least, were not scripted, but this is not always the case. Many reality shows occur in unreal environments, like rented mansions occupied by film crews. Such living environments do not reflect what most people understand to be "reality." Worse, there have been accusations that events not captured on film were later restaged by producers. Worse still, some involved in the production of "reality" television claim that the participants were urged to act out story lines premeditated by producers. With such accusations floating around, it's no wonder many people take reality TV to be about as real as the sitcom.

Summarize this paragraph in one sentence. **Be specific and clearly explain the main idea.**

An appropriate title: _____

4. It is estimated that over twenty million pounds of candy corn are sold in the US each year. Brach's, the top manufacturer, sells enough candy corn to circle the earth 4.25 times if each piece were laid end to end. That's a lot of candy corn, but that's nothing compared to Tootsie Roll production. Over 64 million Tootsie Rolls are produced every day! But even Tootsie Rolls have got nothing on the candy industry's staple product, chocolate. Confectioners manufacture over twenty billion pounds of chocolate in the United States each year. Now that's a mouthful!

Summarize this paragraph in one sentence. **Be specific and clearly explain the main idea.**

An appropriate title: _____

5. Screech! When a driver pushes on the brake pedal, it initiates a process that causes the vehicle to stop in motion. You literally trust automotive braking systems with your life every time you get into a vehicle or cross at a busy intersection, but how does this process work? It begins when the pedal is pushed. At this moment brake fluid is released into the area where the braking mechanisms are. As the fluid collects, this creates a leverage, which causes a friction to be applied. If the braking system is functioning properly, this friction will create a force that will cause the wheels to stop and allow you to reach your destination safely.

Summarize this paragraph in one sentence. **Be specific and clearly explain the main idea.**

An appropriate title: _____

6. There are many types of lethal venom in the animal kingdom, but perhaps no stranger carrier than the platypus. The platypus is one of few venomous mammals. Males carry a venom cocktail in their ankle spurs that incapacitates victims with excruciating pain. Stranger still, the platypus is the only mammal that uses electroreception. What this means is that the platypus uses its bill to sense the electricity produced by the muscular movements of its prey. The platypus neither sees, hears, nor smells its prey while hunting but, rather, pursues it through electroreception. Perhaps most odd, the platypus is the only mammal that lays eggs rather than giving birth to live young. The platypus is an odd creature indeed.

Summarize this paragraph in one sentence. **Be specific and clearly explain the main idea.**

An appropriate title: _____

7. Yellowstone National Park is mainly located in Wyoming, although three percent is located in the state of Montana. The Continental Divide of North America runs diagonally through the southwestern part of the park. The park sits on the Yellowstone Plateau, which is an average elevation of 8,000 feet above sea level. This plateau is bounded on nearly all sides by mountain ranges. There are 290 waterfalls that are at least fifteen feet in the park, the highest being the Lower Falls of the Yellowstone River, which falls 308 feet.

Summarize this paragraph in one sentence. **Be specific and clearly explain the main idea.**

An appropriate title: _____

Bones On the Go!

Let's get down to the bare bones: You need your skeleton. The **skeletal system**, or framework of bones, doesn't just hold you up. It gives your body its shape, protects your organs, and works with your muscles to help you move.

At birth, you had more than 300 bones, which fused together as you grew. By the time your body is finished growing, you'll have about 206 bones. Researchers at Wright State University School of Medicine in Ohio have discovered that kids who exercise have stronger bones as adults.

Your body has plate-like bones that cannot move, such as those that make up the **cranium**. The cranium protects your brain.

The **stirrup bone**, also called the stapes, is in the ear. It is the smallest bone in the human body.

Your body is made up of many movable bones, such as the **humerus**, which is located in the upper arm.

Your **ribs** provide a protective casing for important organs, such as your heart and lungs.

The spine is made up of 33 bones called the **vertebrae**.

The thighbone is called the **femur**. It's the longest and strongest bone in your body.

How else can you bone up? Make sure your body gets enough **calcium**. That bone-building mineral is found in foods and drinks such as yogurt, leafy greens, and milk.

Did You Know?

More than half the bones in the human body are in the hands and feet. Each hand has 27 bones. Each foot has 26 bones.

Name: _____

Date: _____

"Bones on the Go!" Questions

- ___ 1. The author begins the passage saying, "Let's get down to the bare bones." The figurative meaning of "bare bones" is: "the most basic parts of something, without any detail." The author started an article about the skeletal system with this figurative use of "bare bones" to emphasize that
 - a. the skeleton is made up of bones.
 - b. a person's skeleton is basic to the structure of his/her body.
 - c. the skeleton lacks details such as muscles, tendons, ligaments.
 - d. all of the above.

- ___ 2. To say "the ribs provide a protective casing," means the ribs
 - a. protect the heart, lungs, and other organs.
 - b. can easily be broken.
 - c. are not bones.
 - d. cannot be penetrated.

- ___ 3. Which of the following functions does the skeleton not do?
 - a. give the body its shape.
 - b. protect the organs inside.
 - c. tell the nerves when to feel pain.
 - d. combine with muscles to enable movement.

- ___ 4. A figurative use of "bone up" means to study something. The literal meaning of "bone up" as used in the article is to
 - a. make your backbone longer.
 - b. become taller by lengthening your thighbone.
 - c. increase the number of bones you have.
 - d. strengthen the bones in your body.

- ___ 5. Why do you think hands and feet have so many bones, while legs and arms have fewer?

Comment On Lesson

Mrs. Warren
Day 1 NTI -

Formation of Governments

The **Preamble to the Constitution** is the first paragraph of the United States Constitution. The Preamble states the purpose and goals of the government formed by the Constitution.

Preamble to the Constitution

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

- The phrase "to form a more perfect union" means that the Constitution will be better than the Articles of Confederation.
- When the preamble says "to establish justice", it means that all people are equal under the law.
- Under the Articles of Confederation, the government was not allowed to put down rebellions. The phrase "ensure domestic tranquility" means that the Constitution gives the government power to keep peace in the country.
- To "provide for the common defense" means the government will keep the country safe.

Next

Comment On Lesson

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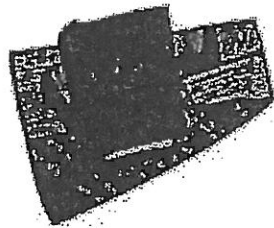
Formation of Governments

There are many different types of laws. **Laws and rules are made to protect people.** They create order and safety. Many people are involved with laws. They are the people who make the laws, the people who make sure the laws are followed, and the people who follow the laws.



Example of a law:

The speed limit is an example of a law. Speed limits protect a person's right to be safe while driving. If a person drives faster than the speed limit, that person is put in danger, and others on the road are put in danger too. Also, if a person does not obey the speed limit, the police may stop that person and give a ticket.



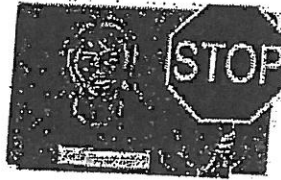
How laws are made:

Laws are made by the government. The legislative branch, which is made up by Congress, is in charge of making new laws for the whole country. Congress is made up of the Senate (senators) and the House of Representatives. Laws are also made at the city and the state level.



Breaking the law:

If a person does not obey the law, that person may have to go to court. In court, a judge decides if the law has been broken. There are courts at the local level (county court), the state level (state court), and the national level (Supreme Court). If a law has been broken, then the person who broke that law will be punished and may have to go to jail.

**Protecting citizens:**

- Obeying the speed limit in a school zone protects the students walking to school.
- People who are not disabled should not park in disabled parking. If people follow that rule, then disabled people are protected.
- It is important to respect people's property. Vandalizing (destroying) property can cost individuals or the city government a lot of money to fix.

Prev Next

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Pg. 4

Formation of Governments

Rules and laws protect people's rights. The government makes **laws**, and all citizens have to follow them. If people do not follow the law, they will be **punished** with tickets, fines, or jail. Also, people who break the law could hurt other people or even put themselves in danger.

Making laws

Citizens get to elect (chose by voting) the people who make the **laws**.

- Local rules and laws are made by the city council.
- State laws are made by the Kentucky General Assembly, which is made up of the House of Representatives and Senate.
- National laws are made by the Congress, which is made up of the U.S. House of Representatives and U.S. Senate.

Carrying out laws

All citizens must follow the laws that have been enacted by the government. Also, some people help carry out laws by making sure other people follow the **laws**.

- Police officers and county sheriffs carry out laws by giving out tickets and fines to people who break the laws. They can put people in jail who break laws, too.
- National government groups like the FBI carry out laws by finding people who break serious laws like kidnapping and murder.

Deciding if someone broke the laws

The courts decide if someone broke the law. If someone feels that he or she did not really break a law, then that person can tell the judge. Sometimes a jury will decide if someone broke a law.

- The county courts decide if laws have been broken for the county.
- The Kentucky Supreme Court decides if laws have been broken at a state level.
- The U.S. Supreme Court decides if laws have been broken at the national level.

Prev Close

Formation of Governments

Question 1. *Day 1 NTI*

Name _____

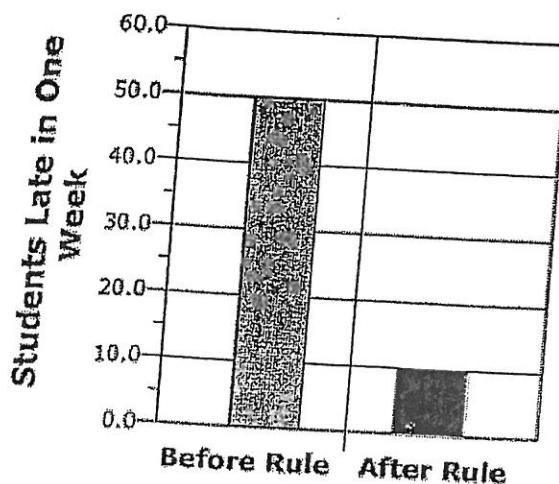
Answer questions and return.

A basic purpose of the Kentucky government is

- ☐ A. encourage people to buy products.
- ☐ B. decide what houses people live in.
- ☐ C. ensure everyone thinks the same thing.
- ☐ D. establish order and safety.

Question 2.

Students at Holiday Elementary have been running late to class. To discourage kids from running late, the teachers made a new rule. Any student who is late to class must stay thirty minutes after school to help clean the classrooms. Janie made a chart to show the effect that this rule had on students running late.



According to the graph, which of these best describes the effect this rule has had?

- ☐ A. The rule has worked in helping students arrive to class on time.
- ☐ B. The rule has made every student arrive to class on time.
- ☐ C. The rule has had no effect on students arriving to class on time.
- ☐ D. The rule has had little effect on students arriving to class on time.

Question 3.

Preamble to the Constitution

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

The First Amendment to the U.S. Constitution protects each person's freedom of speech. Which of these best shows how freedom of speech meets a purpose of the Preamble to the Constitution?

- ☐ A. Freedom of speech provides for common defense. It gives the country strength to protect itself against enemies.
- ☐ B. Freedom of speech supports the general welfare. It promises that people's needs will be equally taken care of.
- ☐ C. Freedom of speech secures the blessings of liberty. It keeps people from being punished for their opinions.
- ☐ D. Freedom of speech forms a more perfect Union. It brings people together in agreement with each other.

Question 4.

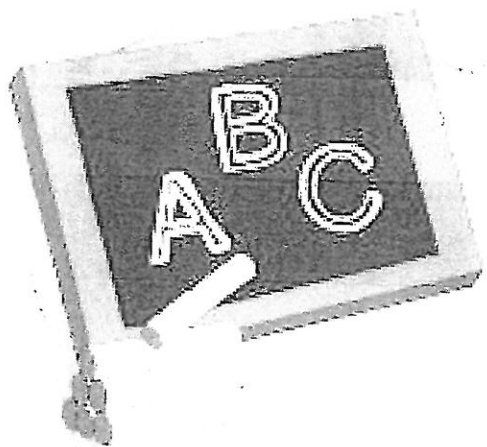
The Preamble includes the phrase "provide for the common defense." Which of the following powers granted by the Constitution relates to the defense of the United States?

- ☐ A. Congress has the authority to declare war against a foreign nation.
- ☐ B. Congress has the authority to establish post offices.
- ☐ C. Congress has the authority to grant patents to inventors.
- ☐ D. Congress has the authority to coin money.

Question 5.

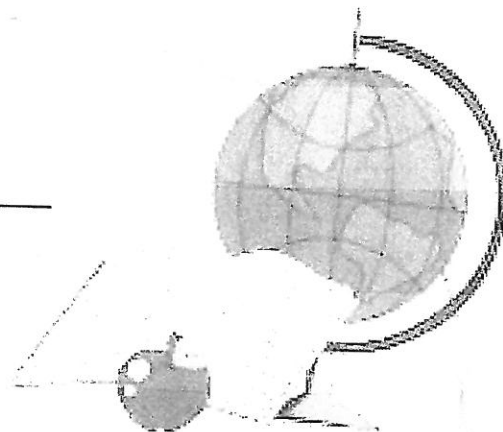
Why are people usually put in jail?

- ☐ A. They followed some of the law.
- ☐ B. They did not follow the law.
- ☐ C. They made the Congress mad.
- ☐ D. They don't have any friends.



Name: _____

5th



Grade

N.T.I. Day 2

Mrs. Voges - Language Arts – Author's Purpose
Mrs. Warren - Social Studies – Constitutional Principles
Mr. Butler - Math – Addition
Mrs. Gilly - Science – Light the Way

****We will be available by email from 9am - 4pm****

Mrs. Voges – jenna.voges@mboro.kyschools.us

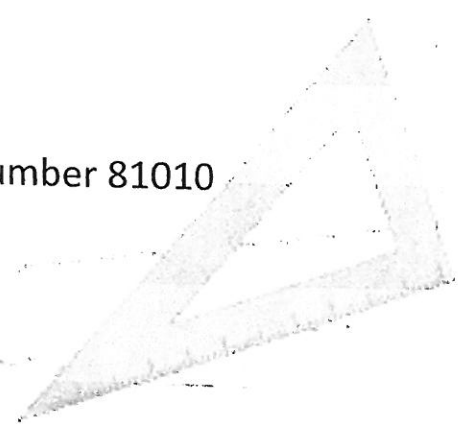
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Mrs. Gilly – lauren.gilly@mboro.kyschools.us

5th Grade Remind

Text the message @mms5thgr to the number 81010



Teacher :

Butler Day 2

Date : _____

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$$\begin{array}{r} 33.96 \\ +91.84 \\ \hline \end{array}$$

$$\begin{array}{r} 86.72 \\ +59.78 \\ \hline \end{array}$$

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Day 2
Mrs. Vages

Name: _____

Author's Purpose Activity 2

Directions: Read the descriptions of each item and determine the author's purpose (to entertain, persuade, or inform). Then, in a sentence or two, explain your answer.

1. A pamphlet urging people not to eat animals or use products made from animals or animal suffering because the author thinks that is cruel and unnecessary

Author's Purpose: _____

Explain Your Answer:

Write a sentence or two.

2. A book of over 1,000 knock-knock jokes

Author's Purpose: _____

Explain Your Answer:

Write a sentence or two.

3. A cook book containing recipes for making cakes, cookies, and other desserts

Author's Purpose: _____

Explain Your Answer:

Write a sentence or two.

4. The story of a young woman who, after the death of her grandfather, quit her job in the business world and returned home to help her aging grandmother

Author's Purpose: _____

Explain Your Answer:

Write a sentence or two.

5. A politician's speech about how homes should be provided to families who cannot afford them

Author's Purpose: _____

Explain Your Answer:

Write a sentence or two.

6. A poem about a "packrat," a person who refuses to throw things away, even things that most people would consider garbage

Author's Purpose: _____

Explain Your Answer:

Write a sentence or two.

7. An article comparing and contrasting American and Swedish health care systems

Author's Purpose: _____

Explain Your Answer:

Write a sentence or two.

8. The Shakespearean tragedy Romeo and Juliet, where two young lovers are forbidden from seeing one another due to a centuries old blood feud between their two families

Author's Purpose: _____

Explain Your Answer:

Write a sentence or two.

9. A young girl's note to her parents giving reasons why they should buy a puppy

Author's Purpose: _____

Explain Your Answer:

Write a sentence or two.

10. A website describing a local dog leash ordinance, detailing its history and the penalties for walking around with one's dog unleashed

Author's Purpose: _____

Explain Your Answer:

Write a sentence or two.

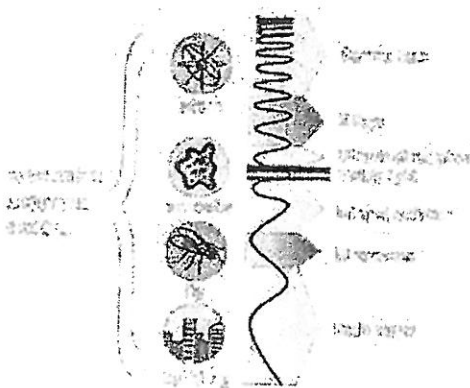
Light the Way

This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.

What's the fastest thing in the universe? If you said light, you're right! It takes us about 6 hours to fly from New York to California. Light can go there – and back – in 1/30 of a second!

There's more to light than meets the eye!

It is a special kind of energy, called electromagnetic radiation, and it travels in waves.



Visible light waves come in different sizes: short ones look blue and long ones look red. All other electromagnetic radiation is invisible to our eyes — like the very long waves that can carry signals to radios.

Whatever the size, you won't find anything that goes faster than light. Why not? That's a light mystery that's kept scientists in the dark — so far.

Name: _____ Date: _____

Day 2

1. What is the fastest thing in the universe?

2. What does light travel in?

Support your answer with evidence from the text.

