FIFTH GRADE ELA

WEEK ONE

Day One:
1. Daily Oral Language (Monday)
2. Read Amazing Ants
3. Complete Questions 1-6 and Vocabulary Sheet for the story.

Day Two:
1. Daily Oral Language (Tuesday)
2. Reread Amazing Ants
3. Main Idea and Details
4. Write about It - Working Together Helps Ants Survive

Day Three:
1. Daily Oral Language (Wednesday)
2. Read Education in Two Cultures
3. Complete Questions 1-5 and Vocabulary Sheet for the story.

Day Four:
1. Daily Oral Language (Thursday)
2. Reread Education in Two Cultures
3. Compare and Contrast Worksheet
4. Write About It - Does Education Reflect Culture?

Day Five:
1. Daily Oral Language (Friday)
2. Daily Oral Language Review Quiz
3. Read Thurgood Marshall
4. Complete Questions 1-5 and Vocabulary Sheet for the story.
Monday

Correct these sentences.

1. isaac broked the window but it was a accident he payed to have it fixed

2. the teams can begun to play once the referees whistle is blowed

Use context clues to determine the meaning of the bolded word.

3. They were arrested for perpetrating a crime at the 7-Eleven on the corner. __________

Write the root, or base, word.

4. plentiful ______________

5. misfortune ____________
AMAZING ANTS

If you've ever seen a stream of ants marching through your home, you've probably just thought of them as pests to get rid of. Consider for a moment that ants are masters of teamwork. These busy little insects have much to teach us about how animals can work together.

Ants live in communities called colonies. All the ants in a colony take care of each other, and they all have special jobs. Most of them are worker ants. Some workers clean and feed the queen, which lays all the eggs. Other workers care for the eggs and the larvae. Many worker ants go out each day to collect food. Others stay home and take care of or enlarge the colony's living quarters.

In some colonies, worker ants are farmers. They carve out an enormous underground colony, where they farm fungi for the community to eat. Farmer ants have one of three jobs. The leaf cutters carry chunks of leaves back to the colony. Then chewers grind the leaves into a yellow paste. A third group spreads the paste inside the colony's underground rooms. The paste fertilizes the fungi and helps them grow. The ants take good care of their crop to keep their food supply growing.

In other colonies, worker ants are herders. They take care of aphids, which are insects that provide another food source for ants. Herders shelter aphid eggs in winter and take the hatched aphids to plants when the weather gets warmer. Then they milk the aphids by stroking their sides.
The stroking causes the aphids to give off a sweet, sticky sap called *honeydew*. The ants lick up the sap and carry it back to the colony. The honeydew may be fed to other ants or stored for later use.

Besides these jobs, another job is guarding the colony. Ants that don’t belong to the colony will try to kidnap larvae and then raise them to be slaves.

Ants build many kinds of homes for their colonies, but most ants build their homes underground. Worker ants tunnel through the ground, building subterranean rooms. Sometimes they dig down as deep as a one-story house, moving the soil one grain at a time! An anthill is a telltale sign of an underground colony.

Some worker ants build mounds above the ground. The mounds can be as tall as 5 feet (1.5 meters) or taller. To build this kind of home, ants dig up grains of wet soil from the ground and carry them to the mound. Sometimes they pack the mud around blades of grass to make the walls of the mound stronger. They may also build a roof out of pine needles.

Like all insects, ants have six legs, three main body parts, a pair of antennae, and a hard exoskeleton. Ranging in length from only about 1/12 of an inch to 1 inch (2–25 millimeters), ants are also very small insects. In addition, they’re incredibly strong, able to lift and carry objects up to fifty times their own weight. For their size, ants are amazing!
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Answer Questions

Use information from the article to answer each question.

1. All the ants in a colony _____.
   A feed the queen  
   B guard the colony  
   C have special jobs  
   D are herders

2. According to the article, the job of the herders is to _____.
   A bring chunks of leaves back to the colony
   B get honeydew from aphids
   C let only ants that live in the colony enter
   D pack mud around blades of grass

3. Which ants grow fungi and why?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. Why do ants stroke aphids?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

5. Why is guarding the colony an important job?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

6. Look at the diagram. What three main body parts do ants have in common with other insects?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Apply Vocabulary

Use a word from the word box to complete each sentence.

