### Physical Education Activity

**B**
- 10—Crab Walk Steps
- 15—Heel Raises
- 10—Ski Jumps
- 15—Burpees
- 10—Hops on Each Foot

**I**
- Jog in Place Count to 50
- Rub your Belly, Pat your Head 10 Times
- 20—Bear Walk Steps
- 25—Jumping Jacks
- 25—Jumping Jacks

**N**
- Superhero Hold Count to 10, repeat 3 times
- 20—Lunges
- 20—Trunk Twists
- Plank Hold Count to 20
- 20—Twisting Crunches

**G**
- Wall Sit Count to 20
- 5—Inchworms
- 20—Knee to Chest Curls
- 20—Mountain Climbers

**O**
- 15—Push Ups
- 20—Forward Arm Circles
- 20—Backward Arm Circles
- 10—Tuck Jumps
- 10—Spin Jumps
- 25—Knee to Chest Curls
- 25—Squats

### Directions:
Place an X in each box (or cover it with a coin) when you complete an exercise.

See how many different BINGO’s you can get!
Did you ever see the movie *The Wizard of Oz*? A tornado sweeps up Dorothy and Toto, sending them to a new world where there are witches and talking lions! That entire story is fiction, but tornadoes are real and they are serious business. In fact, they can be the most dangerous storms of all.

Tornadoes are sometimes referred to as twisters or cyclones. They are shaped like a cylinder. They are born in thunderclouds. The winds inside a tornado swirl around and around and can be more than 300 miles per hour (mph). The winds are so strong that tornadoes can lift animals, cars, and even houses.

The United States has more tornadoes than any other country in the world. States such as Texas, Oklahoma, Kansas, and Nebraska are hit hard by tornadoes. This part of the country is known as "Tornado Alley." Tornado season is during the springtime and summer. If the conditions are right, a tornado can happen any time of year.
Writing Prompts:

- How do natural disasters affect the people and places that experience them?
- How can we prepare for natural disasters?
**Visual Arts 3-5**

**TASK:** For this task you will interview someone in your house about a cultural or family tradition they celebrate. Then you will create a piece of art based upon a family or cultural tradition using materials of your choice.

<table>
<thead>
<tr>
<th>Step 1: Select someone in your household to interview.</th>
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</thead>
<tbody>
<tr>
<td><strong>Step 2:</strong> Ask and record their answers to the following questions: 1) What is a tradition that you celebrate every year? 2) Can you describe that tradition? 3) What does that tradition look like? 4) How does celebrating that tradition make you feel? 5) What one word would you use to describe the tradition?</td>
</tr>
<tr>
<td><strong>Step 3:</strong> Brainstorm different ways you could create a visual representation of this tradition by sketching out ideas.</td>
</tr>
<tr>
<td><strong>Step 4:</strong> Select one sketch to create a final work of art using art materials of your choice.</td>
</tr>
<tr>
<td><strong>Step 5:</strong> Share your art with someone in your household</td>
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</tbody>
</table>

**REFLECTION QUESTIONS:**

What do you like best about your artwork?

How does your artwork reflect a cultural tradition?

What would you change about your artwork if you did this task again?

Ask the household member you interviewed what they notice about your artwork.
A Terrible Wrong

Today, people agree that slavery is a terrible wrong. It is wrong that one person can actually own another. It is wrong that a person can buy and sell someone like a piece of property.

It’s hard to understand that not everyone has always felt this way. But the sad fact is that slavery has existed in many times and places, including in ancient Greece and ancient Rome, in Africa, in parts of Europe during the Middle Ages, and elsewhere. It’s been only in the last 250 years, really, that a growing number of people have come to believe that slavery is unacceptable. And even when many people finally began to believe that slavery was wrong, few were ready to do anything to get rid of it.

By the 1820s a small number of Americans began to speak out against slavery in general. Some searched for practical ways to end the practice. Some simply tried to persuade owners to treat their slaves more like human beings than like property. Others hoped to get more owners to agree that after they died, their slaves would become free. Or that slavery might end by paying owners to give up their slaves. Ending slavery in this way would take many, many years. Most politicians agreed that the states controlled whether there was slavery in the South. They believed that Congress and the president had no authority to end it there. Southern states would have to act voluntarily, or there would have to be a constitutional amendment, to end slavery.

Abolitionists

There was another small group, however, that wanted to abolish, or put an end to slavery entirely and immediately. These people came to be called abolitionists. One of their leaders was William Lloyd Garrison.

