Hello Parents,

The Richmond County School System will transition to Learn @ Home for all face-to-face students for January 14th -22nd, 2021. Please see the attached assignment packet which includes MATH, ELA, SCIENCE, AND SOCIAL STUDIES ASSIGNMENTS.

Students will be considered ***PRESENT*** for the entirety of the Face-to-Face Learn@Home period as long as ALL assignments are completed AND returned to their teachers.

REMINDER: OUR RETURN DATE TO FACE-TO-FACE, IN-PERSON LEARNING IS JANUARY 25, 2021, MONDAY.

Fifth Grade Contact Information, Parent and Student Assistance, and General Info
I. Office Hours: 9 am-11 am
II. Teacher Contact Information

A. Ms. Jefferson (Math-Science) Wilkinson Gardens Phone: 706.737.7219 ClassDojo Text Email: JeffeTe@BOE.Richmond.k12.ga.us	D. Mrs. Williams (SPED Teacher) Cell Phone Contact: 706.286.3441 Email: willina2@boe.richmond.k12.ga.us
B. Ms. Larke (ELA-Social Studies) Wilkinson Gardens Phone: 706.737.7219 ClassDojo Text Email: LarkeAl@BOE.Richmond.k12.ga.us	E. Mrs. Murrell (SPED Teacher) Cell Phone Contact: 706.840.5430 ClassDojo Text Email: murresh@boe.richmond.k12.ga.us
C. Mrs. Jackson (All Subjects) Wilkinson Gardens Phone: 706.737.7219 Class Dojo Text Email: JacksNa@boe.richmond.k12.ga.us	F. Mrs. Sawin (SPED Teacher) Email: sawinav@boe.richmond.k12.ga.us

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III. Student Virtual Learning Links

Instructional Video Links

Reading for Main Ideas & Detail in Informational Text https://youtu.be/oki_V0-ah4Y https://youtu.be/3xvSoKJu2jg https://youtu.be/4swFGRhQoMI https://youtu.be/K3rAQhZUo50	Math Multiplication Unit Review https://www.khanacademy.org/math/cc-fifth-grade-math/multi-digit-multiplication-and-division
Summarizing Main Idea of Nonfiction Text https://youtu.be/as7xe8UQEr4 https://youtu.be/vjm58rk2QrA https://youtu.be/a6rBJf91spw https://youtu.be/1h7NdA4LyY0	Science Inherited Traits versus Learned Behaviors Review https://www.youtube.com/watch?v=GqEConjFPvg Inherited Traits for Kids | Grades 3-5 Science | Mini Clip https://www.youtube.com/watch?v=sqLEzNYhSLA Inherited Trait vs Learned Behavior
Math and Reading Please use Launchpad to Access I-Ready Math-Reading Daily. https://launchpad.classlink.com/rcboe Other Virtual Learning Links https://www.rcboe.org/Page/66716	Social Studies Honoring Dr. Martin Luther King: https://www.youtube.com/watch?v=PyurjhRNOmw https://www.youtube.com/watch?v=qlllq284u20 States and Capitals https://www.youtube.com/watch?v=KQEHLMyAWeY

IV. Attendance AND Meals

A. Students will be considered ***PRESENT*** for the entirety of the Face-to-Face Learn@Home period as long as ALL assignments are completed AND returned to their teachers.
B. Parents can pick meals up from the nearest school kitchen every Tuesday and Friday between 9:00am -1:00pm. For families needing bus delivery of meals, the nearest meal stop can be located at https://rcboe.info/VirtualBusMeals or by calling the RCSS Transportation Helpline at 706-796-4777.

Lesson

25 Inherited Traits and Learned Behavior

SC-04-3.4.4

Getting the Idea

Key Words
inherited trait
behavior
instinct
migrate
hibernate

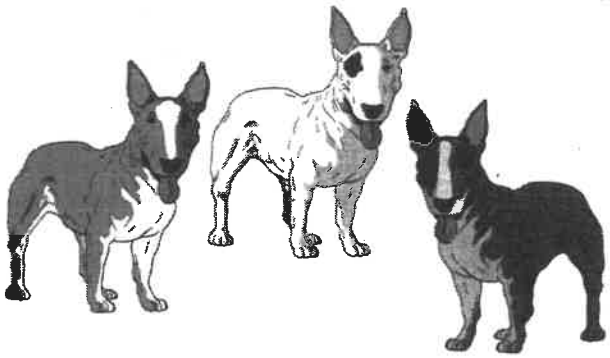
How would you describe yourself? You might say that you have brown eyes. You might also mention that you like to roller skate. Most of the people in your family might have brown eyes, but probably only a few of them like to roller skate. Your eye color came from your parents. However, you learned to like roller skating. Humans and other animals are a mix of characteristics from their parents and behaviors they learned on their own.