3. What is the main idea of this text?

4. Short light waves look blue. What color do long light waves appear to be?

5. The length of a light wave affects the way we see it. Support this conclusion with at least two pieces of evidence from the text.

Comment On Lesson

Day 2 NTI - Mrs. Warren

Constitutional Principles

The federal, state, and local governments are divided into parts, or **branches**. The three branches are the executive branch, legislative branch, and judicial branch.

In the United States Federal Government:

The national **executive branch** is made up of the president, vice president, the Cabinet, and a number of departments. Its job is to carry out the laws.

The national **legislative branch** is also called Congress. It is made up of the Senate and the House of Representatives. Members of the Senate are called U.S. senators, and members of the House are called U.S. representatives. Congress' job is to make the nation's laws.

The national **judicial branch** is another name for the federal courts, such as the Supreme Court. A leader of the Supreme Court is a justice, while leaders of other federal courts are called judges. The courts' job is to decide if a law has been broken. They also make sure that the rights of the people are protected.

In the Kentucky State Government:

The state **executive branch** is made up of the governor, lieutenant governor, and a number of departments. Its job is to carry out the laws.

The state **legislative branch** is also called the General Assembly. It is made up of the Senate and the House of Representatives. Members of the Senate are called state senators, and members of the House are called state representatives. The General Assembly's job is to make the state's laws.

The state **judicial branch** is another name for the court system, which includes the Kentucky Supreme Court and other courts. A leader of the State Supreme Court is a justice, while leaders of other state courts are called judges. The courts' job is to decide if a law has been broken. They also make sure that the rights of the people are protected.

In Kentucky County Governments:

The county **executive branch** is made up of the judge-executive and a number of department officials, including the sheriff. Its job is to carry out the laws.

The county **legislative branch** is also called the Fiscal Court. Its members are the judge-executive, as well as county commissioners or justices of the peace.

The county **judicial branch** is another name for the court system, which includes local county courts. Local courts are led by judges. The courts' job is to decide if a law has

been broken. They also make sure that the rights of the people are protected.

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In Kentucky City Governments:

The city **executive branch** is made up of the mayor and a number of department officials, including the police chief. Its job is to carry out the laws.

The city **legislative branch** is also called the city council. Its job is to make the city's laws.

The city **judicial branch** is another name for the court system, which includes local city courts. Local courts are led by judges. The courts' job is to decide if a law has been broken. They also make sure that the rights of the people are protected.

Next

Constitutional Principles

The U.S. Constitution gives the government a system of **checks and balances**. This system gives each branch a way to cancel or stop the activity of other branches. It keeps one branch from having too much power.

Here is a chart that shows how some activities of one branch can be "checked" by another.

Power	Checked
Congress passes a bill to become law	President can veto the law
President vetoes a law	Congress can cancel the veto with a 2/3 vote
President signs a bill into law	Supreme Court can declare the law unconstitutional
President breaks the law	Congress can impeach the president (put him on trial)
President appoints judges to the Supreme Court	Congress can refuse to approve the judges

Prev Close

NTI Day 2 Name _____ Date _____

Answer each question by shading in your answer choice.

1. Which of these is a way Congress can check (or limit) the power of the judicial branch?

- ☐ A. by deciding to call Congress back into session, if needed
- ☐ B. by approving or disapproving the hiring of judges
- ☐ C. by firing the president if he or she is not doing his or her job
- ☐ D. by declaring a law or action to be against the Constitution

2. The police chief works in which level of government?

- ☐ A. state
- ☐ B. country
- ☐ C. city
- ☐ D. county

3.

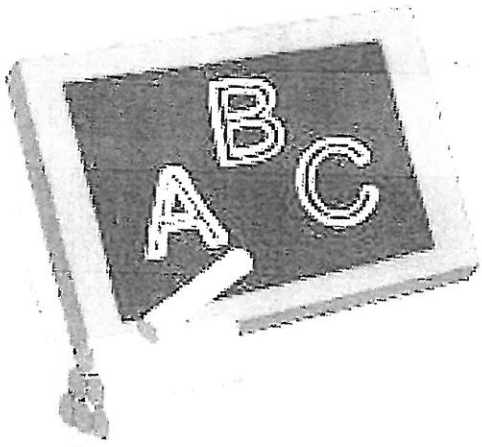
- 1. **President:** leader of the country and head of the military.
- 2. **Vice President:** president of the Senate and becomes president if the president can no longer do the job.
- 3. **Departments:** department heads give advice to the president and help carry out policies.
- 4. **Independent Agencies:** help carry out policies or provide special services.

All of the people and departments listed above are part of which branch of the federal government?

- ☐ A. congressional
- ☐ B. legislative
- ☐ C. judicial
- ☐ D. executive

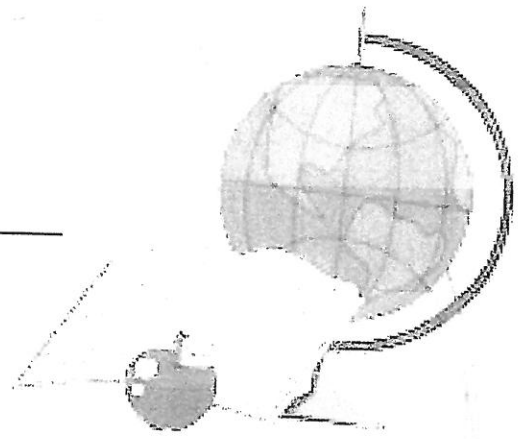
4. Hakim is a state senator. What does he do?

- ☐ A. He works to make new laws for the state.
- ☐ B. He has to decide if state laws were broken.
- ☐ C. He tries to stop all laws from being made.
- ☐ D. He has to carry out state laws all by himself.



Name: _____

5th



Grade

N.T.I. Day 3

Mrs. Voges - Language Arts – Characterization

Mrs. Warren - Social Studies – Rights and Responsibilities

Mr. Butler - Math – Subtraction

Mrs. Gilly - Science – Place in Space

****We will be available by email from 9am - 4pm****

Mrs. Voges – jenna.voges@mboro.kyschools.us

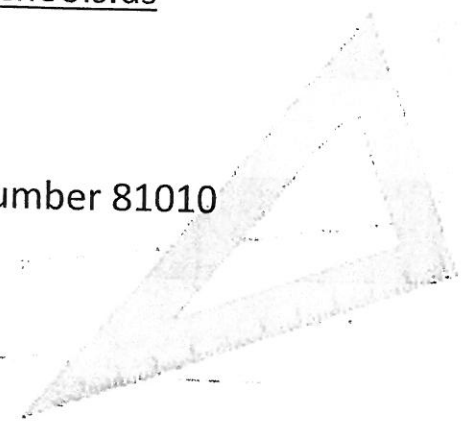
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Mrs. Gilly – lauren.gilly@mboro.kyschools.us

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Teacher : Butler Day 3

Date : _____

$$\begin{array}{r} 41.14 \\ - 35.83 \\ \hline \end{array}$$

$$\begin{array}{r} 87.94 \\ - 44.78 \\ \hline \end{array}$$

$$\begin{array}{r} 66.24 \\ - 33.66 \\ \hline \end{array}$$

$$\begin{array}{r} 21.48 \\ - 17.27 \\ \hline \end{array}$$

$$\begin{array}{r} 93.52 \\ - 61.67 \\ \hline \end{array}$$

$$\begin{array}{r} 84.98 \\ - 60.88 \\ \hline \end{array}$$

$$\begin{array}{r} 20.55 \\ - 10.88 \\ \hline \end{array}$$

$$\begin{array}{r} 91.77 \\ - 74.41 \\ \hline \end{array}$$

$$\begin{array}{r} 61.87 \\ - 56.86 \\ \hline \end{array}$$

$$\begin{array}{r} 30.12 \\ - 25.55 \\ \hline \end{array}$$

$$\begin{array}{r} 70.81 \\ - 15.79 \\ \hline \end{array}$$

$$\begin{array}{r} 63.93 \\ - 42.94 \\ \hline \end{array}$$

$$\begin{array}{r} 75.36 \\ - 33.32 \\ \hline \end{array}$$

$$\begin{array}{r} 27.12 \\ - 21.36 \\ \hline \end{array}$$

$$\begin{array}{r} 92.82 \\ - 17.11 \\ \hline \end{array}$$

$$\begin{array}{r} 69.37 \\ - 37.83 \\ \hline \end{array}$$

$$\begin{array}{r} 99.77 \\ - 49.19 \\ \hline \end{array}$$

$$\begin{array}{r} 83.88 \\ - 69.65 \\ \hline \end{array}$$

$$\begin{array}{r} 90.54 \\ - 62.41 \\ \hline \end{array}$$

$$\begin{array}{r} 97.51 \\ - 45.91 \\ \hline \end{array}$$

Day 3
Mrs. Vages

Name: _____

Characterization Worksheet 1

Directions: Read a short description of an event. Identify a character trait that is revealed by each action. Explain your answer.

1. Jake is Cassie's older brother. One day they are walking home from school when a cold front rolls in and the temperature drops 20 degrees. Jake is dressed more appropriately for the weather than Cassie. He takes off his hooded sweatshirt and offers it to her. She gratefully accepts. Jake is now colder, but he is happier.

What character trait does Jake demonstrate? _____

Explain your answer by referencing the text.

2. Craig is a football player training over the summer for next season. The coach demands that all players come in at 6:00 AM and lift weights until 8:00 AM, when practice begins. Craig gets there at 5:00 AM to begin his training.

What character trait does Craig demonstrate? _____

Explain your answer by referencing the text.

3. Anna volunteered to help Kylie clean her house. When Anna washed the mirrors, Kylie asked her if she used paper towels instead of newspapers. When Anna admitted that she had, Kylie asked her to redo them. Then, while Anna was sweeping, Kylie corrected her on her technique. "Don't just push the dirt around, Anna. SWEEP it," Kylie told Anna.

What character trait does Kylie demonstrate? _____

Explain your answer by referencing the text.

4. Corey came back from the bathroom and noticed that her rainbow pencil was missing. She looked around the room and saw that Beth was using a rainbow pencil. Corey started crying uncontrollably and ran out of the room.

What character trait does Corey demonstrate? _____

Explain your answer by referencing the text.

5. Kelvin found a wallet on the ground. He opened up the wallet and saw an old woman's ID card. Kelvin took the ID out of the wallet, walked to the woman's house, and returned the wallet to her.

What character trait does Kelvin demonstrate? _____

Explain your answer by referencing the text.

6. Jonathan invited a bunch of friends over to his house. He then talked to them for hours about all the trophies that he had won, his rare comic book collection, and how much money his dad makes. His friends did not enjoy their time at Jonathan's.

What character trait does Jonathan demonstrate? _____

Explain your answer by referencing the text.

7. Rocky's cousin brought him to a party. Rocky didn't know anyone at the party. Shortly after getting there, Rocky's cousin disappeared. Rocky made a lot of new friends at this party and had a great time.

What character trait does Rocky demonstrate? _____

Explain your answer by referencing the text.

8. The teacher asked Khadija what the answer was to the problem on the board. Khadija wore a worried expression on her face for a moment and then put her head down on her desk. After the teacher moved on to someone else, Khadija whispered to her friend that the answer was 26. Khadija was right.

What character trait does Khadija demonstrate? _____

Explain your answer by referencing the text.

9. After Mark's mechanical pencil ran out of lead, he asked Pete, who sat next to him, if he could borrow a pencil. Pete yelled, "No, Mark. If you didn't come prepared, why is that my fault? Bring TWO pencils to class! You can't have one of mine or you'll never learn your lesson."

What character trait does Pete demonstrate? _____

Explain your answer by referencing the text.

10. Scott doesn't talk much, but five girls in our homeroom class are currently competing for his attention. This is nothing new. Girls have liked Scott for as long as I can remember.

What character trait does Scott demonstrate? _____

Explain your answer by referencing the text.

Name: _____

Date: _____

Place in Space

The capsule began to vibrate. Eva tried to distract herself. She studied the panel in front of her--with its red-lit numbers and many gauges. She looked out the window, taking her last peek at Earth. On her left sat her mother, who, like her, was wearing a pillowy-looking space suit. On her right was her brother, and to his right, their father. The newspapers had called them "pioneers," but Eva felt more like a guinea pig.

The noise was almost unbearable as the ship lifted off. In just minutes, Earth was far below them as they sped toward deep space. She had expected it to be dark, like night. But space was brightly lit. It reminded her of a birthday cake, with stars flickering like candles.

- ___ 1. Why is it going to matter in the story that space is brightly lit?
- a. An explosion might force the ship out of orbit.
 - b. It might blow up and put the ship out of orbit.
 - c. Eva will be able to see what's happening.
 - d. They are getting too close to the heat of the sun.

She remembered their house. It was like all the other houses in the neighborhood. She remembered the day that the dome was placed over her sector of town. The grownups had said that the dome would protect them. That was just four years ago. Now she and her family were headed to a space station, thousands of miles away from the world she knew. The grownups said that *this* would be safe, but she didn't really believe them anymore.

- ___ 2. It is implied that where they're going might
- a. be safer than anywhere they've ever lived.
 - b. be over-crowded like earth.
 - c. have its own problems.
 - d. be another space vehicle.

Her mother and her brother had both been excited when the family was chosen to migrate. She was more like her father; she liked things to stay the way they had always been. She didn't want to be part of

Reading Passage and Question Sheet

this great experiment. As she took her last look down at Earth, she understood for the first time that her planet really was a small place. Space was huge. She was determined to find her place in it.

- ___ 3. Eva's character is shown by the fact that she
 - a. is impatient to get to a new place.
 - b. is courageous in the face of uncertainty.
 - c. grimly accepts her fate.
 - d. is glad to have been chosen for the experiment.

- ___ 4. If life at the new space station turns out to be similar to life on Earth, the family member(s) who might be most happy about that is/are
 - a. Eva's mother only.
 - b. Eva's mother and brother.
 - c. Eva's father and brother.
 - d. Eva and her father.

- ___ 5. What do you think could have happened to Earth to force some of the population to migrate off the planet?

Comment On Lesson

Day 3 NTI

Mrs. Warren

Rights and Responsibilities

Every government has basic rights that are given to the people. In a representative democracy like the United States, these basic rights are **equality under the law** and the rights to **life, liberty, and the pursuit of happiness**.

Equality under the law: This means that the laws make everyone equal. Women and men of any race have the same rights in the United States.

Life, liberty, and the pursuit of happiness: These are basic rights that everyone should have. Liberty means the same thing as freedom. This says that everyone should have the right to life, to be free, and to pursue (find) happiness for themselves.

Next

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Comment On Lesson

CITY . 21M

Rights and Responsibilities

A **citizen** is a person who is a legal member of a country. A citizen has rights, duties, and privileges. All citizens should take part in the duties of being a good citizen. A basic responsibility of citizenship is to do things that help the **common good**.

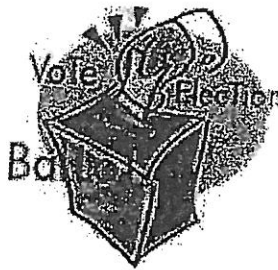
Being a good citizen means you have to obey the law. Some laws you should always follow are:

- not littering
- obeying the speed limit
- walking in the crosswalk
- not stealing
- stopping cars and bikes at stop signs and red lights
- paying taxes

Good citizens also have other duties that are not laws. As a good citizen, you can vote, do community service, and volunteer.

Vote

- All adults have a duty to vote in the elections.
- There are local, state, and national elections.
- Adults get to vote to choose laws and leaders.
- People get to vote after they turn 18.
- People must be registered in order to vote.
- People should stay informed about issues by watching the news or reading the newspaper.



Community Service

Community service is a service someone gives to the whole community. Some people who work in community service are:

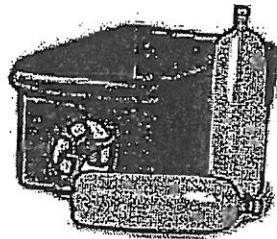
- volunteers
- fire fighters and police officers
- teachers and librarians
- military men and women



Volunteer

A good citizen is interested in his or her community. One way to help the community is by volunteering. Citizens of all ages can volunteer. Some ways to volunteer are to:

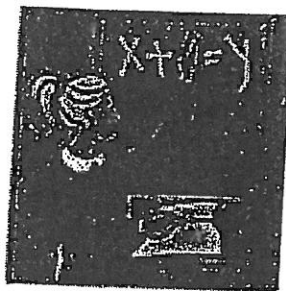
- work at a homeless shelter
- pick up trash at the park
- collect recycled items
- raise money for charity
- recycle used goods
- plan an event for the community



Get an Education

Citizens should take advantage of educational opportunities.

- The government provides an education for everyone through high school.
- Educated people have more opportunities to get better jobs.
- Citizens can use their knowledge to make better decisions and take action.



Organizations

Some good citizens work for non-profit organizations or charities. Non-profit organizations are groups that help communities and do not make any money. The money they do get goes to help more communities. There are many organizations that help people and communities in need. Some of these groups are:

- The Red Cross: sends supplies and volunteers to communities in need all over the world. Usually, they send people to help after a war, lack of food, or a natural

- disaster (hurricanes, tornadoes).
- Habitat for Humanity: uses volunteers to build homes for people who cannot buy houses by themselves all over the world.



Limits on Rights

Americans have many rights. These rights include the freedom of religion, the right to protest, and the right to vote. All these rights have limits, however. People are not allowed to take away the rights of others and should respect other people's rights. For example, people are limited from:

- protesting violently
- writing things that are not true
- threatening another person



Prev Close

NTI Day 3 Name _____
Date _____

Read the provided lesson and answer the following questions by shading in your **answer**.

