



Lamar-Milledge Elementary School

510 Eve Street
Augusta, GA 30904

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Dear Parents,

Unfortunately, we are in a position where we must suspend school until further notice. During this time, all students are expected to continue learning and demonstrating mastery of their specific core content. Attached you will find content and course specific Reading and Math assignments for students to complete over the duration of the suspended school time. Please understand that these assignments should be returned upon the first day of return to school for students. These assignments will serve as the graded assignments students would have received, provided school not being suspended. Your child may complete his or her assignments at their own pace. All assignments will be graded by teachers. Below is a list of the assignments to be completed upon returning to school. If for some reason you do not see a packet in your students book bag, please know the packets will be uploaded on teacher websites as well. Students may complete assignments on notebook paper and return that to school when they return.

- Reading Assignments
- Math Assignments
- If your child has access to a technology, we would like for students to complete
 - 1- i-Ready Reading lesson daily and
 - 1-i-Ready Math lesson daily.

In addition, the district has prepared supplemental lessons for all students. These resources can be found at rcboe.org/distancelearning.

Teachers will be available for support during the regular school hours of 7am-3:00pm. Please see teacher websites for preferred modes of communication (email, dojo, class tag, etc), and any questions concerning assignments and grading. Please be sure to attend to the district website and local news for updates concerning the reopening of school. In addition, communication will be provided via Robo calls as well from Lamar-Milledge Elementary. We appreciate your support and cooperation during this time.

Sincerely,
LMES Faculty & Staff

"Where lions learn and lead!"

HOME OF THE LIONS

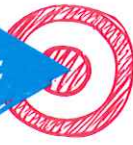


Lesson 22

Interpreting Visual Information



Learning Target



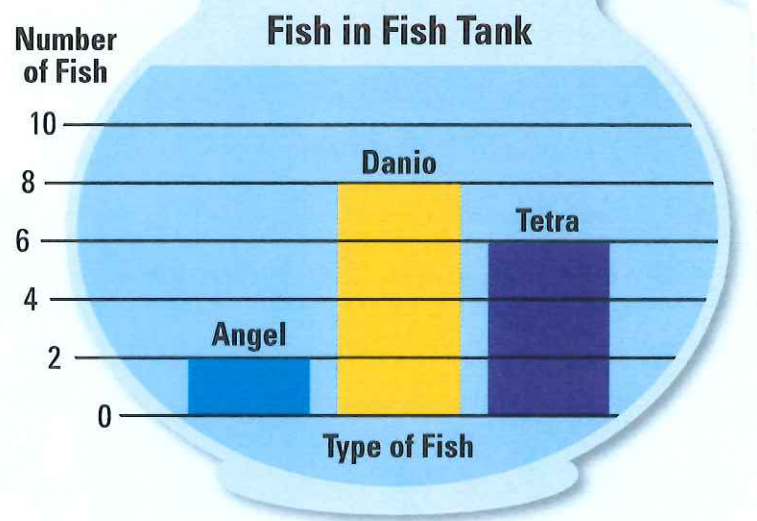
By figuring out information that is shown in charts or other visuals, you will gain a clearer understanding of a topic in an informational text.

- **Read** While reading informational texts, you often see photos, **diagrams**, and **time lines**. These **visuals** explain ideas about a topic that words alone cannot. You also might see **graphs** with **quantitative** information in the form of numbers or other data.

If you come across a special text feature, figure out its purpose. Ask yourself: What information does it give? How does it work together with text details to add to your understanding of the topic?

Read the text, and study the bar graph. Figure out how the graph helps you understand the text.

A few months ago, I helped my science teacher set up a fish tank. The tank has three types of fish. We put in just two of the largest type of fish and many of the smaller types of fish. The tank is large enough to follow this rule: Each fish needs about one gallon of water to be healthy.



- **Think** Were you able to **interpret**, or figure out, the information in the text and graph? From the details, you should have a good idea of how many fish are in the tank and what kinds of fish live in it. Use the passage and the graph to fill in the chart below.

What the Text Says	What the Graph Shows
"The tank has three types of fish."	

- **Talk** Compare the information in your charts. What inference can you draw about the minimum number of gallons the tank should hold? Use information from the text and the graph. Draw a picture of the fish in the tank to help you answer.