**Word Box**
- milk
- larvae
- colonies
- exoskeleton
- fungi
- telltale
- fertilizes
- subterranean

1. Ants that have just hatched are called ________________.

2. Ants ________________ aphids to get honeydew from them.

3. An ant's ________________ is a hard body covering that protects its internal parts.

4. Molds and mushrooms are two examples of ________________.

5. Some ________________ of ants live in mounds above the ground.

6. Most ants live in ________________, or underground, homes.

7. Six legs, three body parts, and two antennae are ________________ signs of insects.

8. Some ants make a yellow paste that ________________ fungi and helps them grow.
Tuesday

Write the correct way to divide the word into syllables.
1. cel eb rate    cel e brate    ce le brate    ce leb rate

Correct these sentences.

2. while i was gone my puppy ate my cookies but she left my milk

3. do you wanna go to the movies or wood you rather go bowling

Is the subject or predicate underlined in this sentence?
4. Yesterday morning, Angela's pet hamster escaped from its cage

Does the underlined word have a prefix or suffix?
5. Her parents were concerned about her antisocial behavior.
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Main Idea and Details

A text that has a **main idea and details** structure mentions the major ideas with supporting details in any order. The main idea is usually the topic sentence of a paragraph. Signal words indicate supporting details.

Authors use these signal words to create a **main idea and details** structure:

**Signal Words**

- also
- besides
- to illustrate
- to begin with
- in fact
- such as
- for example
- most importantly
- another
- in addition
- for instance

1. The first paragraph tells us that the main idea of the article is ________________

2. What three tasks do farmer ants perform? ________________

3. Write two sentences from the article that use **main idea and details** signal words.
   a. ________________
   b. ________________

4. List the two places where ants build homes and one detail about each kind of home.
   ________________
Write About It

Write an essay that explains how working together helps the ants in a colony survive. Include details from the article in your answer.

Working Together Helps Ants Survive
Wednesday

Correct these sentences.

1. the first long book i ever read was ramona the pest by beverly cleary

2. mr lundbergs class planted a oak tree along the walking trail on arbor day

Fact or opinion?
3. Bats are useful mammals. ___________

Write the word that is not spelled correctly.
4. thought suprise principle council

Write the adverbs.
5. sooner almost hurry tomorrow
Comparing

**Education in Two Cultures**

The culture of a group of people consists of their knowledge, beliefs, and behaviors. A group’s culture forms over time and is always changing. Language, celebrations, clothing, food, and education all reflect a group’s culture. By looking at education in the United States and Japan, we can gain insight into cultural differences between these two countries.

Education is an aspect of culture because it reflects the values that a group hopes to pass on to its youth. These values include the group’s priorities and sense of right and wrong. By passing along its culture, a group hopes that the culture will continue through the beliefs and practices of the next generation.

We can get a sense of what Americans value by looking at education in the United States. One important value is for people to actively participate in the world around them. In schools, teachers often encourage students to raise their hands and ask questions or make comments. Classroom activities usually involve cooperative learning. Because student participation is important in U.S. schools, teachers encourage students to share. In the younger grades, classes typically have “show and tell,” as well as other student presentations.

Another important value in the United States is being “well rounded.” This term means having a range of knowledge, strengths, and talents. The U.S. educational system reflects this value by offering a variety of extracurricular activities, such as after-school sports and clubs. Participation in extracurricular activities is believed to offer social benefits and opportunities to build skills.
A third aspect of American education concerns the schedule. Students typically attend school for 180 days each year. They have time off for holidays and seasonal breaks. School takes place on weekdays only, so students have two-day weekends. This schedule reflects the value placed on a balance of work and play in the United States.

Japan, like the United States, has an educational system that reflects cultural values. However, Japan's cultural values differ from the values of the U.S. in certain ways. For example, Japan's culture values a high level of respect for teachers and elders. Instruction typically involves the teacher lecturing while students listen carefully and take notes. Unlike American students, Japanese students usually do not interrupt the teacher's lecture with questions or comments.

Another strong cultural value in Japan is getting a university education. In contrast to U.S. students, Japanese students start preparing for university during their elementary years. Students go to "cram" schools for extra schooling. These schools prepare students to take exams for admission to high schools or universities. They are named after a slang term for studying a lot in a short amount of time.

Another difference is that Japanese students are not encouraged to spend much time on extracurricular activities. Although these activities exist in Japan, young people are often permitted to participate in only a single activity. Japanese students, in contrast to U.S. students, attend school for 240 days each year. School is held on Saturdays in addition to weekdays.

Education is a revealing aspect of culture. A brief look at education in the United States and Japan reveals differences between their cultures. Comparing other aspects of these cultures would reveal other differences as well as similarities.
Name: ______________________________

Answer Questions

Use information from the article to answer each question.