1. One of the purposes of government described in the Constitution is to "provide **for** the common defense."
This means to

- ☐ A. give everyone the same rights.
- ☐ B. bring justice to all people.
- ☐ C. keep the country safe from harm.
- ☐ D. make sure everyone is healthy.

2.

- Jeremy is a police officer
- Mary is a librarian
- Rita is in the Army
- Tom is a city mayor

What do these people have in common?

- ☐ A. They all provide community services.
- ☐ B. They mostly work in elementary schools.
- ☐ C. They all have to travel a lot in their jobs.
- ☐ D. They only work with elderly people.

3.



All these jobs provide community services. What is a community service?

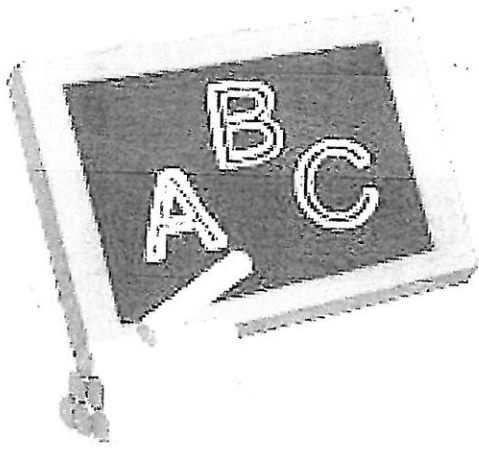
- ☐ A. work that is hard on the environment
- ☐ B. work that helps the whole community
- ☐ C. work that makes messes for other people
- ☐ D. work that sells things to the community

4. Which of these would a good citizen do?

- ☐ A. walk in the crosswalk
 - ☐ B. ignore the speed limit
 - ☐ C. steal from the grocery store
 - ☐ D. throw litter on the ground
-

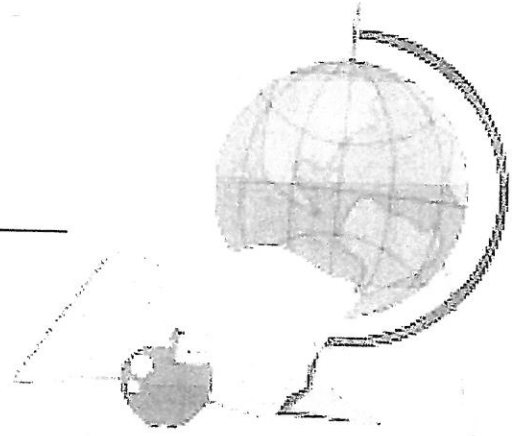
5. What is one part of the Kentucky Constitution?

- ☐ A. the Articles of Confederation
 - ☐ B. the Bill of Rights
 - ☐ C. the Magna Carta
 - ☐ D. the Declaration of Independence
-



Name: _____

5th



Grade

N.T.I. Day 4

Mrs. Voges - Language Arts – Fact and Opinion

Mrs. Warren - Social Studies – Scarcity

Mr. Butler - Math – Adding Fractions

Mrs. Gilly - Science – Everyday Einstein: Lasers

****We will be available by email from 9am - 4pm****

Mrs. Voges – jenna.voges@mboro.kyschools.us

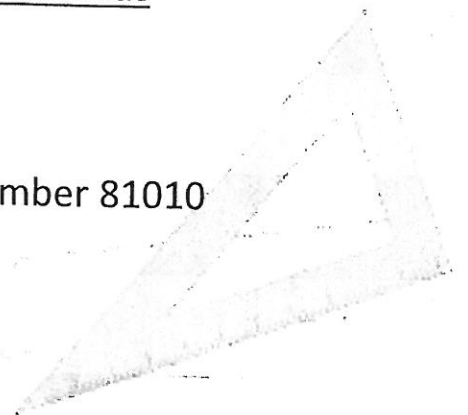
Mrs. Warren – shannon.walker-warren@mboro.kyschools.us

Mr. Butler – travis.butler@mboro.kyschools.us

Mrs. Gilly – lauren.gilly@mboro.kyschools.us

5th Grade Remind

Text the message @mms5thgr to the number 81010



Teacher : Butler Day 4 Date :

Adding Fractions

1) $\frac{1}{2} + \frac{1}{4} =$

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

3) $\frac{3}{5} + \frac{3}{4} =$

4) $\frac{1}{2} + \frac{2}{5} =$

5) $\frac{1}{5} + \frac{4}{10} =$

6) $\frac{5}{10} + \frac{1}{4} =$

7) $\frac{2}{3} + \frac{1}{10} =$

8) $\frac{3}{5} + \frac{1}{2} =$

9) $\frac{2}{3} + \frac{1}{5} =$

10) $\frac{3}{5} + \frac{8}{10} =$

Day 4
Mrs. Hayes

Name: _____

Fact and Opinion 2

Directions: Read each statement and then circle whether it is a fact or opinion. Explain your answer.

1. Eating fast food isn't bad if you only eat it once a week.

Fact or Opinion Explain: _____

2. The chicken sandwiches are more expensive than double cheeseburgers.

Fact or Opinion Explain: _____

3. Skateboarding on public property is against the law.

Fact or Opinion Explain: _____

4. Copying homework assignments is wrong.

Fact or Opinion Explain: _____

5. Students who are caught cheating in college can be kicked out of the university without a refund.

Fact or Opinion Explain: _____

6. Sometimes curly hair looks better than straight hair.

Fact or Opinion Explain: _____

7. Each year more people are taken to the hospital for injuries while playing football than basketball.

Fact or Opinion Explain: _____

8. Justin Bieber is a very talented entertainer.

Fact or Opinion Explain: _____

9. Cursing in school is inappropriate behavior.

Fact or Opinion Explain: _____

10. The Sony Playstation 2 is the best selling video game console of all time.

Fact or Opinion Explain: _____

11. It is worth sacrificing some personal liberties to protect our country from terrorism.

Fact or Opinion Explain: _____

12. The average giant tortoise will outlive the average human.

Fact or Opinion Explain: _____

13. Talc is a softer substance than quartz.

Fact or Opinion Explain: _____

14. Rock music lyrics are more poetic than rap music lyrics.

Fact or Opinion Explain: _____

15. Heart disease is the leading cause of death in America.

Fact or Opinion Explain: _____

16. A human being will die sooner from lack of sleep than from lack of food.

Fact or Opinion Explain: _____

17. Burning the flag should be a crime.

Fact or Opinion Explain: _____

18. There are more cell phones in Japan than people.

Fact or Opinion Explain: _____

19. It is much harder for someone who is sixteen to raise a child than it is for someone who is 30.

Fact or Opinion Explain: _____

20. The video game industry generated more money than the film industry last year.

Fact or Opinion Explain: _____

21. Playing video games is more fun than doing homework.

Fact or Opinion Explain: _____

22. There are more calories in a latte from Starbucks than in a Snickers bar.

Fact or Opinion Explain: _____

23. People who graduate from college are smarter than people who drop out of high school.

Fact or Opinion Explain: _____

24. Filet mignon steak tastes better than Ramen noodles.

Fact or Opinion Explain: _____

25. On average, college graduates earn more money in their lifetimes than high school graduates.

Fact or Opinion Explain: _____

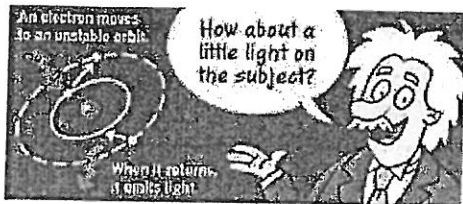
Everyday Einstein: Lasers

This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.

Einstein's work helped in the making of many things!
Here's how his ideas led to lasers:

Before Einstein

Scientists pondered the nature of matter and energy and how they interacted. They knew that energy comes out of matter as light, but how was a mystery...



Illustrations courtesy of Daryll Collins

During Einstein's Life

By imagining electrons being forced into unstable orbits in an atom, Einstein figured out how energy could be released by atoms. By making this discovery, he helped pave the way for the invention of lasers.

After Einstein

Scientists can now make the electrons in atoms all emit the same kind of energy in the same direction in a narrow beam.

What Lasers Mean to You

Did you know the word LASER stands for "Light Amplification by Stimulated Emission of Radiation"?

Lasers are used in all sorts of things today, including supermarket checkout scanners, medical equipment, and CD players. A tiny laser is used to read the bumps and grooves on a CD and translate the pattern into sound.



Illustrations courtesy of Daryll Collins



Illustrations courtesy of Daryll Collins

Name: _____ Date: _____

1. What discovery did Einstein make that helped pave the way for the invention of lasers?

2. Identify two things in which lasers are used.

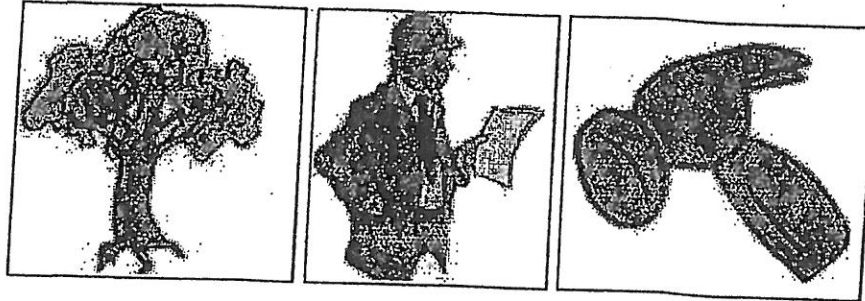
3. What is the main idea of this text?

Comment On Lesson

Day 4 NTI Mrs. Warren

Scarcity

Resources are the things that people use to make goods and services for others. There are three kinds of resources: **natural resources**, **human resources**, and **capital resources**.



Natural Resources: materials that come from nature.

Examples: water, oil, wood, coal

Human Resources: people who work to produce goods and services.

Examples: farmers, miners, builders, doctors

Capital Resources: goods made by people and used to produce goods and services.

Examples: machines, tools, buildings

Scarcity

Producers and **consumers** work together in a money system.

Producer—someone who makes or grows items to sell

Examples: a farmer who grows food on his farm; an artist who paints a picture

Consumer—someone who buys or uses items

Examples: a shopper buying food from the store; a family buying a painting to hang in the house

Prev Next

Comment On Lesson

Scarcity

Limited resources means that goods become scarce (hard to find). **Scarcity** means people have to make choices about goods and services.

Limited Resources: there is only a certain number of a resource left.

Scarcity: not being able to meet all wants at the same time.

People make choices about producing and consuming goods when there is scarcity.

Example

There are only five cartons of milk left at the grocery store. Karen and her five friends each need to buy a carton for their families. Karen has to decide if she wants to buy one of the five cartons or go to another store to find more milk. The farmers have to decide if they want to sell more milk to the store or keep milk at home.

Prev Next

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Comment On Lesson

Scarcity

When people make decisions about money, they may think about **price**, **scarcity**, and **opportunity cost**. They may ask questions about each of these before they make a decision.

Price—how much something costs

Example: Is the price of this item too high?

Abundance—a large amount of an item, often more than needed

Example: What can be done with the abundance of food?

Scarcity—a small amount of an item when people need a lot of the item

Example: Will it be too hard to get this item because it is scarce?

Opportunity Cost—what is lost when choosing to do one action instead of another

Example 1: Your friend invites you to go see a movie after school, but you have basketball practice. What is the opportunity cost of going to the movies with your friend?

Answer: The opportunity cost of going to the movies with your friend is basketball practice. You will miss the chance to improve your game. To make the best choice, you have to think about what is more important, going to the movies or practicing for your next basketball game.

Example 2: Peter wants to build a new dog house for his dog. Wood would be cheaper to use, but a brick house would be warmer in the winter. What is the opportunity cost of building a wooden dog house?

Answer: The opportunity cost of building a wooden dog house is having a dog house that is not as warm. The wooden dog house will not keep Peter's dog as warm when winter comes. Peter has to decide what is more important, saving money or the comfort of his dog.

Prev Close

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NTI Day 4 Name _____
Date _____

Read the provided lesson and answer the following questions by shading in your answer choice.

1. Andrew wants to go to the Kentucky Derby. He goes to buy tickets for the race, but the tickets are sold out. This is an example of

- ☐ A. bartering.
- ☐ B. profit.
- ☐ C. natural resources.
- ☐ D. scarcity.

2. Which person is an example of a producer?

- ☐ A. Sayid borrows a sweater.
- ☐ B. Tricia rides a bike.
- ☐ C. Hugo buys candy canes.
- ☐ D. Maria makes birdhouses.

3. During the Civil War, the Confederacy faced shortages of many goods. Why was there a shortage of manufactured goods in the South?

- ☐ A. All of the labor unions went on strike and refused to work.
- ☐ B. The South did not have very many factories.
- ☐ C. The South sent all of its manufactured goods to the North.
- ☐ D. The Confederacy made it illegal to own a factory.

4. Which sentence best describes how a low supply of apples would affect their cost?

- ☐ A. It would make the cost go up.
- ☐ B. It would make the cost stay the same.
- ☐ C. It would make the cost go down.
- ☐ D. It would make the cost go up and down.

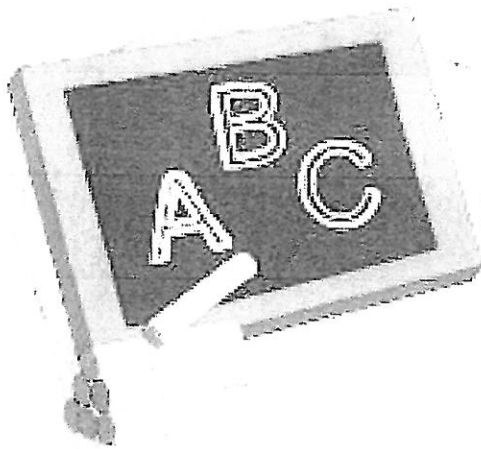
5. Gary wants to buy some turkey. There is only enough turkey for three people, and Gary is the fourth person in line. He cannot have turkey today. The turkey is a

☐ A. limited resource.

☐ B. consumer.

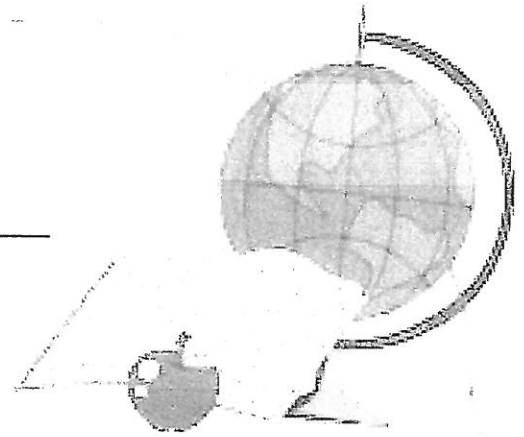
☐ C. human resource.

☐ D. producer.



Name: _____

5th



Grade

N.T.I. Day 5

Mrs. Voges - Language Arts – Figurative Language Poem

Mrs. Warren - Social Studies – Economic Systems and
Institutions

Mr. Butler - Math – Subtracting Fractions

Mrs. Gilly - Science – A Sea of Questions

****We will be available by email from 9am - 4pm****

Mrs. Voges – jenna.voges@mboro.kyschools.us

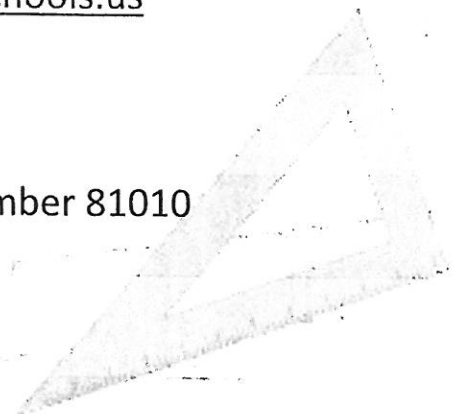
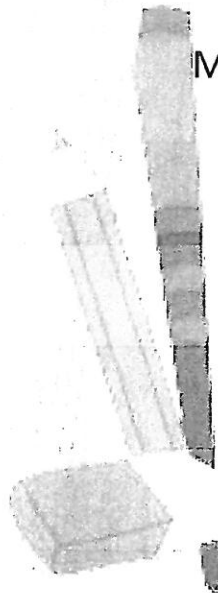
Mrs. Warren – shannon.walker-warren@mboro.kyschools.us

Mr. Butler – travis.butler@mboro.kyschools.us

Mrs. Gilly – lauren.gilly@mboro.kyschools.us

5th Grade Remind

Text the message @mms5thgr to the number 81010



Teacher: Burke Day 5 Date:

Subtracting Fractions

$$1) \quad \frac{2}{4} - \frac{1}{3} =$$

$$2) \quad \frac{4}{5} - \frac{3}{4} =$$

$$3) \quad \frac{4}{10} - \frac{1}{3} =$$

$$4) \quad \frac{7}{10} - \frac{1}{3} =$$

$$5) \quad \frac{2}{5} - \frac{2}{10} =$$

$$6) \quad \frac{3}{5} - \frac{1}{2} =$$

$$7) \quad \frac{9}{10} - \frac{1}{3} =$$

$$8) \quad \frac{1}{2} - \frac{1}{3} =$$

$$9) \quad \frac{1}{2} - \frac{1}{3} =$$

$$10) \quad \frac{4}{5} - \frac{2}{3} =$$

A Sea of Questions

This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.

What kinds of questions do scientists ask when they study an ocean ecosystem? Good question! Read this page to see some questions I asked about a tropical mangrove ecosystem.

How Do Mangroves Interact With Other Ecosystems?

Many young fish find shelter in the mangrove forests until they grow up and move to deeper waters. The roots provide places to hide from their enemies.

What Makes the Mangrove Different from Other Ecosystems?