Academic Talk

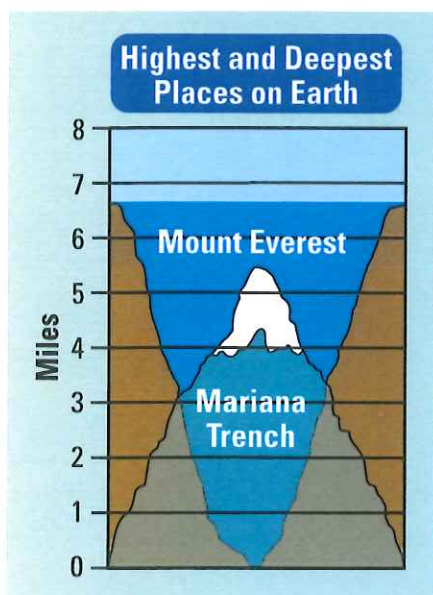
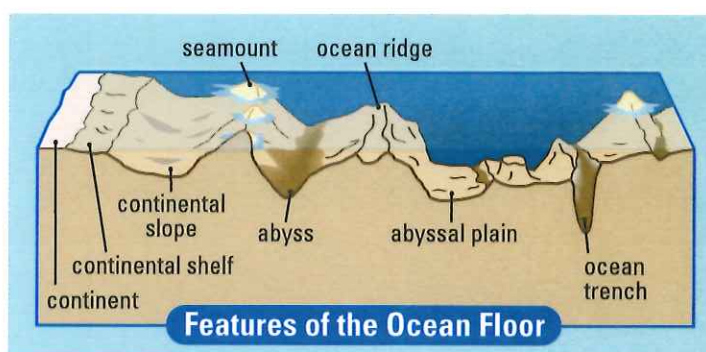
Use these words to talk about the text.

- diagrams
- time lines
- visuals
- graphs
- quantitative
- interpret

Features of the Ocean Floor

by Connie Rather

- 1 Picture this: You're in a submarine right next to a continent. Looking down, you see a part of the ocean floor called the **continental shelf**. Now, head out to sea. The ocean floor drops away to form the **continental slope**. You might pass through a range of **seamounts**, or volcanoes rising from the ocean floor. In time, you'll reach the **abyssal plain**, a dark realm with deep valleys called **trenches**. Finally, you might encounter long, snakelike **ocean ridges** that rise from the ocean floor. They connect to form a long chain of underwater mountains around the planet.



- 2 The deepest ocean trench in the world is the Mariana Trench in the Pacific. It is one of the most difficult places to reach on Earth. It is so deep that if Mount Everest, one of the tallest mountains in the world, were picked up and put at the bottom of the trench, the mountain would still be covered with water!

Close Reader Habits

Study the diagrams as you reread the text.

Circle the title of each diagram. Think of how the title connects the diagram to the text.

Explore

How do the text and diagrams work together to provide information about the ocean floor?



Look for information, data, or details in the diagrams that the text does not provide.

Think

- 1 Use information about the abyssal plain and the Mariana Trench to complete the chart below. Identify what you learned from the text and what you learned from each diagram.

What the Text Says	What the Diagram Shows
abyssal plain	"Features of the Ocean Floor"
Mariana Trench	"Highest and Deepest Places on Earth"

Talk

- 2 Share your chart with a partner. What information came from the text, the "Features of the Ocean Floor" diagram, and the "Highest and Deepest Places on Earth" graph? Why do you think the author presented certain information visually rather than in words?

Write

- 3 **Short Response** How do the diagram, graph, and text work together to give you information about the Mariana Trench? Use evidence from each to support your response. Use the space provided on page 360 to write your response.

HINT Make sure to clearly state where your evidence comes from, the text or a diagram.

Going DOWN, DOWN, DOWN

by Justin Oh

- 1 The ocean has three main zones. These zones are distinguished by the amount of sunlight they receive.
- 2 In the sunlight zone, the sun's rays penetrate from the surface to a depth of 650 feet. The light lets plants grow here, and these plants provide food for animals. Here you will find sea mammals and schools of fish.
- 3 The twilight zone stretches from 650 feet to 3,300 feet below the ocean surface. There is almost no sunlight, so no plants grow. Animals that live here wait for dead plants and animals to drift down from the sunlit zone. The animals here have ways of surviving difficult conditions. Many can produce their own light, which helps them search for food.
- 4 Below 3,300 feet, the midnight zone lies in complete darkness. There is very little food, the water is cold, and the water pressure is enormous. Some animals at this level are soft, so the pressure doesn't affect them as much. Many are blind or have no eyes, but they can feel the smallest movement of food that might brush up against them.