In 1831, Garrison started a newspaper called The Liberator to carry his message to other Americans. Garrison was a deeply religious man. In the very first issue of The Liberator, Garrison let readers know what kind of message to expect from him. “I will be as harsh as truth,” he wrote, “and as uncompromising as justice.” Garrison meant that he would write about the cruelty of slavery, without prettifying it up. “I will not excuse,” he wrote. “I will not retreat a single inch—and I will be heard.” He took a position that allowed no room for compromise on the issue.
True to his word, in issue after issue of The Liberator, Garrison described the cruelty of slavery and urged his readers to take steps to end slavery right away.

Another important abolitionist leader was Frederick Douglass. Douglass was once a slave himself, but he learned to read and wanted freedom. He escaped to the North through the Underground Railroad. He became friends with Garrison and soon began giving talks about his life as a slave. In one speech he recalled the slave trade in Baltimore, where he lived before escaping to freedom.

“In the deep, still darkness of midnight,” said Douglass, “I have been often aroused by the dead, heavy footsteps, and the piteous cries of the chained gangs that passed our door . . . on the way to the slave markets, where the victims are to be sold like horses, sheep, and swine. . . . My soul sickens at the sight.”

What powerful words! How Douglass’s listeners must have been moved by them! Douglass also wrote a book in which he told the story of his life and his escape from slavery. Later he started an antislavery newspaper of his own in the city of Rochester, New York.

At first, abolitionists were a very small group. In fact they never actually grew to be more than a tiny minority of the white population. Across the country, only a few thousand people bought Garrison’s newspaper. Most of them were free African Americans who hardly needed to be told that slavery was bad. Not many people bought Frederick Douglass’s book, either.

Not surprisingly, Garrison’s attacks on slavery and the Southern way of life angered Southerners. But Garrison’s attacks angered many people in the North, too. Many Northerners were not yet ready to hear Garrison’s abolitionist message. To them, Garrison, Douglass, and the other abolitionists (many of whom were women) were a bunch of troublemakers. Several times, angry mobs broke up public meetings at which abolitionists were speaking. They attacked abolitionist speakers and sometimes beat them.

In time, however, the number of people who agreed with the abolitionists grew. More Northerners came to agree that slavery was evil and that somehow, in some way, it must be ended.

**Reflection Questions:**

1. According to the text, what was required to end slavery in the South?

2. Using the information from this reading, and anything you know about the Underground Railroad, respond to the question below:
   a. How did abolitionists and the people of the Underground Railroad fight against slavery?
Earthquakes

An earthquake is the result of a sudden release of energy in the Earth's crust that creates seismic waves. At the Earth's surface, earthquakes manifest themselves by vibration, shaking, and sometimes displacement of the ground. Earthquakes are caused by slippage within geological faults. The underground point of origin of the earthquake is called the seismic focus. The point directly above the focus on the surface is called the epicenter. Earthquakes by themselves rarely kill people or wildlife. It is usually the secondary events that they trigger such as building collapse, fires, tsunamis (seismic sea waves) and volcanoes. Many of these could possibly be avoided by better construction, safety systems, early warning and planning.

Floods

A flood is an overflow of water that 'submerges' land. The EU Floods Directive defines a flood as a temporary covering the land with water which is usually not covered by water. In the sense of 'flowing water', the word may also be applied to the inflow of the tides. Flooding may result from the volume of water within a body of water, such as a river or lake, which overflows, causing some of the water to escape its usual boundaries. While the size of a lake or other body of water will vary with seasonal changes in precipitation and snow melt, it is not a significant flood unless the water covers land used by man, like a village, city or other inhabited area, roads, expanses of farmland, etc.
Similes

Some similes, such as “like a house on fire,” are called cliches because they are so overused that they have very little impact. It is a good idea to use new similes in your writing, as they attract interest and help your reader to imagine what you are describing. **Remember:** A simile is something compared with something else to create an image in the reader’s mind. It usually includes the words like or as.

Practice writing new similes by thinking of original comparisons for these adjectives.

<table>
<thead>
<tr>
<th>as light as</th>
<th>a petal</th>
<th>as dry as</th>
</tr>
</thead>
<tbody>
<tr>
<td>as good as</td>
<td></td>
<td>as heavy as</td>
</tr>
<tr>
<td>as dull as</td>
<td></td>
<td>as pretty as</td>
</tr>
<tr>
<td>as clean as</td>
<td></td>
<td>as big as</td>
</tr>
<tr>
<td>as quick as</td>
<td></td>
<td>as rich as</td>
</tr>
</tbody>
</table>

Complete these sentences by thinking of similes for the verbs.