The mangrove ecosystem is a special forest found in warm, coastal regions. The trees take root in the ocean while their leaves stay above water. This makes them the perfect home for both land and marine plants and animals!

How Have Mangrove Trees Adapted to Live in Salt Water?

Mangrove trees live in water that's 10 times saltier than that which would kill most other land plants. Why? Their roots filter most of the salt out of the seawater.

Are Mangroves Endangered Ecosystems?

Mangroves are among the most threatened habitats in the world. More than half of the original mangrove forests have been lost, and the remaining forests are damaged.

Any Questions?

Now that you've explored some of the questions scientists ask, investigate another ocean ecosystem, and ask:

- How are organisms within the ecosystem important to one another?
- What makes this ecosystem special?
- How do organisms adapt to living in this ecosystem?
- How is this ecosystem connected to neighboring ones?
- Is this ecosystem endangered?

Day 5

- Support your answer with information from the text.

Day 5
Mrs. Vages

Name: _____

Figurative Language Poem 1

Sketch

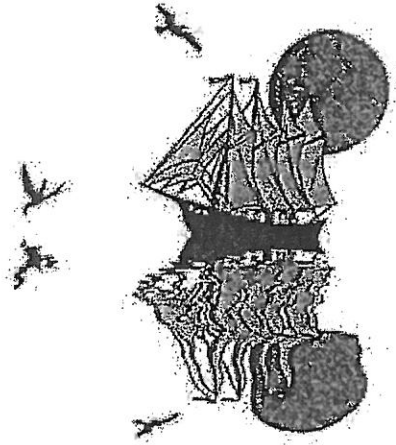
By Carl Sandburg

The shadows of the ships
Rock on the crest
In the low blue lustre
Of the tardy and the soft inrolling tide.

A long brown bar at the dip of the sky
Puts an arm of sand in the span of salt.

The lucid and endless wrinkles
Draw in, lapse and withdraw.
Wavelets crumble and white spent bubbles
Wash on the floor of the beach.

Rocking on the crest
In the low blue lustre
Are the shadows of the ships.



Review Questions

Directions: Respond to these questions to the best of your ability. Answer the questions completely. If you need more space, use the back or a separate sheet.

1. Identify an example of **personification**: explain what is being personified how.
2. Identify an example of **hyperbole**: explain how it is exaggerated.
3. Identify an example of **metaphor**: explain which two things are being compared.
4. Find two separate examples of **alliteration**. List the alliterative words.
5. Where is **repetition** used in this poem? Why do you think that it is used this way?
6. What action is described in the third stanza of the poem?
7. How is **imagery** used in this poem? What is described?
8. What is the **mood** of this poem? How does it make you feel?

Comment On Lesson

May 5 NTI

Mrs. Warren

Economic Systems and Institutions

Economic institutions, such as banks, provide a variety of services to individuals and businesses, including **loans** and **savings accounts**.



Banks—Economic institutions that provide financial services, such as loans and savings accounts

Loan—Money borrowed from a bank or other institution by an individual or business to make a purchase. Banks charge interest on the money that they lend to people. The amount that a person has to pay to borrow money is called the interest rate. The amount borrowed plus interest is paid back over time.

Savings account—Type of account in which a bank pays people interest for keeping their money in it

Risk—The possibility of losing something

Profit—After producing and selling a good or service, profit is the difference between how much money the company brought in and how much it cost the company to make the good.

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NTI Day 5 Name _____

Date _____

Read the provided lesson and answer the following questions by shading in your answer choice.

1. Which of the following is an example of a business taking a risk?

- ☐ A. emailing a newsletter to customers
 - ☐ B. rearranging the furniture in the office
 - ☐ C. opening a new store in a new city
 - ☐ D. adding information to the company Web site
-

2. All businesses are motivated by the desire to do what?

- ☐ A. force all other businesses to close
 - ☐ B. lose money
 - ☐ C. break even
 - ☐ D. earn a profit
-

3. Why do banks have the ability to lend people money?

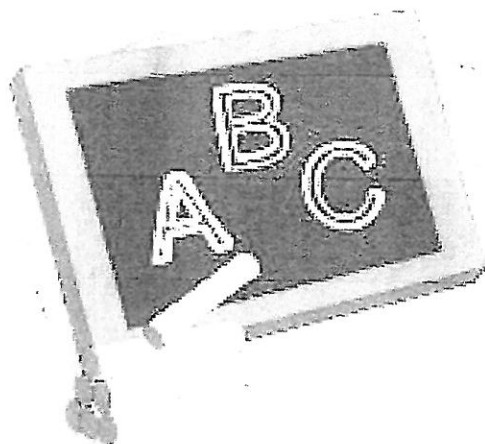
- ☐ A. The banks charge interest to the people who borrow money.
 - ☐ B. The banks want people to have everything that they need.
 - ☐ C. The banks are very generous.
 - ☐ D. The banks have an unlimited supply of money.
-

4. Why would a person be willing to risk losing money in starting a new business?

- ☐ A. The person makes bad financial decisions.
 - ☐ B. The person believes the business has a greater chance of succeeding than failing.
 - ☐ C. The person does not care if he or she loses money.
 - ☐ D. The business is guaranteed to make money.
-

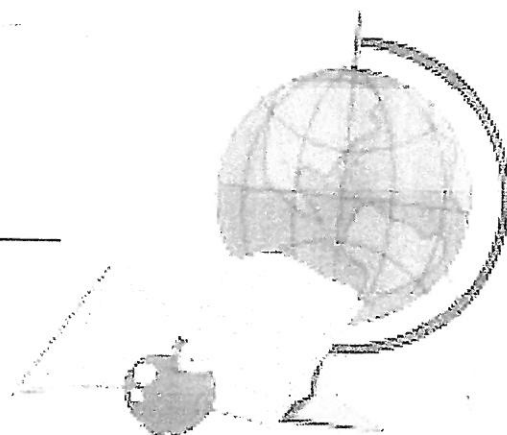
5. Why is saving money a good idea?

- ☒ A. People will have money available for things they want or need in the future.
 - ☒ B. People are more likely to be broke if they have savings.
 - ☒ C. People should spend all of their money and not bother with savings.
 - ☒ D. People will live longer if they have savings.
-



Name: _____

5th



Grade

N.T.I. Day 6

Mrs. Voges - Language Arts – Figurative Language

Mrs. Warren - Social Studies – Elements of Culture

Mr. Butler - Math – Adding Simple Fractions

Mrs. Gilly - Science – Earth Science Pangaea

****We will be available by email from 9am - 4pm****

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Mrs. Warren – shannon.walker-warren@mboro.kyschools.us

Mr. Butler – travis.butler@mboro.kyschools.us

Mrs. Gilly – lauren.gilly@mboro.kyschools.us

5th Grade Remind

Text the message @mms5thgr to the number 81010

Name : Dutler

Score : _____

Teacher : Day 6

Date : _____

Adding Simple Fractions

1) $\frac{2}{11} + \frac{5}{11} =$

2) $\frac{4}{10} + \frac{4}{10} =$

3) $\frac{2}{6} + \frac{3}{6} =$

4) $\frac{1}{3} + \frac{1}{3} =$

5) $\frac{1}{4} + \frac{2}{4} =$

6) $\frac{2}{10} + \frac{4}{10} =$

7) $\frac{3}{11} + \frac{4}{11} =$

8) $\frac{4}{12} + \frac{5}{12} =$

9) $\frac{3}{12} + \frac{4}{12} =$

10) $\frac{1}{8} + \frac{3}{8} =$

Day 6
Mrs. Voges

Figurative Language Worksheet 1

Name: _____

Directions: Read the lines of poetry. Slashes represent line breaks. Figure out which technique is being used: simile, metaphor, hyperbole, or personification. In the boxes, explain how you figured out your answer. It is possible that more than one technique is being used. If you can, explain each.

1. Like burnt-out torches by a sick man's bed

Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

2. Drip—hiss—drip—hiss fall the raindrops / on the oaken log which burns, and steams,
and smokes the ceiling beams. / Drip—hiss—the rain never stops.

Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

3. When the stars threw down their spears, / And water'd heaven with their tears,

Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

4. The moon was a ghostly galleon tossed upon cloudy seas,
The road was a ribbon of moonlight over the purple moor,

Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

5. I do not care to talk to you although / Your speech evokes a thousand sympathies,
Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

6. The sun was shining on the sea, / Shining with all his might:
Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

7. The leaves are little yellow fish / swimming in the river.
Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

8. The old clock down in the parlor / Like a sleepless mourner grieves,
Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

9. By the lakes that thus outspread / Their lone waters, lone and dead / Their sad waters, sad and chilly
Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

10. Fame is a bee. / It has a song -- / It has a sting --

Which technique is being used?

Simile, Metaphor, Personification, or Hyperbole

How do you figure?

(write a sentence explaining your answer)

Earth Science Pangaea

Millions of years ago the Earth looked much different than it looks today. All seven **continents**¹ (North America, South America, Asia, Africa, Europe, Australia, and Antarctica) were one gigantic continent which scientists call *Pangaea* (pan-gee-uh). The name Pangaea is derived from the Ancient Greek words "pan" meaning "entire," and "Gaia" meaning "Earth."

Continental drift, the process by which the continents broke apart and spread out across the Earth, is caused by **plates**² in the Earth's **crust**³ that move around. Plate movement is what causes earthquakes and volcanic **eruptions**⁴ today.

Continental drift didn't happen all at once. It took millions of years. The first separation of Pangaea occurred when North America separated from Africa. The Atlantic Ocean was formed at this time. Next, South America, India, Antarctica, and Australia broke apart. Because of continental drift, these continents are still moving a little bit each year. Some scientists even speculate that a new "super-continent" like Pangaea may form again!

Try to imagine what the Earth will look like millions of years from now. Will it look the same as today, or will it look different?

¹ **continent** – one of the main land masses of the Earth

² **plates** – the large flat pieces of land that the Earth's crust is broken into

³ **crust** – the hard outer layer of the Earth

⁴ **eruptions** – explosions

Name: _____

Date: _____

1. Pangaea was made up of
 - a. four continents.
 - b. all the world's oceans.
 - c. continental plates.
 - d. all seven continents.

2. How does the author organize the information in this passage?
 - a. The author provides a list of theories about what could happen to the Earth in the future.
 - b. The author explains the history of each continent.
 - c. The author describes Pangaea and then explains the process that made it drift apart.
 - d. The author details how each continent was named.

3. Which of the following answers supports the statement, "Earth's continents may be in different positions in the distant future."
 - a. Volcanoes and earthquakes have occurred for a very long time.
 - b. Continental drift continues to move continents a little each year.
 - c. Scientists do not agree about how Pangaea was broken up.
 - d. Continental drift stopped after Pangaea was broken up.

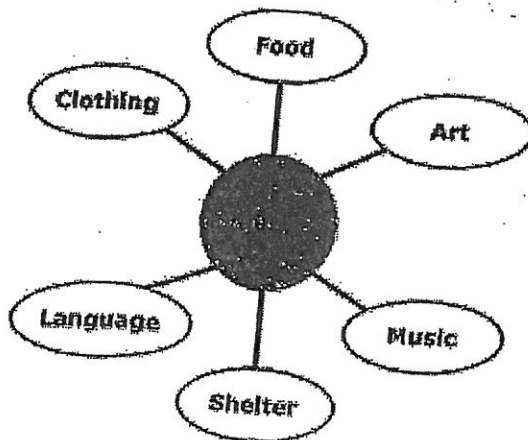
4. Read this sentence:

"The name Pangaea is **derived** from the Ancient Greek words 'pan' meaning 'entire,' and 'Gaia' meaning 'Earth.'"

As used in this sentence, the word **derived** means

 - a. simplified
 - b. formed from
 - c. pulled apart
 - d. made unusable

A **culture** is made up of everything unique and special in a particular group or country.



- A **culture** is filled with people's activities as well as the nation's symbols.
- Some activities in America that make up the culture include: dancing to rock and roll music, freedom to practice any religion, writing stories, eating certain foods, or celebrating holidays like Thanksgiving.
- Some symbols of America that make up the culture include: the American flag, the bald eagle, the Pledge of Allegiance, free speech, and the Statue of Liberty.
- American culture has developed over many, many years. America is sometimes called a "melting pot," which means it is a country that is made up of people from all over the world. The earliest European settlers to come to America were from England, Spain, and France.
- Some of the people who colonized America came here to practice freedom of religion. These people were from England. American colonists first spoke English, and they shared some England's culture. Part of this culture included the creation of a new form of government.
- When the colonists arrived here, there were many Native Americans already on the land. The Native Americans shared their culture by showing the colonists how to grow certain foods and crops.
- American culture has had so many different influences from all over the world. This is what makes the culture so special.
- Today, many people settle in the United States for job opportunities.

Next

Native American

Elements of Culture

Native American tribes lived in the Kentucky area before the Europeans came and settled the land. Three of those tribes were the **Cherokee, Shawnee, and Chickasaw.**

Cherokee

Some important facts about the Cherokee are:

- They were the largest and most important tribe in the Southeast.
- They had a settled, advanced culture based on farming.
- Soon after 1750, smallpox killed almost half the tribe.
- In 1827, they established themselves as the Cherokee Nation.
- Sequoyah made a Cherokee alphabet.
- Thousands died during the Trail of Tears.

Shawnee

Some important facts about the Shawnee are:

- Many of their villages were located at rivers and creeks.
- They lived in Ohio and Kentucky.
- They used the land in Kentucky to hunt.
- Later, they had to move to Oklahoma.

Chickasaw

Some important facts about the Chickasaw are:

- The Chickasaw fought constantly with the Choctaw, the Creek, the Cherokee, and the Shawnee.
- They were hurt by the conflict over land between the French and the British.
- In 1818, Andrew Jackson bought their land in western Kentucky. This area is now called the Jackson Purchase.

Prev Next

Elements of Culture

Many different cultural groups moved to North America from other parts of the world. These groups had different religious beliefs and national origins, and they have influenced the American culture that exists today. The interaction between the Native Americans, Europeans, and Africans is called the **Great Convergence**.

Puritans

Some important facts about the Puritans are:

- They believed in the teachings of religious reformers, such as John Wycliffe and John Calvin.
- They thought the Bible was the true law of God.
- They built settlements in Virginia and along the New England coast, especially in the Massachusetts Bay Colony and Connecticut.
- They believed in education and built Harvard and Yale colleges.

Quakers

Some important facts about the Quakers are:

- They are also called the Religious Society of Friends.
- They made new forms of worship and business actions.
- William Penn made the colony of Pennsylvania as a place for Quakers to freely practice their religion.
- They had no militia and only a small police force in Pennsylvania.

Spanish

Some important facts about the Spanish are:

- They settled in the Southwest.
- They established Catholic missions in order to convert Native Americans to Christianity.
- They were interested in finding gold in the New World.
- They conquered the Incas and the Aztecs in Mexico and Peru.

French

Some important facts about the French are:

- They settled in Canada and along the Mississippi River.
- They were very successful in the fur trade.
- They sent Catholic missionaries to convert Native Americans to Christianity.

English

Some important facts about the English are:

- They established colonies along the Atlantic coast.
 - Their first permanent settlement in North America was at Jamestown, Virginia.
 - The Powhatan Indians taught the settlers in Virginia how to grow tobacco, which soon became a profitable export to England.
-

West Africans

Some important facts about the West Africans are:

- There were many cultural groups from West Africa, including the Yoruba, Hausa, Fante, and the Ashanti.
- They were brought to America against their will as slaves.
- They had rich traditions in singing and storytelling, which was passed on to slaves.

Prev Close

Elements of Culture

Name _____

(Complete questions and return.)

Question 1.

Which of the following Native American tribes lived in Kentucky during the 18th century?

- ☐ A. Shawnee
- ☐ B. Navajo
- ☐ C. Pueblo
- ☐ D. Sioux

Question 2.

The colony of Louisiana was founded in 1699, and its capital, New Orleans, was founded in 1718. Which cultural group started this colony?

- ☐ A. Puritan
- ☐ B. Spanish
- ☐ C. French
- ☐ D. Quaker

Question 3.

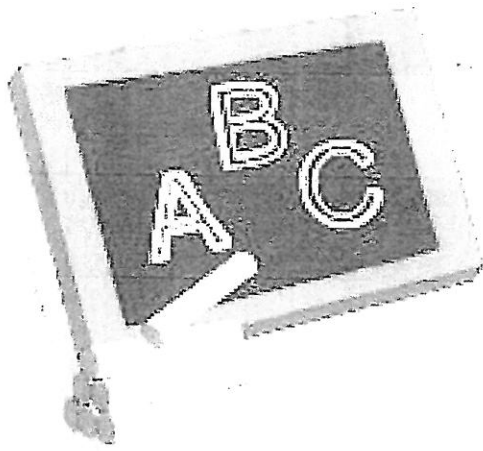
Which cultural group settled Jamestown, Virginia, in 1607?

- ☐ A. Spanish
- ☐ B. Dutch
- ☐ C. French
- ☐ D. English

Question 4.

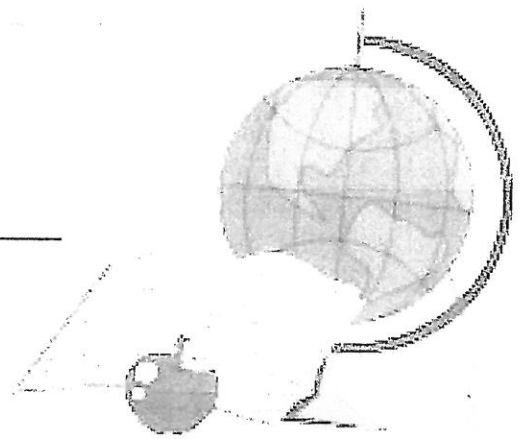
Which of these groups held the Salem Witch Trials in 1692?