Close Reader Habits

What do you learn about the zones from the text? From the diagram? Reread the article.

Underline details shared by the text and diagram.



Visuals often help you “see” what is explained in a science text. Think about how the visuals support the topic.

Think Use what you learned from reading the science article to respond to the following questions.

- 1** This question has two parts. Answer Part A. Then answer Part B.

Part A

Which ocean animals listed in the diagram are most likely to live among creatures that have soft bodies and no eyes?

- A** red shrimp and anglerfish
- B** viperfish and lantern fish
- C** tuna and whales
- D** red shrimp and tuna

Part B

Circle **one** detail in the diagram on page 358 that supports the answer to Part A.

- 2** Which fact about the twilight zone is given in both the passage and the diagram? Write it on the lines.



Talk

- 3** Describe at least one type of information you can find in the diagram that the passage does not give you. How does the diagram help you better understand the differences in the three zones?



Write

- 4 Short Response** Compare and contrast information about the ocean zones that is provided by the text and the diagram. Use at least **one** detail from both the passage and the diagram to support your response. Use the space provided on page 361 to write your answer.

HINT Reread the text for details that explain what is shown in the diagram.



Write Use the space below to write your answer to the question on page 357.

Features of the Ocean Floor

- 3 Short Response** How do the diagram, graph, and text work together to give you information about the Mariana Trench? Use evidence from each to support your response.

HINT Make sure to clearly state where your evidence comes from, the text or a diagram.



Don't forget to check your writing.



Write Use the space below to write your answer to the question on page 359.

Going DOWN, DOWN, DOWN

4 Short Response Compare and contrast information about the ocean zones that is provided by the text and the diagram. Use at least **one** detail from both the passage and the diagram to support your response.

HINT Reread the text for details that explain what is shown in the diagram.

Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?



WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

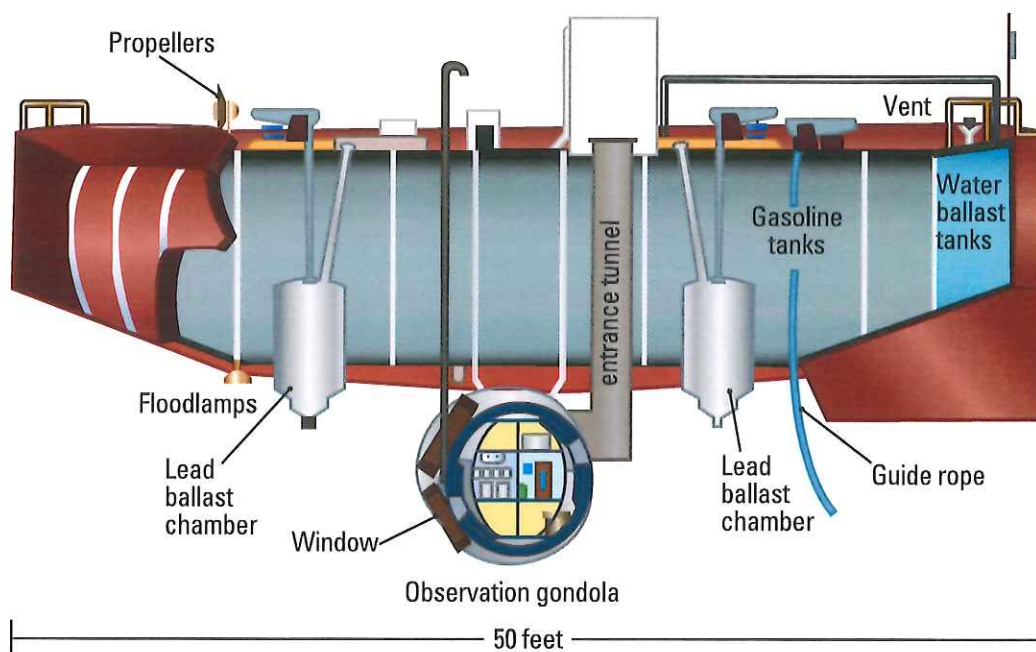
- descent
- emerge
- released

VOYAGE to the Bottom of the SEA

by Martine Costi

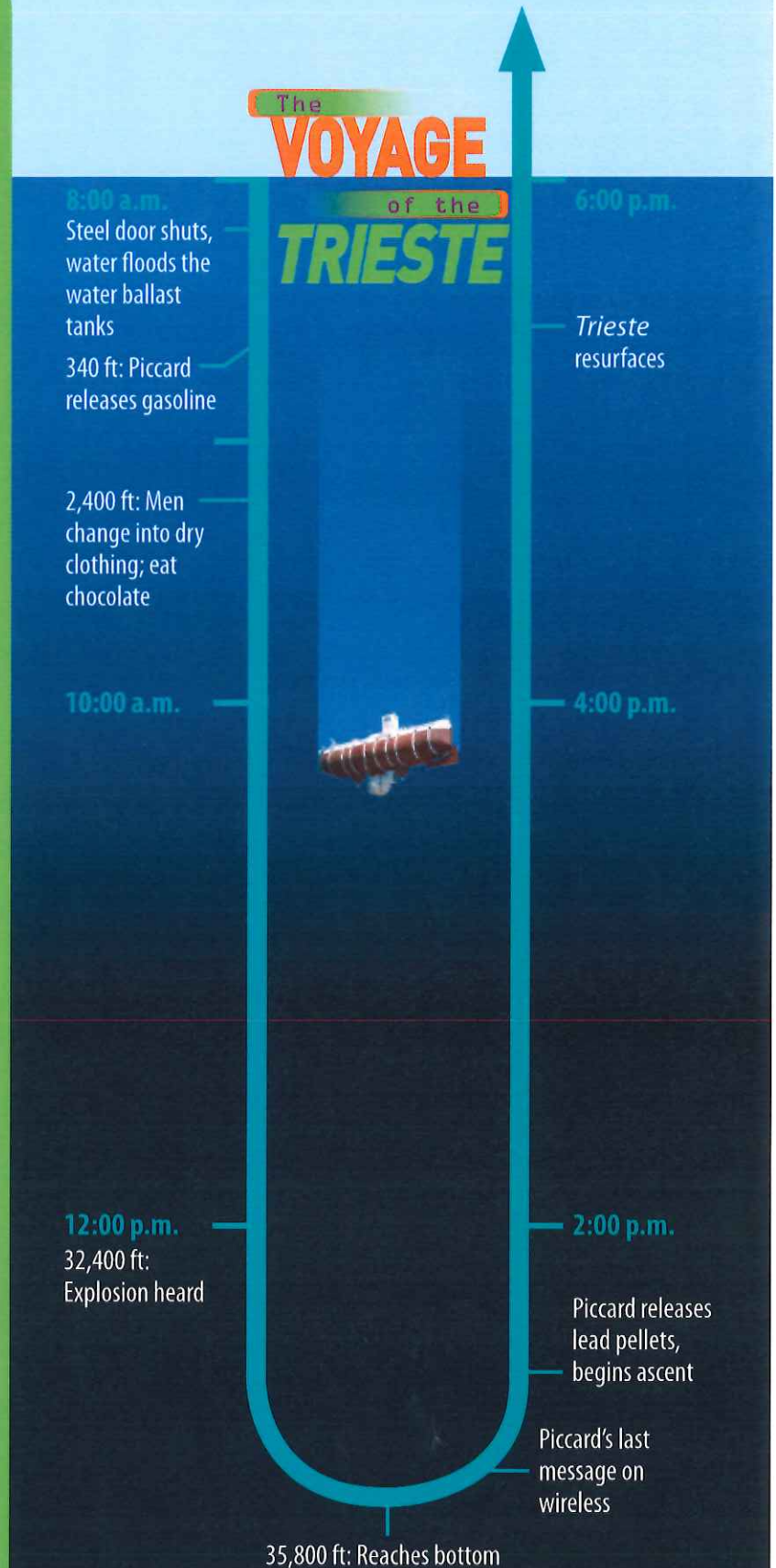
- 1 On January 23, 1960, six-foot waves rocked the surface seven miles above the Mariana Trench in the Pacific Ocean. Carefully, Jacques Piccard and Donald Walsh rowed a small rubber boat toward the *Trieste*. This craft would soon take them almost seven miles down to the deepest part of the ocean's floor.
- 2 No one had ever explored the Mariana Trench before. It was so deep that the weight of the miles of water above it would crush most crafts. The *Trieste* was built to withstand such pressure, however, so the men inside should be safe on their underwater journey. During the descent, the men on the *Trieste* would communicate by radio with the surface.