Inherited Traits

An **inherited trait** is a physical characteristic that is passed from parents to their babies, or offspring. The color of your eyes, hair, and skin are traits that you inherited from your parents. These traits also include curly or straight hair, dimples and freckles, and a tendency to be short or tall.

You probably have noticed how the people in some families tend to look alike. They might all have the same smile, for example. This is a trait that the people share. They inherited it from their parents and grandparents. Are your ear lobes attached to the side of your head, or do they hang free? The shape of your ear lobes is an inherited trait.

Other animals have inherited traits, too, and so do plants. A horse's hair color is inherited from its parents. Two black cats are likely to have mostly black kittens. Seeds from a pink rose bush are likely to grow into more pink rose bushes. The dogs in the picture on page 143 inherited their markings from their parents. Inherited traits cannot be changed once an animal is born. The traits stay the same for the animal's entire life.



Inherited Behaviors

A **behavior** is how an animal acts in order to survive in its environment. Certain behaviors can be inherited. Inherited behaviors are called **instincts**. Many animals are born with instincts that help them survive. A bird knows how to build a nest by instinct. A spider spins a web by instinct, too.

Different animals in different environments have different inherited behaviors. As winter approaches, many animals have a harder time finding food. Geese, caribou, monarch butterflies, whales, and other animals **migrate**, or move to another place that is far away. They travel long distances to warmer ecosystems or to follow food sources for a few months. In the spring, they return to their homes.

As the weather gets colder, chipmunks, bats, mice, and other animals eat a lot and then **hibernate**. They go into a sleep-like state during winter and live off the fat stored in their bodies until spring.

Fish, amphibians, and reptiles often become dormant during winter. When dormant, an animal doesn't move much and needs little food or air. In a pond, dormant fish and frogs rest at the bottom of the water.

No one taught these animals how to survive the winter. They know what to do by instinct.

Learned Behaviors

Are you better at using a computer than the adults in your family? If so, you learned how to do this. You did not inherit this behavior from your parents. After an animal is born, it begins to learn. It might learn skills taught by its parents. A mother bear might show its cubs how to find berries and plants to eat. A human baby is taught to speak

by listening to his or her parents or teachers. These are all behaviors that an animal learns over time.

In the wild, young animals need to be taught many traits or skills to help them survive. Sometimes they learn these skills by watching other animals. Sometimes they learn these behaviors by accident. A deer that gets harmed by a hunter might learn to stay away from people. Learned behaviors are different from inherited traits because they can change over time. You were born with two legs. That is an inherited trait. However, you can become a soccer player by learning good soccer skills. Your soccer skills are learned behaviors.

Using Inherited Traits and Learned Behavior

Inherited and acquired traits are both important for organisms to have in order to survive. A deer has inherited good hearing and fast legs, but it also needs to learn which animals are dangerous and which are not. It needs to learn where to go to find food. You inherited a brain that helps you think and understand. You were born with muscles that help you move. However, you needed to learn how to read, write, count, and ask good questions to become successful in your community.

DISCUSSION QUESTION

How can you tell whether a behavior was inherited or learned?

LESSON REVIEW

1. Which of these is an inherited trait?

   A. liking the color red

   B. having long fingers

   C. wearing your hair in a ponytail

   D. liking chocolate ice cream

2. Which of these is a learned behavior?

   A. having long eyelashes

   B. having curly hair

   C. hibernation

   D. liking peanut butter sandwiches

3. Which of these can you change?

   A. your instincts

   B. your inherited traits

   C. your learned behaviors

   D. your inherited behaviors

4. A woman is an excellent cook. Why are her children likely to become good cooks?

   A. They will learn to cook by instinct.

   B. They will learn to cook by watching her.

   C. They will inherit her cooking skills.

   D. Cooking is an inherited trait.

Use the illustration below to answer question 5.

5. What are the geese doing to help them survive?

   A. hibernating

   B. becoming dormant

   C. migrating

   D. learning an instinct

Test Name: 2018-2019 RCK12 Grade 5 Unit 2 Informal Check 2(Heredity)
Test Id: 348903
Date: 05/14/2018

Section

Which table correctly identifies each action as learned or inherited?

1.

A.