- ☐ A. French
- ☐ B. Spanish
- ☐ C. Puritans
- ☐ D. Quakers



Name: _____

5th



Grade

N.T.I. Day 7

Mrs. Voges - Language Arts – Idiom Test

Mrs. Warren - Social Studies – Use of Geographic Tools

Mr. Butler - Math – Multiplying Fractions

Mrs. Gilly - Science – Earth Science The Weather

****We will be available by email from 9am - 4pm****

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5th Grade Remind

Text the message @mms5thgr to the number 81010

Name: _____

Teacher: _____

Butler Day 7

Score: _____

Date: _____

Multiplying Fractions

$$1) \quad \frac{3}{5} \times \frac{6}{10} =$$

$$2) \quad \frac{3}{10} \times \frac{3}{4} =$$

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

$$4) \quad \frac{2}{3} \times \frac{4}{10} =$$

$$5) \quad \frac{1}{3} \times \frac{1}{4} =$$

$$6) \quad \frac{2}{4} \times \frac{2}{3} =$$

$$7) \quad \frac{3}{10} \times \frac{1}{2} =$$

$$8) \quad \frac{1}{2} \times \frac{3}{5} =$$

$$9) \quad \frac{1}{2} \times \frac{9}{10} =$$

$$10) \quad \frac{2}{5} \times \frac{1}{2} =$$

Idioms Test 1

Name: _____

Directions: Determine the meaning of the bolded expression. Choose the **best** answer.

Idiom: A common expression understood figuratively, as the literal definition makes no sense.

1. After going to the zoo, the mall, and the movies, Cassie was sick of **bending over backwards** to entertain her nieces.
 - a. Cassie was doing very little to entertain her nieces.
 - b. Cassie was making small efforts to entertain her nieces.
 - c. Cassie was trying very hard to entertain her nieces.
 - d. Cassie was not trying at all to entertain her nieces.
2. Bobby would have been playing ball **until the cows came home** if it hadn't been for Suzie dragging him away to eat dinner.
 - a. Bobby was just about to stop playing ball.
 - b. Bobby didn't even want to play ball to begin with.
 - c. Bobby prefers nature to athletics.
 - d. Bobby would have continued playing ball for a long time.
3. Mr. Johnson was very particular about the arrangement of his classroom, so the **thing** he hated most was when his students caused a ruckus with their wild **horseplay**.
 - a. Mr. Johnson hated when his students pretended to be animals.
 - b. Mr. Johnson hated when his students played sports.
 - c. Mr. Johnson hated when his students wrestled around with each other.
 - d. Mr. Johnson hated when his students made animal noises.
4. Eric wanted to fix his cousin's computer, but he was already having problems setting up his Aunt's Wi-Fi network and he didn't want to **open a whole new can of worms**.
 - a. Eric was sick of spending his time helping his family.
 - b. Eric wanted to go fishing instead of working on computers.
 - c. Eric was having difficulties untangling the computer wires.
 - d. Eric was not ready to begin working on a complicated new problem.
5. Even though Candace already had a new job, she submitted her two week notice and conducted herself in a professional way at her old job because she didn't want to **burn bridges**.
 - a. Candace didn't want to ruin her positive relationship with her old employer.
 - b. Candace wasn't ready to start her new job.
 - c. Candace was really going to miss her old job.
 - d. Candace was waiting until her last day to rub it in everyone's face that she was leaving.
6. World renowned country western super group The Mountain Boys can sell out an arena **at the drop of a hat**.
 - a. The Mountain Boys may be able to sell out an arena, but it will take a long time.
 - b. The Mountain Boys can sell out an arena very quickly.
 - c. The Mountain Boys are always willing to perform at charity events.
 - d. The Mountain Boys enforce a dress code at all of their shows.
7. Vivian expected Craig to sob uncontrollably when she broke up with him; however, Craig **kept a stiff upper lip**.
 - a. Craig cried even more than Vivian had expected.
 - b. Craig cried about as much as Vivian had expected.
 - c. Craig cried a little less than Vivian had expected.
 - d. Craig did not cry.

8. Mrs. Robinson expects Cassie and my presentation to be good, but we have been working on it every night for the last week, so we are really going to **knock her socks off**.
- Cassie and the speaker are not prepared to give a good presentation.
 - Cassie and the speaker intend on hitting Mrs. Robinson rather than presenting.
 - Cassie and the speaker's presentation will far exceed Mrs. Robinson's expectations.
 - Cassie and the speaker's presentation will meet Mrs. Robison's expectations.
9. Over the summer Brian was really excited about being placed in the advanced math class, but after getting his syllabus on the first day and seeing the workload, he was ready to **jump ship**.
- Brian was even more excited about the math class than he was over the summer.
 - Brian wanted to start working on his math assignments right away.
 - Brian did not want to be in the advance math class anymore.
 - Brian wanted to cause some trouble in the advanced math class.
10. Jose had a hard time comparing the iPhone to the Samsung phone because to him they were **apples and oranges**.
- Jose can hardly tell the difference between the two phones because they are so similar.
 - Jose believes that the phones are so different from one another that they cannot be compared.
 - Jose doesn't know anything about phones so he may as well be thinking about fruits.
 - Jose is too hungry to think about phones at this time.
11. Brian felt pretty good about getting a pair of roller-skates for his birthday, until he saw his twin brother Ryan open up his GameBox X-9000, and then Brian felt like he **got the short end of the stick**.
- Brian felt like Ryan received a better gift than he.
 - Brian was quite pleased with his roller skates.
 - Brian wanted a long stick that he could use to support himself on hikes.
 - Brian feels bad for Ryan because Ryan wanted roller-skates.
12. After Ms. Smith caught Darnisha chewing gum for the third time, Ms. Smith scheduled a parent teacher conference with Darnisha's mother. When Darnisha's mother came into Ms. Smith's classroom, she was chewing gum. Ms. Smith thought to herself, "**the apple doesn't fall far from the tree**."
- Ms. Smith thinks that Darnisha dresses like her mother.
 - Ms. Smith thinks that Darnisha acts a lot like her mother.
 - Ms. Smith is surprised to see that Darnisha's mother came.
 - Ms. Smith thinks that Darnisha's mother lives very close to the school.
13. Brad was accusing us of stealing his phone until he found it, and now he's trying to **sweep it under the rug**.
- Brad thinks that his phone will be safer if he hides it under the rug.
 - Brad wants to do something to make up for his mistake.
 - Brad is trying to locate a signal for his phone so that he can use it.
 - Brad wants to pretend that the incident never happened.
14. Keisha got up and started yelling at Ronnie. She was threatening him but Ronnie didn't even flinch because he knew that her **bark was worse than her bite**.
- Ronnie thinks that Keisha will get in trouble for yelling.
 - Ronnie thinks that Keisha has bad breath.
 - Ronnie thinks that Keisha is loud but not dangerous.
 - Ronnie thinks that Keisha has a crush on him.
15. You might think that Billy Parker is the kid who has everything, but if you saw the list of chores his parents give him, I guarantee that you wouldn't want to **be in his shoes**.
- You wouldn't want your shoes to get as dirty as Billy's when he's doing his chores.
 - If you have to do as many chores as Billy, you'll want a pair of comfortable shoes.
 - Billy shoes are so uncomfortable that doing his chores is really unpleasant.
 - Billy has so many chores to do that it is unpleasant to imagine doing them all.

Earth Science The Weather

Weather is made up of several different components. In order to understand weather, you must understand air temperature, clouds, wind and precipitation (rain and snow). Weather is never exactly the same everywhere. It's always changing, and depending on what climate you live in, weather can change **drastically**¹ from mile to mile.

In America we use the Fahrenheit scale to measure air temperature. When the Fahrenheit scale rises, it shows us that the temperature is hotter. When the scale goes down, that means the temperature went down, getting cooler.

Low-pressure systems are associated with clouds and precipitation, while high-pressure systems are normally associated with dry weather and mostly clear skies. Clouds are made up of millions of tiny ice **crystals**². Clouds high up in the sky are very cold, and look very fluffy. Lower clouds in warmer air look sharper. From clouds, we get rain and snow. Humidity is the measure of water **vapor**³ in the air. On a beautiful day, there is low humidity. On a foggy day there is high humidity. On a rainy day there is 100% humidity.

¹ **drastic** - extreme

² **crystal** – a solid piece of matter that has a regular arrangement of flat surfaces and angles between the surfaces

³ **vapor** – a gas formed from a solid or liquid

Name: _____ Date: _____

1. According to the passage, what is a "component?"
 - a. A part
 - b. A type of cloud
 - c. A type of weather
 - d. Understanding
2. The second paragraph describes
 - a. Air pressure
 - b. Air temperature
 - c. Clouds
 - d. Humidity
3. On a very foggy day, humidity would probably reach around
 - a. 20%
 - b. 30%
 - c. 10%
 - d. 80%
4. What is the main focus of this passage?
 - a. Facts about weather
 - b. Facts about clouds
 - c. Precipitation
 - d. Humidity
5. In the United States what is used to measure air temperature?
 - a. Celsius scale
 - b. Fahrenheit scale
 - c. Morse Scale
 - d. Barometric scale

Social Studies

Use of Geographic Tools

pg. 1
800

Day 7

Tips for reading maps:

1. Read the title of the map first. This will help you understand what the map is displaying.
2. Read the text located on and around the map (if any). This will help you understand the type of information that is on the map.
3. Identify what type of map you are looking at. This will help you get familiar with the different types of maps. See the examples below:

Physical Maps | Political Maps | Topographic Maps | Road Maps |

Types of Maps

Physical Maps

Physical maps show the Earth's landforms and bodies of water. The maps use lines, shading, tints, spot elevations, and different colors to show elevation and distinguish the mountains from the lowlands. See example below.



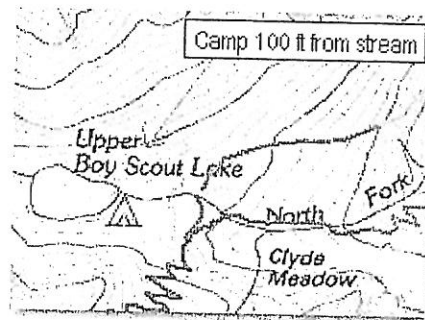
Political Maps

Political maps show boundaries that divide different areas from another, such as townships, counties, cities, and states. Some maps emphasize the boundaries by showing the areas of each political division such as countries or states in different colors. See example below.



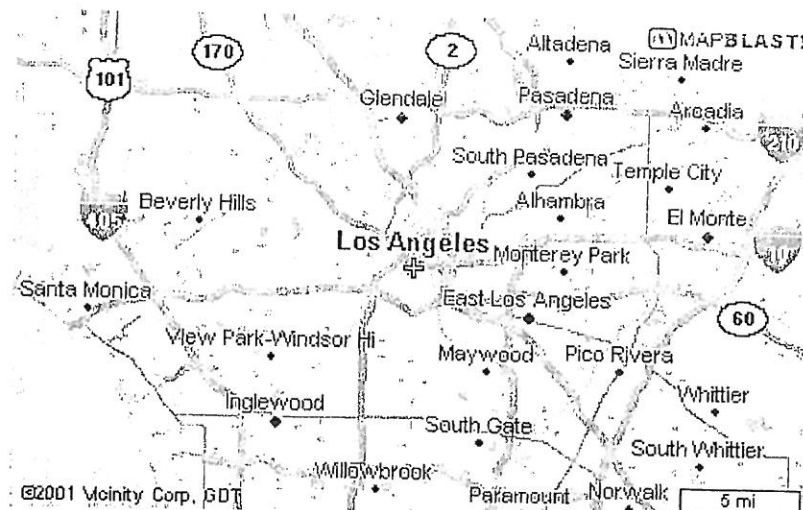
Topographic Maps

Topographic maps feature contour lines to portray the shape and elevation of the land. Topographic maps render the three-dimensional ups and downs of the terrain on a two-dimensional surface. These maps use "contour lines" (lines of equal elevation) to show elevation. Lines that are close together indicate steep terrain, while lines far apart indicate flat terrain. See example below.



Road Maps

Road maps are published primarily to assist travelers in moving from one place to another. Some road maps show only interstate highways, while others show a detailed network of roads, including the back roads. See example below.



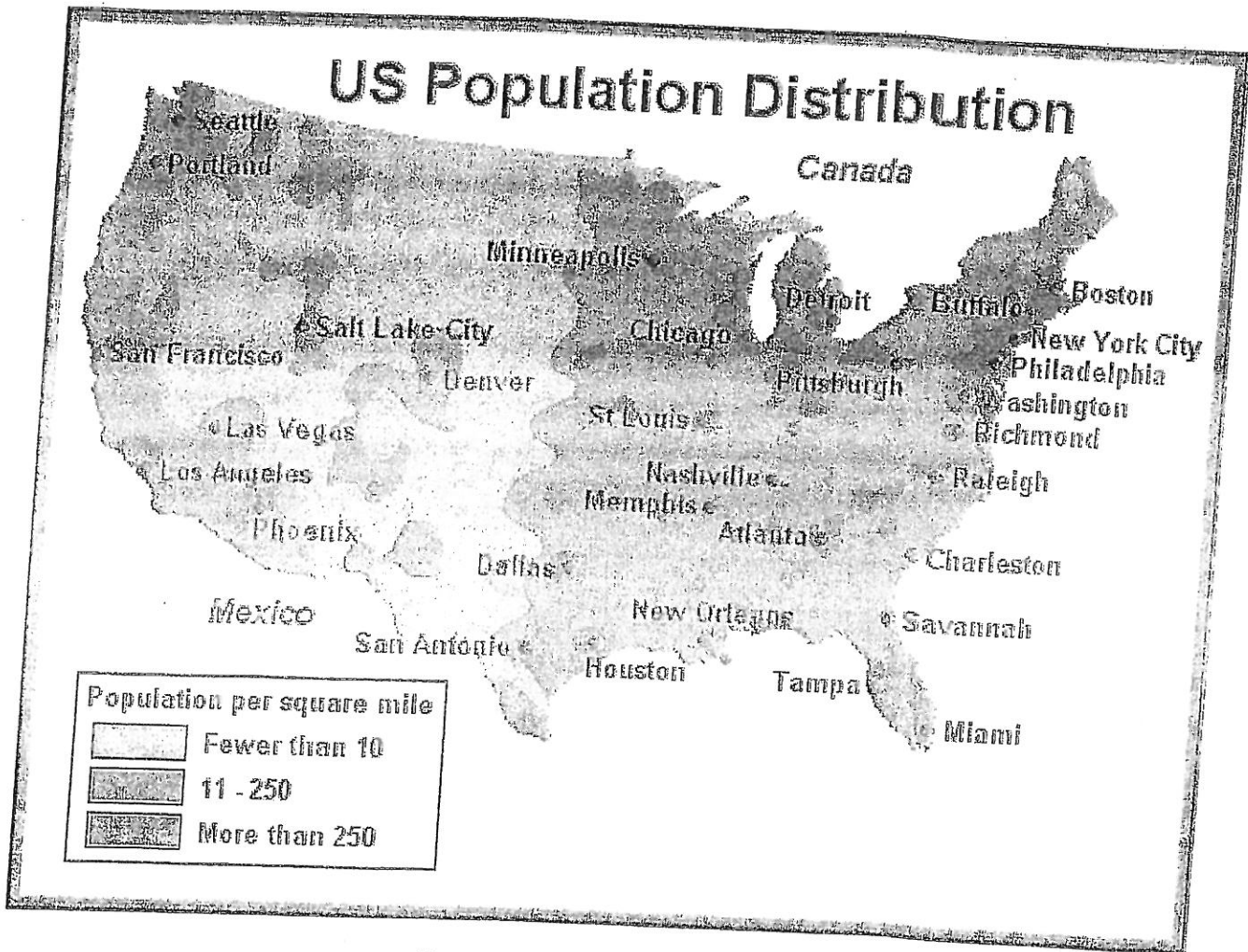
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Comment On Lesson

Use of Geographic Tools

A **population map** uses colors or symbols to show the population in different areas. Be sure to use the map key to understand what the colors or symbols mean.

Here is an example of a population map.

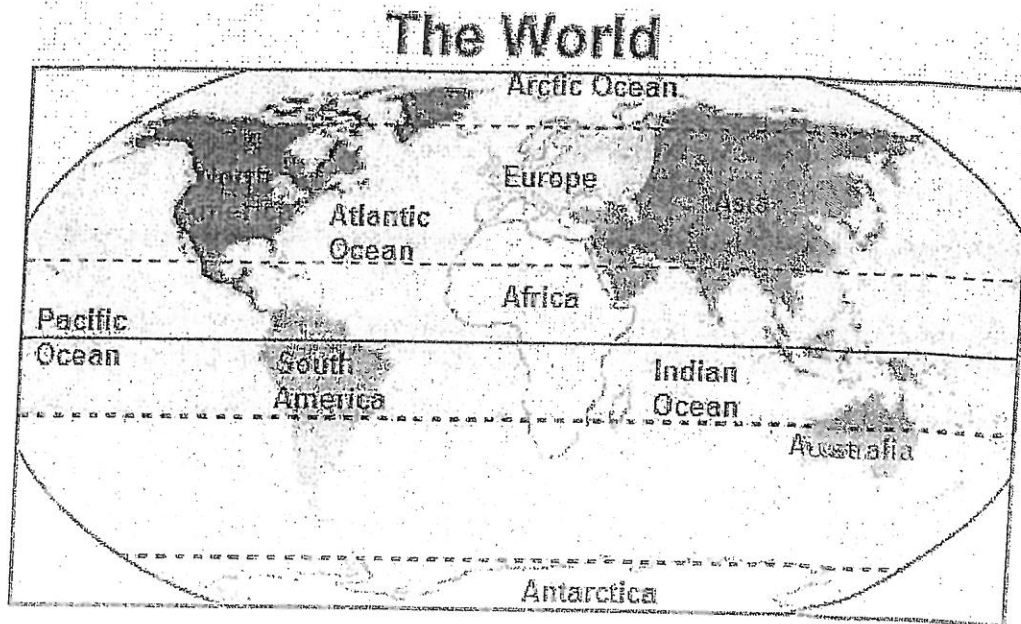


Prev Next

Comment On Lesson

Continents & Oceans

You need to be able to identify the **seven continents** and **four oceans** of the world on a map.