- 3 Shortly after 8:00 A.M., Piccard and Walsh sat jammed in the *Trieste*'s observation gondola. The space was so small that they could barely move, but they were ready. Water from the ocean filled the water ballast tanks. Slowly, the *Trieste* began traveling down to the trench.
- 4 At 340 feet, Piccard released gasoline from the tanks, letting water fill them instead. Water weighs more than gasoline, so this made the craft sink farther into the darkness.
- 5 An hour later and a mile farther down, the men saw plankton. These are tiny ocean creatures that glow in specks of yellowish green. Two hours later, they were more than five miles down, and there was no sign of life.
- 6 A little past noon, they were about a half-mile from the bottom. Then they heard a small explosion. Tension flooded the observation gondola, but nothing seemed wrong, so they agreed to keep going. Just before one o'clock, they reached the bottom of the Mariana Trench. They had landed where no other human had ever been.
- 7 They flashed lights and saw a flat, white fish about a foot long that Piccard described as a sole. Little red shrimp swam in front of their window. Both discoveries were groundbreaking. Now humans knew that animals lived on the deepest part of the ocean floor.

Diagram of *Trieste*

8 Then the men turned on an inside light. Piccard spotted the cause of the earlier noise—it was a cracked window. Now he became more worried about their safety. Piccard released 800 pounds of lead pellets from the ballast chamber. Releasing this weight caused the *Trieste* to move upwards. Piccard and Walsh could hear people speaking on the radio, but for some reason no one could hear them speaking back.

9 At 5:00 p.m., the *Trieste* emerged. No one had heard Piccard on the wireless for hours, so the people above did not know what to expect. The crews on both ships watched breathlessly for movement from the *Trieste*. They waited for fifteen long minutes. Then suddenly, the two men emerged unharmed. They had traveled to the deepest part of the ocean and made history.



 **Think** Use what you learned from reading the science article to respond to the following questions.

1 From the text, you could infer that the voyage of the *Trieste* was a dangerous research project. Which **two** details from the time line **best** support this inference?

- A** 8:30 A.M.—340 ft: Piccard releases gasoline
- B** 9:15 A.M.—2,400 ft: Men change into dry clothing . . .
- C** 12:00 P.M.—32,400 ft: Explosion heard
- D** 1:00 P.M.—35,800 ft: Reaches bottom
- E** 1:15 P.M.—Piccard’s last message on wireless
- F** 5:00 P.M.—*Trieste* resurfaces

2 This question has two parts. First, answer Part A. Then answer Part B.

Part A

Which detail from the diagram of the *Trieste* is supported by the text?

- A** A small window in the observation gondola allowed the crew to see outside the *Trieste*.
- B** The observation gondola of the *Trieste* was large enough to fit several crew members comfortably.
- C** The flood lamps were too far away for the crew members of the *Trieste* to see outside.
- D** The propellers allowed the crew of the *Trieste* to steer the craft underwater.

Part B

Underline **two** sentences from the text that support your answer in Part A.

They . . . saw a flat, white fish about a foot long that Piccard described as a sole. Little red shrimp swam in front of their window. Both discoveries were groundbreaking. Now humans knew that animals lived on the deepest part of the ocean floor.

3 In paragraph 7, what is the meaning of the word groundbreaking?

- A** underground
- B** underneath the ocean
- C** new and important
- D** very destructive

4 The box below includes details about the voyage of the *Trieste*.

Details

- The designers of the *Trieste* only meant for it to be used one time.
- Releasing lead pellets helped the craft rise to the surface of the ocean.
- After entering the *Trieste*, the crew changed into dry clothes and had a snack.
- The crew saw shrimp at the bottom of the Mariana Trench.
- Gasoline powered the *Trieste*'s motor as it pushed the craft to the ocean floor.

Complete the chart by using details from the box. Write **one** detail that only appears in the text, **one** detail that only appears in a visual, and **one** detail that appears in both the text and in a visual.

What the Text Says	What a Visual Shows	What the Text Says and a Visual Shows

ITEM 1: EXTENDED CONSTRUCTED-RESPONSE**ELAGSE4W3**

1. In the story “Henry’s Lesson,” a big fish eats the meat Henry drops into the river. Think about how this event might change the way Henry acts from now on. Write a story about what happens the next day when Henry’s owners take him for a walk in the park.