1. A well-rounded student would most likely be involved in ______.
   - A) playing sports
   - B) an academic club
   - C) playing a musical instrument
   - D) sports and academic clubs

2. In the U.S. educational system, it is uncommon for students to ______.
   - A) work cooperatively on a project
   - B) ask questions
   - C) attend school on Saturdays
   - D) make comments

3. Cram schools prepare Japanese students to ______.
   - A) attend school during their elementary years
   - B) take exams for admission to universities
   - C) show respect for their teachers and elders
   - D) participate in many extracurricular activities

4. Name one cultural value in the United States and explain how it is expressed in an educational setting.

   ____________________________________________________________

   ____________________________________________________________

5. Name one cultural value in Japan and explain how it is expressed in an educational setting.

   ____________________________________________________________

   ____________________________________________________________
Apply Vocabulary

Use a word from the word box to complete each sentence.

Word Box

aspect  priorities  slang  extracurricular
revealing  typically  insight  cooperative
lecturing  participate  reflects

1. Observing a classroom can lead to _____________ about a culture.

2. American students usually _______________ in classrooms quite a bit.

3. When you do a group project in class, _______________ learning takes place.

4. Celebrations can be _______________ because they show so much about a culture.

5. Cool is a _______________ word that means excellent or impressive.

6. Japanese students don’t _______________ fill their schedules with after-school activities.

7. Japanese _______________ include getting a university education.

8. Education _______________ a culture’s values.

9. Drama, dance, and soccer are popular _______________ activities.

10. When teachers in Japan are _______________, students take notes.

11. Education is one _______________ of culture, and language is another.
Thursday

Does the underlined adjective tell which one, what kind, or how many?
1. That old man ate small red cherries one summer vacation.

Fact or fantasy?
2. The Statue of Liberty was a gift to the United States from France.

Correct these sentences.

3. before going to work mrs bingham jogged around el estero park for times

4. on aug 14 dr agosto became head veterinarian at the san diego zoo

5. Simile or metaphor? My brother is as stubborn as a mule.
Comparing Education in Two Cultures

The culture of a group of people consists of their knowledge, beliefs, and behaviors. A group's culture forms over time and is always changing. Language, celebrations, clothing, food, and education all reflect a group's culture. By looking at education in the United States and Japan, we can gain insight into cultural differences between these two countries.

Education is an aspect of culture because it reflects the values that a group hopes to pass on to its youth. These values include the group's priorities and sense of right and wrong. By passing along its culture, a group hopes that the culture will continue through the beliefs and practices of the next generation.

We can get a sense of what Americans value by looking at education in the United States. One important value is for people to actively participate in the world around them. In schools, teachers often encourage students to raise their hands and ask questions or make comments. Classroom activities usually involve cooperative learning. Because student participation is important in U.S. schools, teachers encourage students to share. In the younger grades, classes typically have "show and tell," as well as other student presentations.

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Education is a revealing aspect of culture. A brief look at education in the United States and Japan reveals differences between their cultures. Comparing other aspects of these cultures would reveal other differences as well as similarities.
Compare and Contrast

A text that has a compare-and-contrast structure compares, or describes similarities between things, and contrasts, or describes differences between things.

Authors use these signal words to create a compare-and-contrast structure:

**Signal Words**

<table>
<thead>
<tr>
<th>but</th>
<th>differ</th>
<th>like</th>
<th>similarities</th>
</tr>
</thead>
<tbody>
<tr>
<td>in contrast</td>
<td>difference</td>
<td>unlike</td>
<td>as well as</td>
</tr>
<tr>
<td>comparing</td>
<td>however</td>
<td>both</td>
<td>as opposed to</td>
</tr>
</tbody>
</table>

1. The first paragraph tells us that the article will compare education in

2. Name two ways in which education is different in these two countries.

3. Write two sentences from the article that use compare-and-contrast signal words.
   a. 
   __________________________
   __________________________
   
   b. 
   __________________________
   __________________________
Write About It

Do you think a country's approach to education reveals information about the country's culture? Write an argument for why or why not. Include details from the article in your argument.

Does Education Reflect Culture?
Friday

Read the following paragraph and decide if the underlined parts have a capitalization, punctuation, spelling error, or no mistake.

When we think of Antarctica we think COLD! The mountains are icy; the plains are icy; the coastline is icy. Most of the continent is buried under thousands of meters of ice and snow. High winds blow the snow around. Ice sheets move slowly from High Inland areas down to the see.

1. _______________
2. _______________
3. _______________
4. _______________
5. _______________
DOL Quiz

1. Is the subject or predicate underlined in this sentence? (Tues.)
   Yesterday morning, Angela's pet hamster escaped from its cage.