Continents

Africa—located south of Europe and bordered by the Atlantic and Indian oceans

Antarctica—surrounds the South Pole and is almost completely covered in ice

Asia—neighboring Europe and surrounded by the Arctic, Pacific, and Indian oceans

Australia—lies southeast of Asia and between the Pacific and Indian oceans

Europe—lies to the west of Asia and to the east of the Atlantic Ocean

North America—located between the Pacific and Atlantic oceans in the Western Hemisphere

South America—located between the Pacific and Atlantic oceans in the Western Hemisphere and north of Antarctica

Oceans

Arctic Ocean—located in the Northern Hemisphere and mostly in the Arctic north polar region

Atlantic Ocean—bordered to the west by North and South America and by Europe and Africa to the east

Indian Ocean—located to the east of Africa, south of Asia, and west of Australia

Pg 5.

Pacific Ocean—located between Asia and North America and is the world's largest ocean

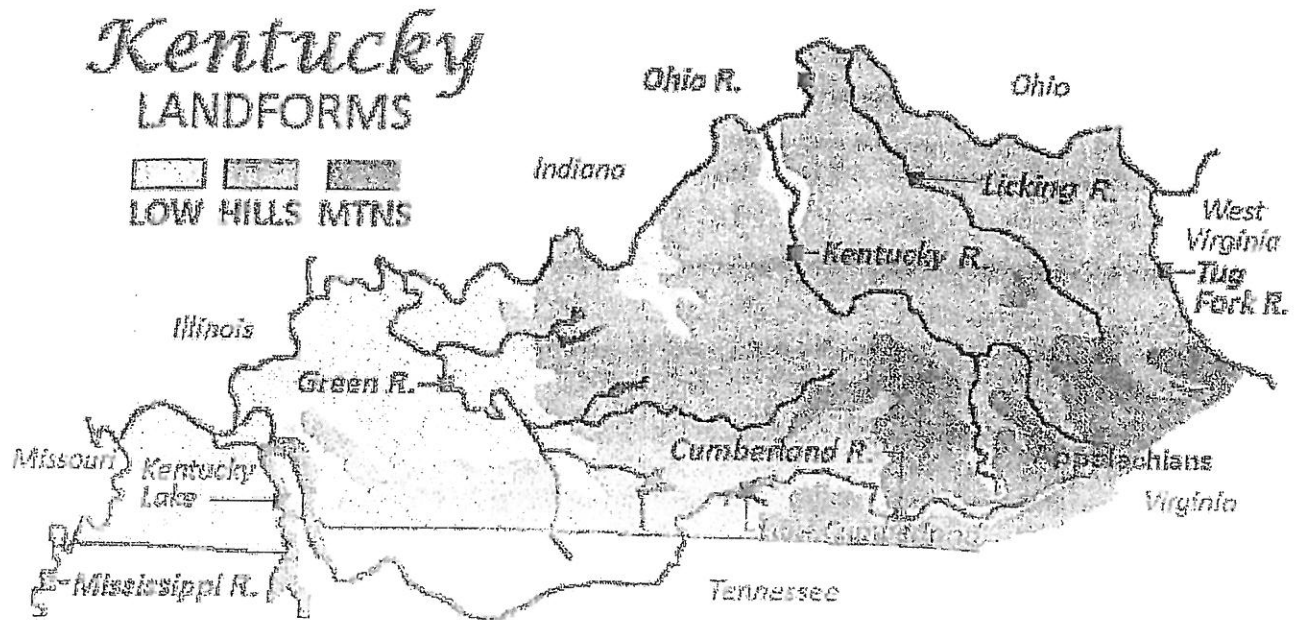
Prev Next

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Comment On Lesson

Use of Geographic Tools

Listed below are some of the important landforms in the state of Kentucky.



Ohio River - The Ohio River is the northern border of Kentucky. It flows west into the Mississippi River and is an important transportation route for Kentucky.

Mississippi River - The Mississippi River is the western border of Kentucky. It is longest river in the United States.

Lake Cumberland - Lake Cumberland is a man-made lake in southeastern Kentucky. It was created when the Wolf Creek Dam was built across the Cumberland River in order to provide flood control and hydroelectric power.

Kentucky Lake - Kentucky Lake is a man-made lake in western Kentucky that was created when the Kentucky Dam was built across the Tennessee River.

Prev Next

Use of Geographic Tools

Name _____

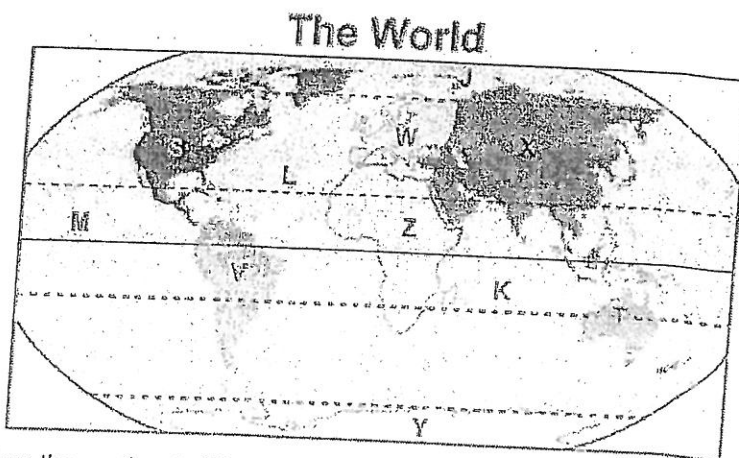
Question 1.

Answer these questions and return

There is a river that runs through Oregon, Washington, and Canada. Then, it spills into the Pacific Ocean. The river is called

- ☐ A. the Columbia.
- ☐ B. the Mississippi.
- ☐ C. the Tennessee.
- ☐ D. the Rio Grande.

Question 2.



Which letter matches the continent of Asia?

- ☐ A. T
- ☐ B. Z
- ☐ C. Y
- ☐ D. X

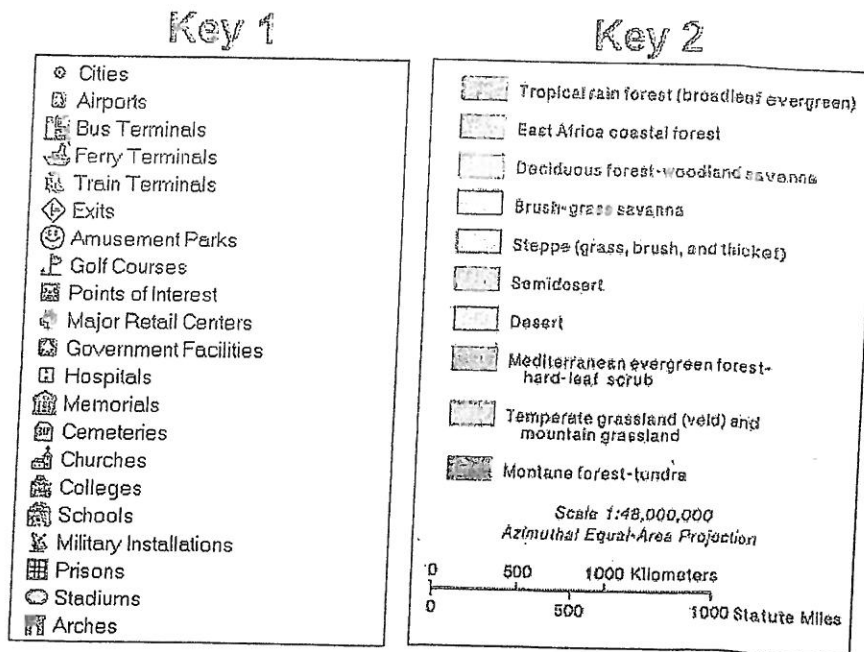
Question 3.



Looking at the map provided, how far west did the National Road extend through 1839?

- ☐ A. Chicago, Illinois
- ☐ B. Vandalia, Illinois
- ☐ C. Columbus, Ohio
- ☐ D. Baltimore, Maryland

Question 4.



Study the Map Keys 1 and 2. Which of the following is true about the features of the two map keys?

- ☐ A. Map Key 1 shows cultural features and Map Key 2 shows natural ones.
- ☐ B. Both Map Keys 1 and 2 show cultural and natural features.
- ☐ C. There are no cultural features shown on either Map Key 1 or Map Key 2.
- ☐ D. Map Key 1 shows natural features and Map Key 2 shows cultural ones.

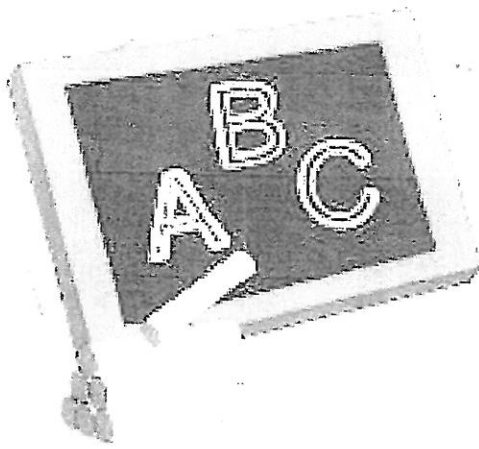
Question 5.

Pg. 3



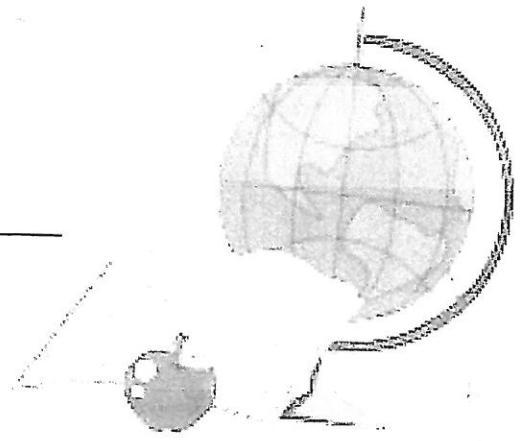
Using the map provided, approximately how far is it from Chicago, Illinois (Y) to Washington, D.C. (V)?

- ☐ A. 1,000 miles
- ☐ B. 100 miles
- ☐ C. 700 miles
- ☐ D. 400 miles



Name: _____

5th



Grade

N.T.I. Day 8

Mrs. Voges - Language Arts – Inferences Worksheet 1

Mrs. Warren - Social Studies – Patriotism

Mr. Butler - Math – Dividing Fractions and Whole Numbers

Mrs. Gilly - Science – Earth Science Floods

****We will be available by email from 9am - 4pm****

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Mrs. Gilly – lauren.gilly@mboro.kyschools.us

5th Grade Remind

Text the message @mms5thgr to the number 81010

Name: _____
Teacher: _____

Butler Day 8

Date: _____

Dividing Fractions and Whole Numbers

1) $10 \div \frac{1}{3} =$

2) $10 \div \frac{1}{2} =$

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

4) $6 \div \frac{1}{3} =$

5) $\frac{4}{5} \div 9 =$

6) $8 \div \frac{1}{4} =$

7) $\frac{2}{5} \div 7 =$

8) $\frac{1}{2} \div 9 =$

9) $10 \div \frac{1}{2} =$

0) $10 \div \frac{2}{5} =$

Day 8
Mrs. Vages

Inferences Worksheet 1

Name: _____

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Every day after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up the stairs to the shower as he was instructed. He would eat dinner with her after he was "presentable," as Alice had often said.

1. What type of job does Paul do? _____

How do you know this?

2. Describe Alice: _____

What in the text supports your description?

3. What relationship do Paul and Alice have? _____

Why do you feel this way?

Crack! Thunder struck and rain poured. Max stared blankly out the window, trying to contain his emotions that raged like the weather. He was beginning to lose it. Dropping the kite from his hand, Max broke out into full sobs. His mother comforted him, "There, there, Max. We'll just find something else to do." She began to unpack the picnic basket that was on the counter and offered him a sandwich. Max snapped, "I don't wanna sand-mich!" A flash from the sky lit up the living room. *Boom!* Mom sighed.

4. Why is Max upset? _____

How do you know this?

5. What was Mom planning on doing today? _____

What in the text supports your description?

"Tommy!" Mom called out as she walked in the front door. "Tommy," she continued shouting, "I sure could use some help with these groceries. There was still no reply. Mom walked into the kitchen to put the grocery bags down on the counter when she noticed shattered glass from the picture window all over the living room floor and a baseball not far from there. "I'm going to kill you, Tommy!" Mom yelled to herself as she realized that Tommy's shoes were gone.

6. What happened to the window? _____

How do you know this?

7. Why did Tommy leave? _____

What in the text supports your description?

Today was a special day in Ms. Smith's class. Some of the children were walking around the room, some of them were standing in small groups, and some of them were at their desks, putting finishing touches on cardboard mailboxes. After coloring a cool flame on the side of his racecar mailbox, Johnny hopped off his chair, strutted over to Veronica's desk, and dropped a small white envelope into her princess castle mailbox. Veronica blushed and played with her hair. While this was happening, Bartleby was frantically trying to put a small white envelope into everyone's mailbox. After giving one to Ms. Smith, Bartleby pulled out a medium-sized red envelope from his pocket. He blushed and tried to put it in Veronica's mailbox, but it wouldn't quite fit. Bartleby struggled with it for a few seconds and then ran off with the envelope. Veronica rolled her eyes and popped her gum.

8. Why is today a special day? _____

What in the text supports your idea?

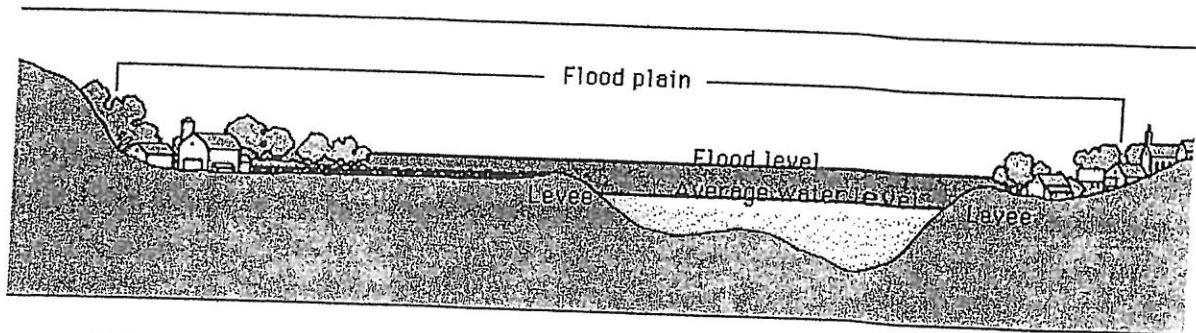
9. Which boy does Veronica like? _____

What in the text supports your idea?

10. Why did Bartleby run? _____

What in the text supports your idea?

Earth Science Floods



When dry land is covered by water, we call it a flood. Floods are very dangerous. If they are very bad, homes can be destroyed, and people can die. Floods can happen from three different sources;¹ an ocean, a river or a lake. Floods begin when too much water is flowing in an area that cannot support it. Heavy rain, snow and ice all cause floods. In the picture above, you can see that the flood level rises above the banks of the river. At first, it covers land where no people live, but as it gets higher, it can affect land where people reside.² Homes and cars can be washed away, and people can drown.

There are several ways to protect our land and people from floods. Dams keep water from rushing downstream. Channels filter³ the water out to sea in safe amounts. Dikes, flood wall and levees,⁴ when built; help keep water off the land. We also have systems for warning people about floods that are coming. This way, less people and property are affected.

¹ sources – where something comes from

² reside – to live in a certain place

³ filter – to pass slowly through

⁴ levees – a bank built along a river to keep it from flooding

Name: _____ Date: _____

1. A flood happens when
 - a. there isn't enough rain.
 - b. there is too much rain.
 - c. there is a normal amount of rain.
 - d. dams are built.

2. Which of the following are used to protect people from floods?
 - a. Dams and banks.
 - b. Levees and snow.
 - c. Dikes and flood walls.
 - d. Oceans and channels.

3. In this passage a channel is
 - a. a path for water.
 - b. a new station.
 - c. a television station.
 - d. a psychic's vision.

4. Overall, the author seems to feel that floods are
 - a. harmless.
 - b. harmful.
 - c. exciting.
 - d. manageable.

5. It rained hard for five straight days. The river overflowed and water flooded the town.
 - a. the first sentence describes the effect of what happened in the first sentence.
 - b. the second sentence describes the effect of what happened in the first sentence.
 - c. the first sentence describes a problem and the second sentence describes the solution.
 - d. the second sentence describes a problem and the first sentence describes the solution.