Behavior	Learned or Inherited
A meerkat pup cries when it is hungry.	learned behavior
A mouse pushes a button to get a food pellet.	learned behavior
A dog brings in the newspaper in the morning.	learned behavior
A snake injects venom into its prey when striking.	inherited trait
A lizard changes color to hide from a predator.	inherited trait

B.

Behavior	Learned or Inherited
A meerkat pup cries when it is hungry.	inherited trait
A mouse pushes a button to get a food pellet.	inherited trait
A dog brings in the newspaper in the morning.	learned behavior
A snake injects venom into its prey when striking.	inherited trait
A lizard changes color to hide from a predator.	learned behavior

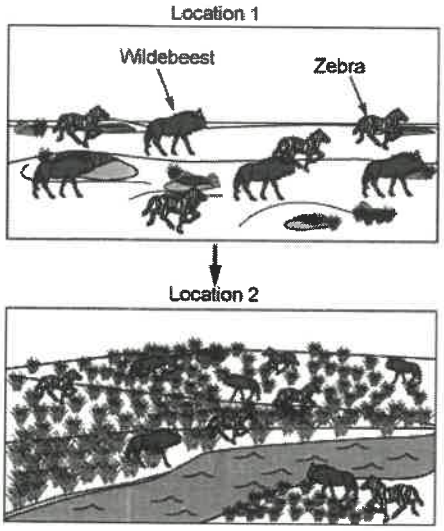
C.

Behavior	Learned or Inherited
A meerkat pup cries when it is hungry.	inherited trait
A mouse pushes a button to get a food pellet.	learned behavior
A dog brings in the newspaper in the morning.	learned behavior
A snake injects venom into its prey when striking.	inherited trait
A lizard changes color to hide from a predator.	inherited trait

D.

Behavior	Learned or Inherited
A meerkat pup cries when it is hungry.	learned behavior
A mouse pushes a button to get a food pellet.	inherited trait
A dog brings in the newspaper in the morning.	inherited trait
A snake injects venom into its prey when striking.	learned behavior
A lizard changes color to hide from a predator.	inherited trait

The picture shows wildebeest and zebras migrating during the Great Migration in Africa's Serengeti ecosystem.



Based on this picture, why are the wildebeest and the zebras **most likely** migrating?

2.

A. They have inherited traits to find an area that is closer to other animal habitats for mating.

B. They have learned to escape from predators who can outrun them on a flat plain.

C. They have learned to find an environment where more food and water is available.

D. They have inherited traits to hunt in an environment with places to hide and stalk prey.

Maya's family is bringing her a dog home from the shelter. She wants her dog to roll over, play fetch, and have black hair and large ears. Which traits can Maya control?

3.

A. black hair and large ears because they are inherited traits

B. black hair and large ears because they are learned behaviors

C. rolling over and playing fetch because they are inherited traits

D. rolling over and playing fetch because they are learned behaviors

Read the passage about Jessie.

Jessie's new stepmom is an excellent piano player and wants to give Jessie lessons. Jessie refuses, because her own mother and father are terrible piano players. "I'll be bad at it," Jessie says. "No, you won't!" says her new stepmom.

Why is Jessie's stepmom so sure that she won't be a terrible piano player like her parents?

4.

A. Piano-playing ability is not a trait that is directly inherited from parents.

B. Jessie's piano-playing abilities were inherited from her cousins.

C. Children's abilities are always the opposite of their parents' abilities.

D. The stepmom knew that Jessie's parents were actually good piano players.

Which of the following is an example of an inherited trait?

5.

A. being polite

B. speaking with an accent

C. riding a bicycle

D. having brown hair

Select **three** of the following that are examples of acquired traits.

6.

A. having red hair

B. building a nest

C. stripes on a tiger

D. learning to whistle

E. being very tall

F. doing a somersault

You have reached the end of this section.

Name _____

TOPIC 3

Fluency Practice Activity

Follow the Path

Solve each problem. Then follow multiples of 10 to shade a path from **START** to **FINISH**. You can only move up, down, right, or left.

I can ...
multiply multi-digit numbers fluently.

I can also be precise in my work.

Start				
53 × 20	70 × 89	84 × 40	35 × 63	241 × 62
19 × 83	55 × 17	30 × 80	77 × 24	57 × 32
60 × 90	10 × 57	80 × 14	526 × 47	64 × 32
50 × 30	73 × 73	45 × 35	47 × 85	17 × 13
70 × 12	15 × 90	20 × 14	20 × 17	100 × 100
				Finish

TOPIC 3 Vocabulary Review

A-Z Glossary

Word List

- expression
- multiple
- overestimate
- partial products
- power
- underestimate
- variable

For each of these terms, give an example and a non-example.