Use details from the story when writing your own story.

Narrative Writer’s Checklist**Be sure to:**

- Develop a real or imagined experience.
- Establish a situation and introduce a narrator and/or characters.
- Organize events in order.
 - Use transitional words and phrases to sequence the events.
- Use dialogue and/or description to:
 - develop events.
 - show how characters respond to situations.
- Use concrete words, phrases, and sensory details to describe the events.
- Include a conclusion.
- Use ideas and/or details from the passage(s).
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now type your narrative in the space provided. Refer to the Writer’s Checklist as you type and proofread your narrative.

As the golden fish continued to beg for its freedom, the fisherman continued to pull the thick golden rope into his boat. The harder the fisherman pulled, the more rope he pulled into the boat. The boat became very heavy and began to fill slowly with water, but the fisherman did not notice. *Silly fish*, thought the fisherman. *Who needs him? With this rope, I can be the richest man in all of China!*

“What do you think of me now, golden fish?” asked the fisherman. “When I sell you and this rope, I will be the richest man in China. What do you think of me now?”

But the golden fish did not answer. The golden fish had disappeared. As the fisherman searched the lake for the golden fish, he realized that his boat was sinking. He had pulled too much rope into the boat! The fisherman tried to throw the rope back into the lake, but the rope was too heavy and the fisherman was too tired. All he could do was watch helplessly as his boat sank into the lake, taking his fishing line and the golden rope with it. The fisherman was left with nothing.

As he swam to shore, he heard a voice call out to him.

“Here is your lesson, fisherman. He who is greedy is always in want.”



Henry's Lesson

Henry was a bad dog, a very bad dog indeed. He dug up flowerbeds, swam in the neighbors' pools, and barked at every car that drove by. Henry was never satisfied. He always wanted more. When his owners took him for a walk, the walk was never long enough. When he went to the park to play with the other dogs, he always demanded to stay longer than everyone else. Henry's owners did everything they could to teach Henry to behave and to be satisfied, but nothing worked. “One day,” they told Henry, “you will learn your lesson.” *Maybe*, thought Henry, *but that day is not today!*

One morning Henry woke up very hungry. He gobbled his breakfast and wanted more. He went next door to see his friend Tapper. *I hope Tapper has some food to share*, thought Henry, as he peeked inside Tapper's doghouse. To Henry's surprise, instead of Tapper, he found a huge piece of meat sitting in Tapper's bowl. Before he could stop himself, Henry snatched the meat between his teeth and ran away.

Henry didn't want anyone to see him with Tapper's breakfast, so he decided to hide on the other side of the river to eat the stolen meat. Crossing over the bridge, Henry looked down and saw his reflection in the water, as he would if he were looking in a mirror. The dog Henry saw in the river was carrying a piece of meat that seemed much larger than the one he held in his own mouth.

Henry wanted the piece of meat he saw in the water. It was bigger than the one he had, and he was very hungry, after all. Henry tried to grab the larger piece of meat from the river. But, of course, he could not grab the meat; it was only a reflection.

Henry finally gave up and decided to eat the meat he had taken from Tapper. But the meat was gone! He must have dropped it in when he was trying to grab the meat he had seen in the water.

He jumped into the river to search for the meat he had dropped, but he could not find it anywhere. What he found instead was a fish with a very big belly and a huge grin on its face. Henry took one look at the fish and knew where the meat had gone. He couldn't believe what he had done. The fish almost felt sorry for Henry, almost but not quite. He looked at Henry and said, "A bird in the hand is worth two in the bush. That is a good lesson for you to learn, my friend."



- 5 Short Response** How did the diagram and the time line support the details in the passage? Explain how these visuals added to the text information. Describe **one** example of a fact you learned from the "Diagram of the *Trieste*" that was not in the passage. Describe **one** example of a fact you learned from the time line "Voyage of the *Trieste*" that was not in the passage.



Learning Target

In this lesson, you interpreted information that was presented in images, charts, graphs, and other visuals. Explain how this information gave you a deeper understanding of the text topic.

Multi-Digit Multiplication—Skills Practice

Name: _____

Multiply 2-digit numbers.