He crawled like a snail

The athlete ran like

The small boat sank like

It rained like

Complete these sentences by thinking of similes for the nouns.

The heat was like a blazing bonfire

The thick mud felt as if

The black smoke smelled like

The music she played sounded like

The fresh water tasted like

The overgrown garden looked as if
Making a Model ROCK

Granite is a rock made of four minerals.
60% feldspar
30% quartz
10% biotite mica and hornblende

Make a model of granite

1. Color and label each shape on the Patterns page. Each shape represents a mineral crystal.

- green hornblend
- black biotite mica
- white quartz
- pink feldspar

2. Cut out the shapes. Use all 10 shapes to make a model of the rock, granite. Glue your model to the back of this page.

3. Compare your model to a real piece of granite.

4. Describe how you would make a "better" model of granite.
Trace these patterns on to other paper to avoid cutting into your workbook pages.

Making Models of Rocks Patterns

white quartz

pink feldspar

black biotite mica

green hornblend
5th Grade Math Resources

1) **Fact Practice:** Use mental strategies to solve

   *Use a double to find a product*

Example: \(6 \times 8 = \) _____
Use 3 \( \times 8\), since 3 doubled is 6.
\(3 \times 8 = 24\); \(24\) doubled is 48. So, \(6 \times 8\) is 48

Find the products:

- \(11 \times 11 = \) _____
- \(22 \times 11 = \) _____

- \(12 \times 9 = \) _____
- \(12 \times 18 = \) _____

- \(13 \times 2 = \) _____
- \(13 \times 4 = \) _____
- \(13 \times 8 = \) _____

2) **Word Problem:** Carmen walked 75 feet from her house to the corner and then 4 blocks to the library. If each block was 150 feet long, what was the total distance that she walked?

3) **Customary Units of Volume:** The table below shows the relationship between units of liquid volume. Use it to help you solve the following questions.

<table>
<thead>
<tr>
<th>Customary Units of Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 cup (c) = 8 fluid ounces (fl oz)</td>
</tr>
<tr>
<td>1 pint (pt) = 2 cups</td>
</tr>
<tr>
<td>1 quart (qt) = 2 pints</td>
</tr>
<tr>
<td>1 gallon (gal) = 4 quarts</td>
</tr>
</tbody>
</table>

\(1 \text{ cup (c)} = \) _____ fluid ounces (fl oz)
\(8 \text{ cups} = \) _____ quarts = _____ pints.
4) **Word Problem:** A leaky faucet in Jarod’s house drips 2 cups of water each day. After 2 weeks of dripping, the faucet is fixed. If it dripped the same amount each day, how many quarts of water dripped from Jarod’s leaky faucet in 2 weeks?

**Step 1:** Record the information you are given:

The faucet drips ____ cups of water each day. 

The faucet drips for ____ weeks.

**Step 2:** Find the total amount of water dripped in 2 weeks. You are given the amount of water dripped each day, you must convert 2 weeks into days and multiply.

<table>
<thead>
<tr>
<th>Cups each day</th>
<th>Days in 2 weeks</th>
<th>Total cups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The faucet drips _____ cups in 2 weeks

**Step 3:** Convert from cups to quarts.

______ cups = _______ pints

____ pints = _______ quarts

Jarod’s leaky faucet drips ______ quarts of water in 2 weeks.

5) **Challenge:** What if the faucet dripped for 4 weeks before it was fixed? How many quarts of water would have leaked?

Use the table above and picture to complete the statements and covert.

1 quart = _______ pints

3 quarts = _______ pints

**Convert:**

3 gallons = _______ pints 

5 quarts = _______ pints 

38 cups = _______ pints
6) **Word Problem**: Mara made lemonade for the school picnic. She made 8 quarts of lemonade. How many gallons of lemonade did Mara make?

7) **Units of Weight**: Use the table to complete the questions below.

<table>
<thead>
<tr>
<th>Units of Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 pound (lb) = 16 ounces (oz)</td>
</tr>
<tr>
<td>1 ton (T) = 2,000 lb</td>
</tr>
</tbody>
</table>

- 1 pound = _______ ounces
- 2 pounds = _______ ounces
- 6 pounds = _______ ounces

- 1 Ton = _______ pounds
- 2 Tons = _______ pounds
- 5 Tons = _______ pounds

**Convert:**

- 15 pounds = _______ ounces
- 3 tons = _______ pounds

- 320 ounces = _______ pounds

8) **Word Problem**: Sara can take no more than 22 pounds of luggage on a trip. Her suitcase weighs 112 ounces. How many more pounds can she pack without going over the limit?