	Example	Non-example
1. Power of 10		
2. Multiple of 10^2		
3. An expression with a variable		
4. An underestimate of 532×11		

Write *always*, *sometimes*, or *never*.

5. The sum of partial products is equal to the final product.

6. A multiple of a number is a power of the number.

7. An underestimate results from rounding each factor to a greater number.

8. A power of a number is a multiple of the number.

Write T for *true* or F for *false*.

9. $642 \times 12 = 642$ tens + 1,284 ones

10. $41 \times 10^6 = 41{,}000{,}000$

11. $80 \times 10^3 = 8{,}000$

12. Suppose both factors in a multiplication problem are multiples of 10. Explain why the number of zeros in the product may be different than the total number of zeros in the factors. Include an example.

Name _____

TOPIC 3

Reteaching

Set A pages 81–84

Find 65×10^3.

Look at the exponent for the power of 10. Annex that number of zeros to the other factor to find the product.

65000

Remember to look at the number of zeros or the exponent for the power of 10.

1. 12×10^4
2. 100×815
3. $10^2 \times 39$
4. $6{,}471 \times 10^1$

Set B pages 85–88

Estimate 37×88.

Step 1

Round both factors. 37 is about 40 and 88 is about 90.

Step 2

Multiply the rounded factors. $40 \times 90 = 3{,}600$

Remember to either round the factors or use compatible numbers.

Estimate each product.

1. 7×396
2. 17×63
3. 91×51
4. 45×806

Set C pages 89–92

$$\begin{array}{r} {\scriptstyle 1\ \ 3} \\ 249 \\ \times\ \ 4 \\ \hline 996 \end{array}$$

Think:

4×9 ones $= 36$; 36 is 3 tens 6 ones.

4×4 tens $= 16$ tens; 16 tens + 3 tens $= 19$ tens; 19 tens is 1 hundred 9 tens.

4×2 hundreds $= 8$ hundreds; 8 hundreds + 1 hundred $= 9$ hundreds

Remember to keep track of the place values.

Find each product.

1. 133×3
2. 343×5
3. 893×7
4. $1{,}278 \times 4$

Set D pages 93–96

Find 17×35.

$$\begin{array}{r} {\scriptstyle 2} \\ {\scriptstyle 3} \\ 17 \\ \times\ 35 \\ \hline 85 \\ +\ 510 \\ \hline 595 \end{array}$$

← Multiply 17 by 5 ones.

← Multiply 17 by 3 tens.

Remember that you can draw arrays or area models to represent multiplication.

Find each product.

1. 21×13
2. 34×52
3. 89×27
4. 78×47

Set E pages 97–100, 101–104, 105–108

Find 53×406.

Estimate: $50 \times 400 = 20{,}000$

$$\begin{array}{r} {\scriptstyle 3\ \ } \\ {\scriptstyle 1\ \ } \\ 406 \\ \times\ \ 53 \\ \hline 1218 \\ +\ 20300 \\ \hline 21{,}518 \end{array} \quad \begin{array}{l} \\ \\ \\ \\ \leftarrow 3 \times 406 \\ \leftarrow 50 \times 406 \\ \\ \end{array}$$

Remember to regroup if necessary. Estimate to check that your answer is reasonable.

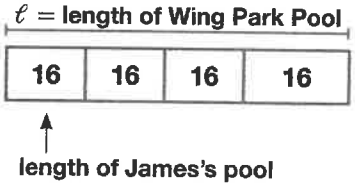
Find each product.

1. 54×9
2. 76×59
3. 47×302
4. 32×871
5. $\begin{array}{r} 604 \\ \times\ 55 \\ \hline \end{array}$
6. $\begin{array}{r} 7{,}133 \\ \times\ \ 4 \\ \hline \end{array}$

Set F pages 109–112

Draw a picture and write an equation. Solve.

The length of James's pool is 16 feet. The length of the pool at Wing Park is 4 times as long. How long is the pool at Wing Park?



$16 \times 4 = \ell$

$\ell = 64$ feet

The length of Wing Park pool is 64 feet.

Remember that pictures and equations can help you model and solve problems.

Draw a picture and write an equation. Solve.

1. Alexandria has a collection of 34 dolls. A toy store has 15 times as many dolls as Alexandria. How many dolls are in the store?

2. A store received a shipment of 37 TVs valued at $625 each. What is the total value of the shipment?

Set G pages 113–116

Think about these questions to help you **critique the reasoning of others**.

Thinking Habits

- What questions can I ask to understand other people's thinking?
- Are there mistakes in other people's thinking?

Remember you need to carefully consider all parts of an argument.