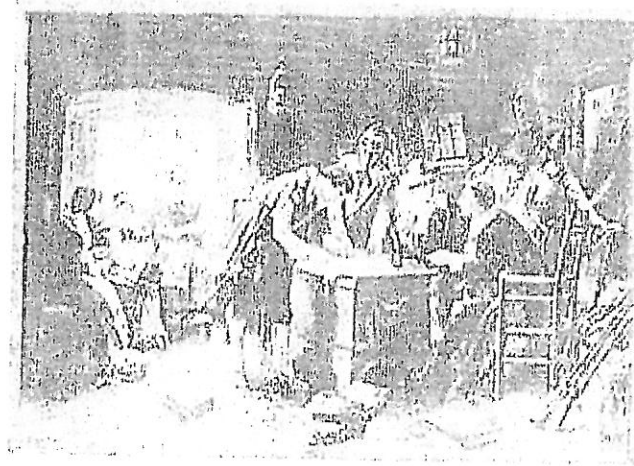
Social Studies

Patriotism

Day 8

pg 1

The **Mayflower Compact** was written on the *Mayflower* in Cape Cod. It was signed by 41 members—all of the male Pilgrims—of the Plymouth Colony.



Originally, the *Mayflower* was supposed to land in an area on the Hudson River that was granted to the London Virginia Company. Instead, the decision was made to sail farther north. Because the destination had changed, the passengers felt the earlier agreement, in which many had agreed to work to repay the company for the cost of the trip to the New World, was no longer binding. The document was a contract between the Pilgrims in which they all promised to live by its rules.

The Pilgrims believed it was important to have the Mayflower Compact signed and ready when the ship landed so they would have a structure to guide them.

One of the main reasons for the Mayflower Compact was because there had been talk that some of the passengers were planning to break away from the group and live on their own. The Pilgrims knew they would need the help of every person on the ship if they were to survive. Since the document said the Pilgrims could write laws that everyone would have to follow, it was a way to keep everyone together under one government.

As a document that spelled out how the government was to be set up and run, the Mayflower Compact was the first constitution in the New World. Historians often refer to it as the foundation for the U.S. Constitution.

The Mayflower Compact also raised the subject of majority rule. It stated that anything that affected everyone in the colony would need to be supported by the majority. Everyone in the colony was expected to follow the rules.

The Pilgrims were religious people. When they signed the Mayflower Compact, they:

- made a promise to God that they would make fair laws for everyone
- promised to have a type of government where the people in the colony got to have a say in what happened
- promised to follow the laws in the Compact

The Pilgrims followed the rules outlined in the Mayflower Compact until the Plymouth Colony joined the Massachusetts Bay Colony in 1691.

In the name of God, Amen.

We whose names are underwritten, the loyal subjects of our dread sovereign Lord, King James, by the grace of God, of Great Britain, France and Ireland king, defender of the faith, etc., having undertaken, for the glory of God, and advancement of the Christian faith, and honor of our king and country, a voyage to plant the first colony in the Northern

parts of Virginia, do by these presents solemnly and mutually in the presence of God, and one of another, covenant and combine ourselves together into a civil body politic, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions, and offices, from time to time, as shall be thought most meet and convenient for the general good of the colony, unto which we promise all due submission and obedience.

In witness whereof we have hereunder subscribed our names at Cape-Cod the 11 of November, in the year of the reign of our sovereign lord, King James, of England, France, and Ireland the eighteenth, and of Scotland the fifty-fourth. Anno Domini 1620.

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Pg. 9

My Old Kentucky Home

words and music by Stephen C. Foster

The sun shines bright in My Old Kentucky Home,
'Tis summer, the people are gay;
The corn-top's ripe and the meadow's in the bloom
While the birds make music all the day.

The young folks roll on the little cabin floor,
All merry, all happy and bright;
By 'n' by hard times comes a knocking at the door,
Then My Old Kentucky Home, good night!

Chorus


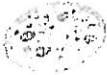



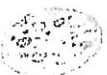


Weep no more my lady
Oh weep no more today;
We will sing one song
For My Old Kentucky Home
For My Old Kentucky Home, far away

[Prev](#) [Next](#)

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Patriotism

Question 1 .

Person	Name	Country	Favorite Food
	Eric	United States	Pizza 
	Fiona	Ireland	Potato Soup 
	Carlos	Italy	Pizza 
	Naomi	Japan	Sushi 

According to the chart, children from which of these countries like the same food?

- A. Italy and Japan
- B. Ireland and Italy
- C. United States and Italy
- D. Ireland and Japan

Question 2 .

In 1783, America's Founding Fathers wrote a Constitution with laws that applied to all U.S. citizens. A hundred and fifty years earlier, the signers of the Mayflower Compact also knew it was important to keep people united under one government.

The Mayflower Compact kept the Pilgrims united by allowing them to

- A. write laws that everyone must obey.
- B. move to a different colony if they chose.
- C. trade with the Indians to make a profit.
- D. put people in jail for practicing a different religion.

Question 3 .

Of all the passengers who came over on the Mayflower, which of them signed the Mayflower Compact?

- A. all 102 passengers
- B. 108 passengers and crew
- C. 39 adventurers and servants
- D. 41 male Pilgrims

Question 4 .

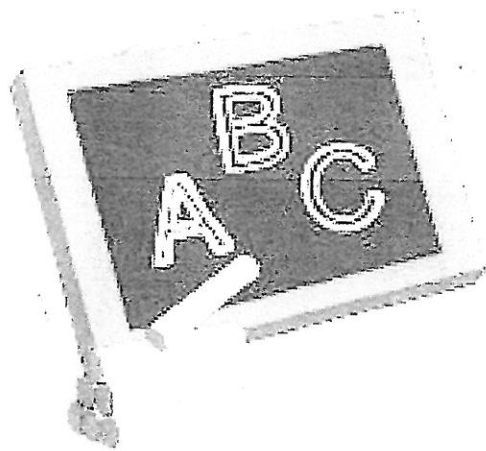
Which holiday celebrates giving thanks and the first feast of the Pilgrims and the Native Americans?

- A. Thanksgiving
- B. Columbus Day
- C. Memorial Day
- D. Presidents Day

Question 5 .

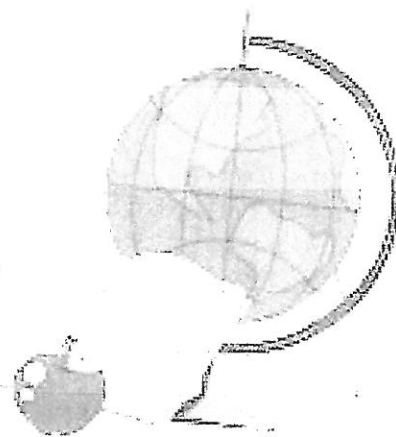
What is the state song of Kentucky?

- A. "The Star Spangled Banner"
- B. "Yankee Doodle"
- C. "My Old Kentucky Home"
- D. "America the Beautiful"



Name: _____

5th



Grade

N.T.I. Day 9

Mrs. Voges - Language Arts – Inferences Worksheet 2

Mrs. Warren - Social Studies – Civil War

Mr. Butler - Math – Adding Mixed Numbers

Mrs. Gilly - Science – Remote – Control Classroom

****We will be available by email from 9am - 4pm****

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Mrs. Warren – shannon.walker-warren@mboro.kyschools.us

Mr. Butler – travis.butler@mboro.kyschools.us

Mrs. Gilly – lauren.gilly@mboro.kyschools.us

5th Grade Remind

Text the message @mms5thgr to the number 81010

Name: _____

Teacher: _____

Butler Day 9

Score: _____

Date: _____

Adding Mixed Numbers

1) $2\frac{2}{4} + 5\frac{5}{10} =$

2) $3\frac{2}{5} + 8\frac{5}{10} =$

3) $2\frac{9}{10} + 5\frac{1}{2} =$

4) $5\frac{2}{3} + 8\frac{5}{10} =$

5) $2\frac{1}{4} + 8\frac{1}{3} =$

6) $5\frac{1}{2} + 9\frac{2}{3} =$

7) $2\frac{4}{5} + 9\frac{1}{4} =$

8) $3\frac{4}{5} + 8\frac{1}{2} =$

9) $1\frac{3}{4} + 9\frac{4}{5} =$

0) $6\frac{1}{2} + 6\frac{1}{4} =$

Day 9
Mrs. Vegas

Name: _____

Inferences Worksheet 2

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Kyle ran into his house, slamming the door behind him. He threw his book bag on the floor and plopped onto the couch. After six hours of playing *Grand Larceny VII*, he ate some pizza and fell asleep with a slice on his stomach and his feet on his book bag. When Kyle came home from school the next day, he was noticeably distraught. He balled up his report card and placed it inside a soup can in the garbage. He then flipped the soup can upside down in the garbage can and arranged loose pieces of trash over it. As he plopped down on the couch, he let out a sigh and picked up his controller.

1. Why is Kyle distraught? _____

How do you know this?

2. Why does Kyle put the report card in a soup can? _____

How do you know this?

3. Was Kyle's report card good or bad and why was it like that? _____

How do you know this?

Anastasia sat by the fountain in the park with her head in her palms. She was weeping mournfully and her clothing was disheveled. In between gasps and sobs, Anastasia cried out a name: "Oh... John..." And then her cell phone beeped. Her hand ran into her purse and her heart fluttered. The text message was from John. She opened up the message and read the few bare words, "*I need to get my jacket back from you.*" Anastasia threw her head into her arms and continued sobbing.

4. What relationship do John and Anastasia have? _____

Why do you feel this way?

5. Why is Anastasia sad? _____

How do you know this?

Cassie rolled over in her bed as she felt the sunlight hit her face. The beams were warming the back of her neck when she slowly realized that it was a Thursday, and she felt a little too good for a Thursday. Struggling to open her eyes, she looked up at the clock. "9:48," she shouted, "Holy cow!" Cassie jumped out of bed, threw on the first outfit that she grabbed, brushed her teeth in two swipes, threw her books into her backpack, and then ran out the door.

6. What problem is Cassie having? _____

How do you know this?

7. Where is Cassie going? _____

How do you know this?

Kelvin was waiting in front of the corner store at 3:56. His muscles were tense and he was sweating a bit more than usual. The other kids gathered in front of the little storefront were much more relaxed, even playful. They joked back and forth lightly to each other but for Kelvin, time slowed. 3:57. "Don't worry, Kelvin. He ain't even gonna show up." Kelvin hoped that he wouldn't. A black four-door Camry with tinted windows pulled up and parked across the street. Kelvin gulped. 3:58. A group of teenagers piled out of the car. James was in the front. "Hi-ya, Kelvin. Glad you could make it," James said. Kelvin felt smaller.

8. Why is Kelvin waiting at the corner store? _____

How do you know this?

9. Are James and Kelvin friends? _____

What in the text supports your idea?

10. Why is Kelvin so nervous? _____

What in the text supports your idea?

Remote-Control Classroom

An Iowa class heads into high-tech tests.

Every student in class has a remote control, and the kids are clicking away at the screen. But they aren't changing channels. They're taking a test! Terry Rex's fourth graders at Wings Park Elementary School in Oelwein, Iowa, are using a new kind of classroom technology. Instead of writing with pencils on exam papers, the students use remote controls to take tests.

"It's more fun," Courtney Ricchio, 9, told *WR News*. "I don't have to write, and my hand doesn't get tired." The remote controls are part of the Classroom Performance System (CPS). When students use CPS to take a test, the questions appear on an electronic screen. Students key in their answers on the remote-control response pad.

Rex is one of the first teachers in Iowa to use CPS. His students use the technology for more than taking tests. They also play learning games with the system. Sam Myott, 9, says his favorite CPS activity is a football game. "It's a math game with multiplication and subtraction," he told *WR News*. "Since it's on the computer, it's more fun than a worksheet on your desk."

Making the Grade

Some teachers think using CPS to grade a test is more efficient, or a better use of time, than grading a written test. The computer keeps track of the students' answers and prints out their grades at the end of the day. The computer also reports which questions the class found most difficult to answer, so Rex can review them with the group.

Tech Trends

Classrooms across the country are trying out new teaching gadgets.

The Right Touch

Sixth Graders Marina Gagliano (Front) and Kerry O'Conner Of Wellwood Middle School in Fayetteville, New York, label parts of a microscope on an interactive whiteboard. The whiteboard allows students to use their fingers to click and tap answers on the projected image.

Get Up And Go

Fourth and fifth graders at Elton Hills Elementary School in Rochester, Minnesota, are on the move. Their classrooms have no chairs! Tiny desks hold high-tech gadgets, such as laptops and iPods, with different lessons. Researchers say this setup may be healthier for students than sitting at desks all day.

Name: _____ Date: _____

1. One reason students might enjoy using the CPS is that they
 - A. have more time for recess.
 - B. can use it to play a math learning game.
 - C. don't have to study for their tests.
 - D. don't have any pencils.
2. The teachers like the CPS because
 - A. the teacher does not have to teach the students.
 - B. their students don't have to study for the tests.
 - C. the students use remote controls to answer questions.
 - D. it tells them what the class needs to study more.
3. The high tech classrooms described in this passage include
 - A. sixth grade only.
 - B. fourth, fifth, and sixth grades.
 - C. fourth and fifth grades.
 - D. fourth grade only.
4. Which is a positive effect of using gadgets in the classroom?
 - A. Students will spend more time alone and less time in groups.
 - B. Students have eye problems caused by looking at a computer screen all day.
 - C. Students' hands hurt from using the remote controls all day.
 - D. Students can move around the classroom.
5. Would you like to have gadgets available to use in your classroom? Explain.

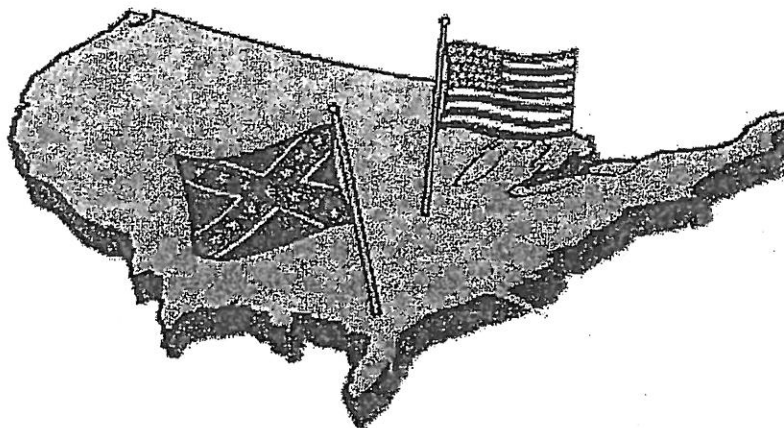
May 9 NTI

1
2
3
Next

Civil War

The Civil War was fought from 1861 to 1865 between the Union and the Confederate States of America. One of the main reasons for the fighting included the issue of slavery. The southern states wanted the right to keep slaves. But the North thought slavery should be illegal. Some important events during the Civil War included the battle at Fort Sumter, the Emancipation Proclamation, General Sherman's March to the Sea, and General Robert E. Lee's surrender at Appomattox.

American Civil War



Fort Sumter

Fort Sumter was built to protect Charleston Harbor in South Carolina. Both the North and the South wanted to keep the fort because of its good location. When South Carolina left the Union, the soldiers in the fort stayed loyal to the North. The South demanded that the North give up the fort, but the North refused. The South attacked in April 1861. Northern troops were not prepared to fight back. The first shots of the Civil War were fired during this battle.

Emancipation Proclamation

The Emancipation Proclamation, signed in 1863, was a document that said that slaves were to be set free in all the Southern states that had left the Union. Since the South was at war with the North, they ignored the Proclamation. All slaves were set free soon after the war when the 13th amendment was passed.

The Battle of Gettysburg

Usually called the turning point of the Civil War, the Battle of Gettysburg was fought over three days in July 1863, near the town of Gettysburg, Pennsylvania. Gettysburg was the only attempted Confederate invasion of the North. Union troops were able to push the Confederates back into Virginia, and some say the South lost the will to fight after this battle. More than 46,000 people were killed, wounded, or captured during the battle.

Sherman's March to the Sea

Union General William T. Sherman led the Atlanta Campaign and the Savannah Campaign of the Civil War. In early November 1864, Sherman ordered people to leave the city of Atlanta, Georgia, before burning it to the ground. Following the burning of Atlanta, Sherman set out to conquer Savannah, Georgia, destroying property on the way. This event is known as Sherman's "March to the Sea." Sherman knew this would have a strong effect on the minds of Southerners and show them that the Union could not be stopped.

Lee's Surrender at Appomattox Court House

In April 1865, the final battle of the United States Civil War took place near the town of Appomattox Court House, Virginia. Confederate General Robert E. Lee had no choice but to surrender when he found himself surrounded by Union troops. Lee surrendered to Union General Ulysses S. Grant on April 9, 1865.

[Comment on Lesson](#)

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Civil War

Question 1.

Day 9 NTI
Name _____

Answer each question and return.

Which of the following were two results of the American Civil War?

- ☐ A. a divided country and continued slavery
- ☐ B. a united country and the end of slavery
- ☐ C. slavery was legal, but the country was united
- ☐ D. slavery was illegal, but the states were divided

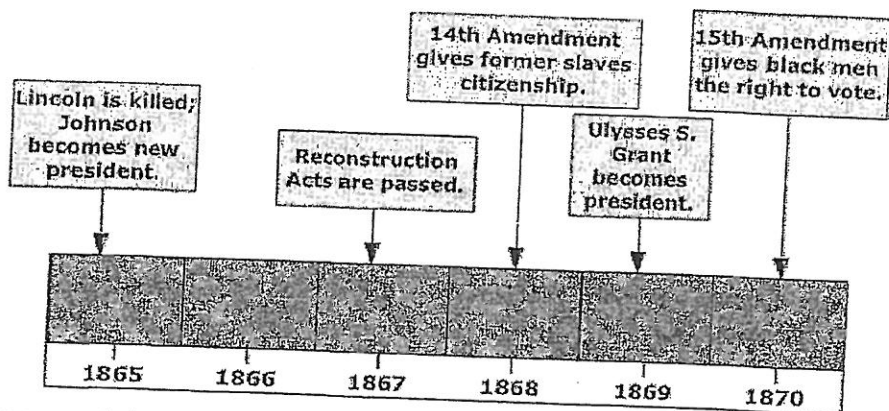
Question 2.