Form A

1 21
 × 35

2 18
 × 16

3 24
 × 12

4 32
 × 15

5 12
 × 37

6 11
 × 77

7 54
 × 92

8 64
 × 35

9 75
 × 28

10 43
 × 15

11 42
 × 96

12 40
 × 88

13 57
 × 64

14 96
 × 70

15 61
 × 54

16 82
 × 27

17 26
 × 45

18 82
 × 34

19 63
 × 36

20 35
 × 27

21 20
 × 16

22 41
 × 30

23 98
 × 20

24 36
 × 79

25 28
 × 49

Multi-Digit Division—Skills Practice

Name: _____

Divide 2-digit dividends.

Form A

1 $3 \overline{)81}$

2 $4 \overline{)52}$

3 $5 \overline{)90}$

4 $2 \overline{)78}$

5 $6 \overline{)85}$

6 $9 \overline{)63}$

7 $3 \overline{)92}$

8 $7 \overline{)81}$

9 $2 \overline{)73}$

10 $5 \overline{)70}$

11 $8 \overline{)99}$

12 $4 \overline{)95}$

13 $9 \overline{)98}$

14 $3 \overline{)99}$

15 $6 \overline{)38}$

16 $5 \overline{)95}$

17 $7 \overline{)87}$

18 $8 \overline{)62}$

19 $4 \overline{)82}$

20 $2 \overline{)87}$



Add and Subtract Fractions

Use What You Know

In Lesson 15, you learned that adding fractions is a lot like adding whole numbers. Take a look at this problem.

Lynn, Paco, and Todd split a pack of 12 baseball cards. Lynn gets 4 cards, Paco gets 3 cards, and Todd gets the rest of the cards. What fraction of the pack does Todd get?



- How many cards do Lynn and Paco get altogether? _____
- How many cards does Todd get? _____
- There are 12 cards in the pack. What fraction represents the whole pack of cards? _____
- If Lynn gets 4 cards out of 12, that means she gets $\frac{4}{12}$ of the pack. If Paco gets 3 cards out of 12, what fraction of the pack does he get? _____
- What fraction of the pack do Lynn and Paco get altogether? _____
- Explain how you could find the fraction of the pack that Todd gets.

Think About

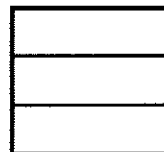
Using Models to Compare Fractions



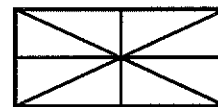
Let's Explore the Idea Use the models to help you compare fractions with the same denominator.



- 2** Write the fraction shaded below each area model. Circle the fraction that is greater.

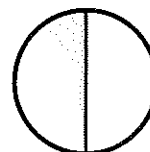
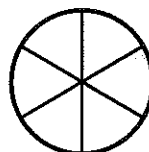


- 3** Write the fraction shaded below the first model. Shade the second model to show a greater fraction. Write the greater fraction.

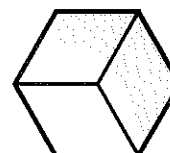
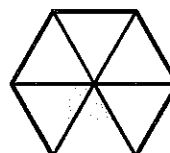


Use the models to help you compare fractions with the same numerator.

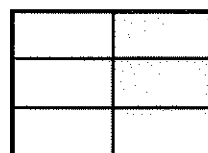
- 4** Write the fraction shaded below each area model. Circle the fraction that is greater.



- 5** Write the fraction shaded below each area model. Circle the fraction that is less.



- 6** Write the fraction shaded below the first area model. Shade the second area model to show a fraction that is less, but has the same numerator.



Explain how you know the fraction you shaded is the lesser fraction. _____



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Physical Education Distance Learning Choice Board

<ul style="list-style-type: none"> • 30 jumping jacks • 5-10 push ups • High Knees for 1 minute • 15 sit ups 	<p>Guided Dance "Believer"</p> <p>https://app.gonoodle.com/activities/believer?s=Discover&t=W03/16/20-FP-4GA-All%20Grades&sid=1732&x=4&y=3&mft=simple%20row</p>	<p>Play musical chairs with your family.</p>	<p>Find a food from the Dairy food group and point it out to a family member.</p>
<ul style="list-style-type: none"> • 30 jumping jacks • 5-10 push ups • High Knees for 1 minute • 15 sit ups 	<p>Maximo Guided Dance "Electric Slide"</p> <p>https://app.gonoodle.com/activities/electric-slide?s=Channel&t=Maximo&sid=12&cs=maximofreshstartfitness</p> <p>Fresh Start Fitness "Geocentric" Workout</p> <p>https://app.gonoodle.com/activities/geocentric?s=Channel&t=Fresh%20Start%20Fitness&sid=16&cs=freshstart-fitness</p>	<p>Play red light/green light with friends or family.</p>	<p>Find a food from the Vegetable food group and show it to a family member.</p>
<ul style="list-style-type: none"> • 30 jumping jacks • 5-10 push ups • High Knees for 1 minute • 15 sit ups 	<p>Pop See Ko 2 Dance</p> <p>https://app.gonoodle.com/activities/pop-see-ko-2-dot-0?s=Channel&t=Koo%20Koo%20Kanga%20Roo&sid=9&cs=koo-koo-kanga-roo</p>	<p>Play rock, paper, scissors with someone. Loser of the game has to do 5 jumping jacks or run a lap around the house. Play for 10 minutes.</p>	<p>Find a food from the Protein food group and show it to a family member.</p>