2. Write the adverbs. (Wed.)
   sooner almost hurry tomorrow

3. Write the root, or base, word. (Mon.)
   plentiful ____________

4. the teams can begun to play once the referees whistle is blowed (Mon.)

5. while i was gone my puppy ate my cookies but she left my milk (Tues.)
Thurgood Marshall
Champion of Equal Rights

Can getting in trouble at school change the course of a person's life? It did for Thurgood Marshall, a black boy who lived in Baltimore, Maryland, in the early 1900s. He often misbehaved in class, and his teacher sent him to the school basement to read the U.S. Constitution. Thurgood used this experience as an opportunity to learn. By the time he finished school, he had memorized the entire Constitution and could explain its meaning.

Thurgood paid special attention to the Fourteenth Amendment, which said that all citizens had equal rights. As a black American, he knew he did not have equal rights. Because of discrimination, black people were not allowed to buy houses in white neighborhoods or eat at certain restaurants. Drinking fountains were marked "colored" or "white." Schools were segregated, which meant that black people were not permitted to attend the same schools as white people. Thurgood was confused. How could these things happen when the Constitution granted equal rights to all people? Consequently, he decided to work toward change when he grew older.

In 1925, Thurgood attended the country's oldest black college—Lincoln University in Pennsylvania. He studied hard and decided to become a lawyer. In 1930, Thurgood began law school at Howard University in Washington, D.C. He admired many of his professors, who taught him to work toward excellence. Thurgood was the top student in his graduating class.
In 1934, Thurgood began to work with the National Association for the Advancement of Colored People (NAACP), a group that was committed to ending segregation. For many years, Thurgood traveled the country arguing court cases against segregation. He became known as one of the best lawyers in the nation.

However, some states still allowed segregation. Thurgood believed that segregation would only end through education. If children had a good education, then they could improve themselves and their lives. He also believed that black children and white children should be educated together in order to learn to appreciate their differences.

In 1953, Thurgood took an important law case to the United States Supreme Court. It was called Brown v. Board of Education. (The v. stands for versus, which means “against.”) Thurgood argued that segregated schools were unequal—that black schools and white schools did not receive equal numbers of teachers or equal amounts of money. He argued that segregation caused black children to feel bad about themselves. As a result, they became less interested in learning and did not reach their highest potential. The Supreme Court agreed with Thurgood and outlawed segregated schools in 1954. Winning this case was one of Thurgood’s greatest achievements.

Thurgood continued to work for justice and equal rights. In 1961, President Kennedy gave him an important judgeship. And in 1967, President Johnson appointed him to the U.S. Supreme Court. Thurgood was the first black American to sit on the highest court in the country. He retired in 1991, shortly before he died at age 84.

Thurgood Marshall devoted his life to improving our country. He is remembered as a champion of equal rights for all Americans.
Answer Questions

Use information from the article to answer each question.

1. Thurgood decided to work for change because he ______.
   - (A) felt unfairly punished by a teacher
   - (B) was one of the best lawyers in the United States
   - (C) saw that people didn’t have equal rights
   - (D) wanted to be recognized by presidents

2. According to the article, segregated schools separated people by ______.
   - (A) religion
   - (B) skin color
   - (C) gender
   - (D) country of birth

3. What effects of discrimination are mentioned in the article?

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

4. Who allowed segregation to exist in the U.S., even though the Constitution granted equal rights to all people?

   __________________________________________
   __________________________________________
   __________________________________________

5. Why was Thurgood opposed to segregation in schools?

   __________________________________________
   __________________________________________
   __________________________________________
Apply Vocabulary

Use a word from the word box to complete each sentence.

Word Box

justice  amendment  outlawed  discrimination
potential  segregated  constitution  advancement

1. When children feel good about themselves, they are more likely to reach their highest _____________________.

2. In 1868, an ____________________ to the U.S. Constitution granted equal rights to all citizens.

3. Due to ____________________, black people were not allowed to use the same drinking fountains as white people.

4. In Brown v. Board of Education, the U.S. Supreme Court ruled that ________________ schools were illegal.

5. Thurgood's desire to serve ____________________ for all Americans led him to eventually serve on the U.S. Supreme Court.

6. A country's ____________________ includes laws and beliefs that form the foundation of the government.

7. Thurgood's work as a lawyer and judge resulted in the ____________________ of equal rights for all Americans.

8. In the 1950s, the U.S. Supreme Court ____________________ separate schools for blacks and whites.