Where were the first shots of the Civil War fired?

- ☐ A. Shiloh
- ☐ B. Fredericksburg
- ☐ C. Fort Sumter
- ☐ D. Harpers Ferry

Question 3.

Timeline of Events Following the Civil War



Which of these events happened first?

- ☐ A. Blacks were given the right to vote.
- ☐ B. Reconstruction Acts were passed.
- ☐ C. Ulysses S. Grant was elected president.
- ☐ D. Lincoln was killed.

Question 4.

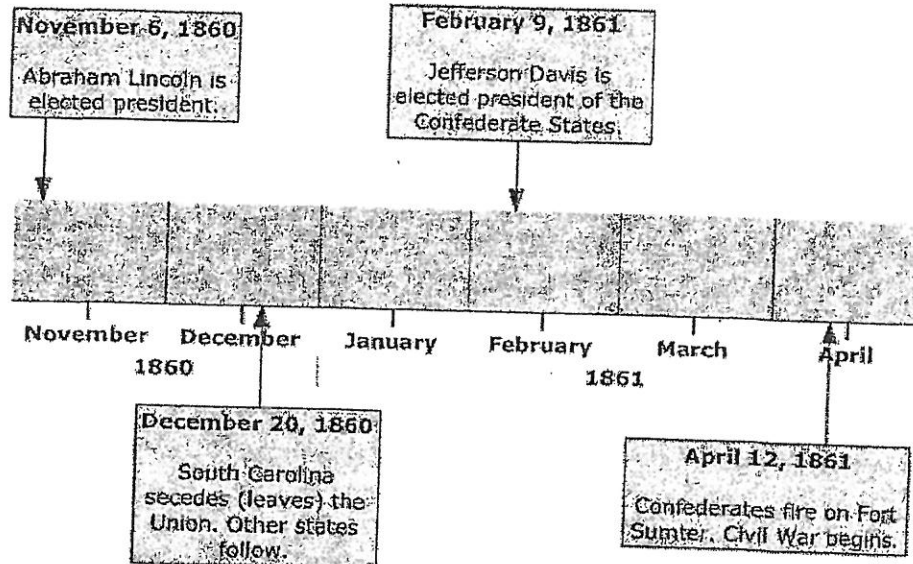
Early in 1861, seven Southern states, led by South Carolina, broke away from the Union. They formed the Confederate States of America. Confederate troops then took over army forts in those seven states. But a few forts were still held by Union soldiers who would not leave. One of these was Fort Sumter, in South Carolina. On April 12, 1861, Confederate troops fired on the fort. After 36 hours, the Union forces gave up.

This battle was important because

- ☐ A. General Grant was killed.
- ☐ B. it began the Civil War.
- ☐ C. it ended the Civil War.
- ☐ D. thousands of lives were lost.

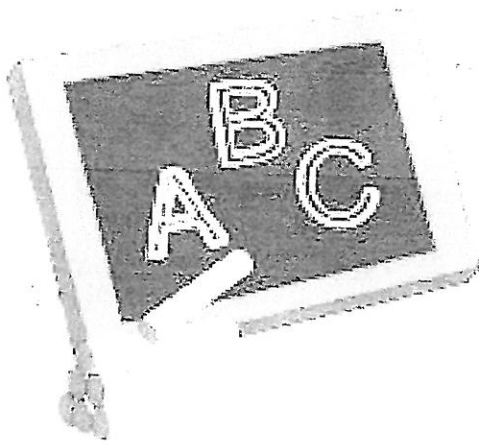
Question 5.

Pre-Civil War Timeline



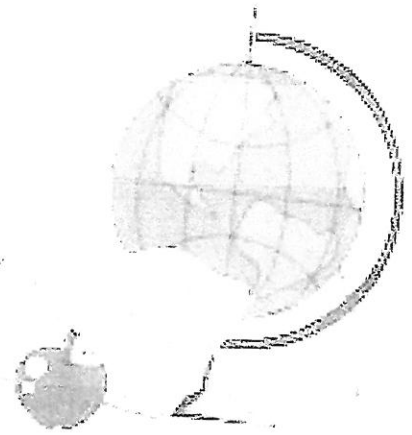
Which of these events signaled the beginning of the Civil War?

- ☐ A. Lincoln was elected president of the United States.
- ☐ B. Confederates fired on Fort Sumter.
- ☐ C. South Carolina seceded from the Union.
- ☐ D. Davis was elected president of the Confederacy.



Name: _____

5th



Grade

N.T.I. Day 10

Mrs. Voges - Language Arts – Inferences Worksheet 3
Mrs. Warren - Social Studies – 20th Century to Present
Mr. Butler - Math – Adding 3 Fractions
Mrs. Gilly - Science – A Stargazer's Guide to
Mission Control

****We will be available by email from 9am - 4pm****

Mrs. Voges – jenna.voges@mboro.kyschools.us

Mrs. Warren – shannon.walker-warren@mboro.kyschools.us

Mr. Butler – travis.butler@mboro.kyschools.us

Mrs. Gilly – lauren.gilly@mboro.kyschools.us

5th Grade Remind

Text the message @mms5thgr to the number 81010

Name: _____

Teacher: _____

Butler Day 10

Score: _____

Date: _____

Adding Fractions

$$1) \frac{8}{10} + \frac{3}{4} + \frac{2}{3} =$$

$$2) \frac{5}{10} + \frac{1}{2} + \frac{1}{3} =$$

$$3) \frac{1}{4} + \frac{2}{3} + \frac{2}{10} =$$

$$4) \frac{3}{10} + \frac{1}{4} + \frac{1}{2} =$$

$$5) \frac{3}{4} + \frac{7}{10} + \frac{4}{5} =$$

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

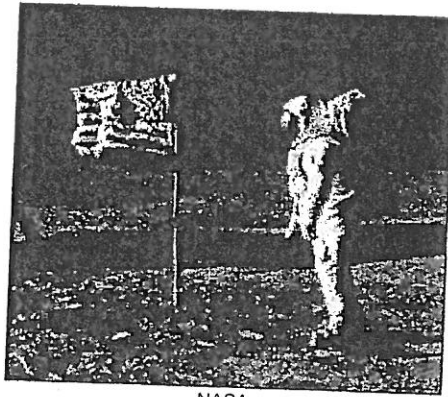
$$7) \frac{5}{10} + \frac{1}{3} + \frac{1}{2} =$$

$$8) \frac{4}{5} + \frac{4}{10} + \frac{1}{2} =$$

$$9) \frac{2}{10} + \frac{2}{3} + \frac{1}{4} =$$

$$10) \frac{7}{10} + \frac{1}{5} + \frac{1}{4} =$$

A Stargazer's Guide to Mission Control



NASA
Astronaut Edwin E. Aldrin, Jr. with an American flag
during the Apollo 11 mission, 1969.

Someone must have pulled the plug on the green computer consoles long ago. The carpet is now ratty and dirty. The room could stand a new coat of paint.

When I stepped into the old Mission Control room at the Johnson Space Center in Houston recently, it made me feel as though it were 1969 again. It was one of the most important rooms in U.S. history. This was the control room the National Aeronautics and Space Administration (NASA) used when the United States sent men to the moon.

This Mission Control served as the nerve center for dozens of space missions, including Edward White's first spacewalk in 1965 and the space shuttle *Challenger* disaster in 1986. On the walls of the room are plaques commemorating those and other NASA missions.

"This room was used from the *Gemini* missions all the way through to the space shuttle in the early 1990s," said NASA's Gary Kitmacher, my guide for the day.

The tour brought back many memories. I remember watching on my parent's first color television the black-and-white image of Neil Armstrong taking "one giant leap for mankind" as he became the first human to walk on the moon in 1969. As Armstrong made history, I could hear on TV that the scientists, who were in this very room, were whooping and hollering. A year later, I was glued to the TV again as scientists crowded around the consoles trying to figure out how to get the astronauts of *Apollo 13* back home when an oxygen tank exploded aboard their craft.

The next stop on the tour was the new Mission Control, where engineers keep tabs on the International Space Station (ISS) orbiting above Earth.

Not far from the Mission Control building is a *Saturn V* rocket, the vehicle that launched NASA astronauts to the moon. The rocket looks just like a plastic model I built as a kid. But this aging ship is real and much, much bigger.

Near the *Saturn V* is a Redstone rocket with a Mercury capsule on top. The *Mercury* missions were the first U.S. manned missions to space. The Redstone looks like a toy compared with the gigantic *Saturn V*.

Also at the Johnson Space Center is an enormous building where astronauts train before heading to the ISS. The building houses models of the various components that make up the huge space station. There were two Russian cosmonauts walking around during the tour.

When I was a kid, I always wanted to walk on the moon. Walking through the Johnson Space Center some 30 years later is the next best thing.

Name: _____ Date: _____

1. You can tell this is a nonfiction passage, because
 - A. it gives biographical information about 1960's astronauts.
 - B. the author writes using the first person singular.
 - C. it is a true account of a visit to a famous place.
 - D. there is detailed description of the setting.
2. The detailed descriptions of the space machinery are intended to
 - A. help the reader picture the tour as if he/she were there.
 - B. make space travel seem like a board game.
 - C. make the reader feel lost and unable to find the way out.
 - D. confusing the reader.
3. A passage like this would likely be found
 - A. in a guidebook.
 - B. in a story book.
 - C. in a magazine.
 - D. in a history textbook
4. "I was glued to the TV" is a fancy way of saying
 - A. my interest was so great, I couldn't leave the TV.
 - B. scientists were worried about the exploded oxygen tank.
 - C. television was how most people experienced the event.
 - D. the *Apollo 13* astronauts were scared for their lives.
5. How is this passage different from a fiction passage? Explain.

Day 10
Mrs. Vages

Inferences Worksheet 3

Name: _____

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. **Explain your answer by referencing the text.**

Ryan was looking forward to sleeping over at his friend Robert's house. Though they had been classmates for a while, the two had only recently become good friends. Ryan packed up his sleeping bag, a pillow, and a few of his favorite toys and games, and then his mom dropped him off at Robert's. Robert met Ryan on the porch and the two did their secret handshake and started playing right away. First they played pirates in Robert's tree fort. Next they played ninjas in the driveway. Then it started getting dark and they went inside of Robert's house. As soon as they walked in the house, Ryan's eyes started getting red and itchy. He saw a big orange cat sitting on the couch. Then he started sneezing uncontrollably. "I'm sorry, Robert. It's been a lot of fun, but I have to call my mom."

1. Why do Ryan's eyes get red and itchy when he walks into Robert's house? _____

How do you know this?

2. Why does Ryan want to call his mother? _____

How do you know this?

"William, don't forget your towel!" Mom shouted as she applied sunblock on the baby. William threw the folding chairs in the back of the minivan and shouted through the garage door, "OK Mom!" He then ran up and grabbed his towel. "Georgie!" William shouted. There was no response. Mom packed the baby up into the car seat. "William, can you help me with his umbrella?" William ran down the stairs, almost tripping over a chew toy, and then he helped his mother load the large umbrella in the minivan. "Mom, I can't find Georgie," William said. His mother shrugged and replied, "That's OK, William. He probably shouldn't come with us anyway."

3. Where are Mom and William going? _____

How do you know this?

4. Who is Georgie? _____

How do you know this?

Comment On Lesson

May 10 NTI

20th Century to Present

World War I started in 1914 after the Austrian Archduke Franz Ferdinand was assassinated by a Serbian nationalist. The United States avoided getting involved the conflict as long as possible but eventually joined the war in 1917. An agreement to stop fighting, also known as an armistice, occurred in 1918. The war was not officially over, however, until the signing of the Treaty of Versailles in 1919.

Taking Sides in World War I

Allies	Central Powers
Great Britain France Russia Serbia Belgium	Germany Austria-Hungary Bulgaria Ottoman Empire

World War I and the United States

- The United States was able to stay neutral for the first few years of World War I. Staying neutral was very difficult because of America's close relationship with Great Britain and the interruptions to trade. However, by 1917, public opinion was slowly turning against Germany.
- The United States became concerned about Germany early in the war. The Germans announced they would be using **unrestricted submarine warfare**. This meant German submarines would sink any enemy ship without warning. They said they would even sink ships that were not being used for the military, like merchant or passenger ships.
- In 1915, a German submarine sunk the *Lusitania*. The *Lusitania* was a British ocean liner. Most of the passengers on the ship were killed, including some Americans. This angered many Americans and is considered one of the reasons that the United States became involved in World War I.
- In February 1917, British intelligence intercepted a telegram addressed to the German minister in Mexico from German Foreign Secretary Arthur Zimmermann. In the message, Zimmermann expressed his hope to "set new enemies on America's neck" by offering to help Mexico recover territories lost to the U.S. in exchange for Mexico's alliance in the event of war between Germany and the United States. The British passed this message to U.S. officials who took this threat very seriously.
- By 1917, the countries fighting in World War I had reached a **stalemate**. A stalemate is a situation where no one is winning. After the United States entered the war in 1917, the Allies began to win the war.

After the War

- When the war ended in 1918, President Woodrow Wilson made a peace plan known as the **Fourteen Points**. Under this plan, Wilson wanted to end colonialism and to establish the **League of Nations**, an international peace-keeping organization. Although Wilson traveled around the country trying to promote the League, Congress rejected American participation. This was because many people in the U.S. were concerned that the organization would conflict with American interests and the U.S. would eventually get pulled into another European war.
- The **Treaty of Versailles** ended World War I. The treaty placed all the blame for the war on Germany and removed its military strength. Germany was also forced to pay other countries for the entire cost of the war.
- Following the war, President Wilson wanted the countries of Europe to help each other rebuild. It was clear from the harsh terms of the Treaty of Versailles, however, that countries like France and Great Britain simply wanted to punish Germany.
- The U.S. rejected the Treaty of Versailles, and therefore the League of Nations, and declared the war with Germany at an end in 1921. This made the treaty difficult to enforce for the other European powers in the years after the war.

Next

20th Century to Present

During the 1930s, bad weather and the failure of many businesses and the U.S. stock market greatly hurt the nation's economy. This time period was known as the **Great Depression**. The problems of the Great Depression were very evident because the years of 1920s had been a time of much economic growth.

The Great Depression



The Great Depression was a worldwide economic depression beginning in the late 1920s and lasting until the early years of World War II. It was the longest period of continuous high unemployment rates and low economic activity in the 1900s. During this period many factories, stores, and banks closed. Due to poor weather conditions, many farms had poor crop yields for several years. As a result, millions of people had no work and little money to support themselves. A large percent of citizens had to depend on the government or charity in order to survive.

The Dust Bowl



The Dust Bowl was a time period during the 1930s when many powerful dust and wind storms swept across the United States. The storms left widespread destruction and layers of dust wherever they hit. Much of the damage occurred from 1935 to 1938 in the southern Great Plains, which became known as the Dust Bowl.

The fierce wind storms blew away the top soil, which made it difficult for farmers to grow crops. As a result, the farmers had no way to make money, and many were forced to declare bankruptcy. Those who went bankrupt often lost their farms and had to look elsewhere for jobs and homes. At this time, a large number of farm families moved west to look for work.

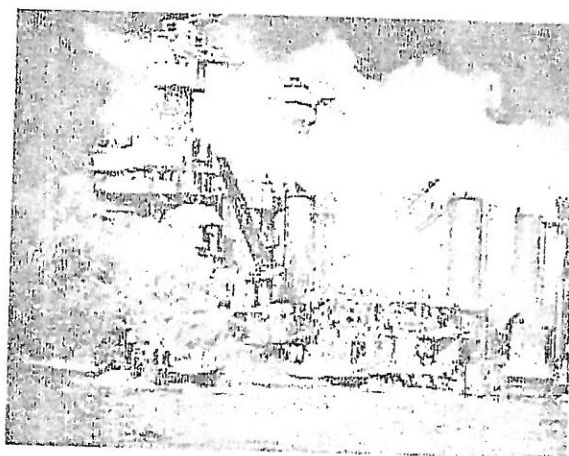
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Clip provided by ITN Source

Pearl Harbor

- On December 7, 1941, Japan attacked the U.S. military base at Pearl Harbor, Hawaii. This event came after the Japanese had entered into an alliance with Nazi Germany in 1940.
- The next day, December 8, 1941, the U.S. entered into World War II when President Franklin D. Roosevelt requested that Congress declare war on Japan.
- The picture below is a famous image of the attack on Pearl Harbor. It shows the destruction of the battleship *USS West Virginia*.



Internment of Japanese Americans

- After the Japanese attack on Pearl Harbor, many Americans feared that Japan might launch another attack on the West Coast of the United States. People also questioned the loyalty of Japanese Americans to the United States. As a result, the United States government placed many Japanese Americans into camps until the war was over. This is usually called Japanese American internment. The camps were called internment camps or "War Relocation Camps." Over 120,000 Japanese Americans were placed in the camps.

Tehran Conference

- Allied leaders met to settle plans for a major invasion of Europe during the Tehran Conference in Tehran, Iran, from November 28 to December 1, 1943.
- Soviet Premier Joseph Stalin, U.S. President Franklin D. Roosevelt, and British Prime Minister Winston Churchill (pictured below) agreed that the Soviets would launch an attack from the Eastern Front at the same time that the other Allied nations attacked Axis forces in Western Europe via France in an invasion that would cross the English Channel from Great Britain. Preparations for the invasion, known as Operation Overlord, were of monumental proportions, and by June of 1944, over 3 million military personnel had been stationed in Great Britain.

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