"Where lions learn and lead!"

HOME OF THE LIONS

LMES Distance Learning Social Science Choice Board

3

Divide a sheet of paper into 3 equal sections. List 3-5 facts about each branch of government.

Have a discussion with your parent or a family member about the importance of obeying laws. Make a list of house rules you must obey.

Complete as many of these Heat Stations with a family member. Then answer the questions below. Station 3: Sunlight:

Station 1: Friction:

Students should put a drop of lotion in their hands and make observations about the feel of their hands. Then students should rub their hands together for 30 seconds. Observations should be made about the feel of students' hands again.

Station 2: Burning (Electricity):

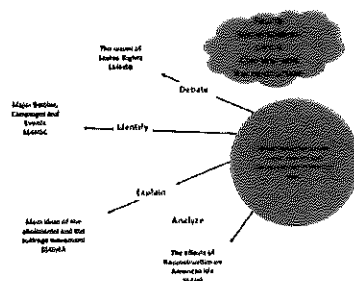
Students should be provided with a hair dryer. Before starting, students should observe and describe how the air around the nozzle of the hair dryer feels. Students should then turn the hair dryer on for 30 seconds, and then observe and describe how the air around the nozzle of the hair dryer changed in feeling.

Students are given a piece of chocolate to be placed in direct sunlight. Before beginning, students should predict with pictures, words, and prior experiences what they believe will happen to the chocolate piece. Then, students should place their chocolate piece in direct sunlight for 10 minutes (the time may need adjustment based on the time of year and day). Students should then describe and evaluate what took place after the chocolate was left in the direct sunlight. (This station may take

1. How is heat produced by each source?
2. What are the benefits and dangers of heat being produced?
3. How are the heat energy sources alike and different?

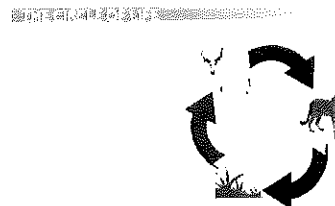
4

Answer the question on the concept map below using your text book or research from online. Afterwards, have a debate with a family member arguing on the side of the North who opposed slavery, and people of the south who supported slavery. Be sure to write down and discuss the benefits and negative effects of the Civil War and Slavery.



Divide a sheet of paper into 4 equal sections. Label each section with one of the following words: Cotton Gin, Steamboat, laptop, and Cell phone. Explain how each of these items have impacted business productivity in the United States.

1. Watch this video on Producers, Consumers, and decomposers. <https://study.com/academy/lesson/producers-consumers-decomposers-in-ecosystems.html>
2. Take notes: Write 5 important facts from the video.
3. Draw a picture to represent how producers, consumers, and decomposers work within the ecosystem. Be sure to label the producer, consumer, and decomposer in your picture.



there is a simple pattern of energy flow through organisms in any ecosystem

5

Divide a sheet of paper into 4 equal sections. Choose 4 of the following people or events & explain their importance during the Civil Rights Movement.

Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.

Explain how voting rights are protected by the 15th, 19th, 23rd, 24th, and 26th amendments.

15th	define	pic
19th	define	pic
23rd	define	pic
24th	define	pic
26th	define	pic

1. Watch the video on Landforms formed by weathering. <https://www.youtube.com/watch?v=FN6QX43QB4g>
2. Take notes: Write 5 important facts from the video.
3. Write an informational piece that explains, using scientific evidence, how surface features like deltas, sand dunes, mountains, and or volcanoes are caused by constructive and/or destructive processes (examples could include deposition, weathering, erosion, and impact of organisms).