Sarah has 214 bags of beads. Each bag has enough beads for 22 bracelets. She estimates that since $200 \times 20 = 4{,}000$, there are enough beads for at least 4,000 bracelets.

Tell how you can critique Sarah's reasoning.

Name _____

TOPIC 3

Assessment Practice

1. Dr. Peterson works 178 hours each month. How many hours does she work in a year?

   Ⓐ 2,000

   Ⓑ 2,136

   Ⓒ 3,000

   Ⓓ 2,200

2. A banana contains 105 calories. Last week, Brendan and Lea ate a total of 14 bananas. How many calories does this represent?

3. At a warehouse, 127 delivery trucks were loaded with 48 packages on each truck.

   A. Estimate the total number of packages on the trucks. Write an equation to model your work.

   B. Did you calculate an overestimate or an underestimate? Explain how you know.

4. Is the equation below correct? Explain.

   $5.6 \times 10^3 = 560$

   Ⓐ The equation is incorrect. The product should have 3 zeros.

   Ⓑ The equation is correct. The product should have 1 zero.

   Ⓒ The equation is incorrect. The product should have 0 zeros.

   Ⓓ The equation is incorrect. The product should have 2 zeros.

5. The latest mystery novel costs $24. The table shows the sales of this novel by a bookstore.

DATA

Day	Books Sold
Thursday	98
Friday	103
Saturday	157
Sunday	116

   A. What was the dollar amount of sales of the mystery novel on Saturday? Write an equation to model your work.

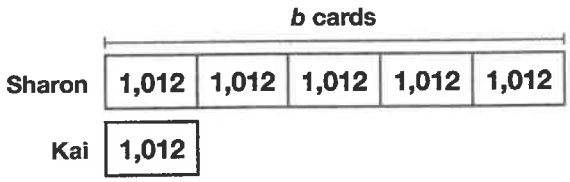
   B. What was the dollar amount of sales of the mystery novel on Friday? Write an equation to model your work.

6. There are 45 cans of mixed nuts. Each can has 338 nuts. Below is Mary's work to find the total number of nuts. What is the missing number? Enter your answer in the box.

$$\begin{array}{r} 338 \\ \times\ \ 45 \\ \hline 1690 \\ 13\square 20 \\ \hline 15210 \end{array}$$

7. There are 36 large fish tanks at the zoo. Each tank holds 205 gallons of water. How many gallons of water would it take to fill all of the tanks?

8. Kai ordered 1,012 baseball cards. Sharon ordered 5 times as many cards as Kai. Write and solve an equation to find b, the number of baseball cards Sharon ordered.



9. Multiply.

$$\begin{array}{r} 289 \\ \times\ \ 16 \\ \hline \end{array}$$

10. Match each number on the left with an equivalent expression.

	12×10^0	12×100	12×10^3	12×10^1
1,200	❑	❑	❑	❑
120	❑	❑	❑	❑
12	❑	❑	❑	❑
12,000	❑	❑	❑	❑

11. Select all the expressions that are equal to 3×10^3.

- ☐ $3 \times 1{,}000$
- ☐ 3×100
- ☐ 30×100
- ☐ 300×100
- ☐ 300×10

12. Rosanne has 142 songs on her MP3 player. Teresa has 11 times as many songs as Rosanne. How many songs does Teresa have?

Name _____

TOPIC 3

Performance Task

Baseball Apparel

Coach Sandberg wants to buy items for the baseball league. The league already has caps with the league logo on them, but the coach would like to offer the option of purchasing a T-shirt, sweatshirt, sweatpants, or jacket with the logo. Use the information in the table to answer the questions.

Jackie's Sports Store	
Item	**Item Price**
jacket	$53
sweatshirt	$32
T-shirt	$14
sweatpants	$24

1. The players asked their families and friends if they want to buy T-shirts with the league logo. If 254 people want T-shirts, what would be the total cost? Write an equation to model your work.

2. Coach Sandberg wants to order 127 sweatshirts.

Part A

Will the total cost of the sweatshirts be greater than or less than $3,000? Use estimation to decide. Explain your reasoning.

Part B

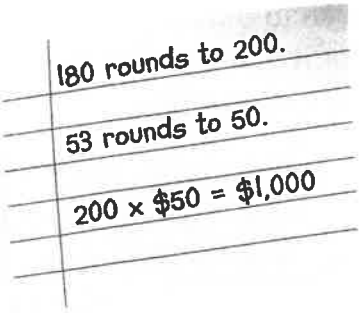
What is the total cost of 127 sweatshirts?

3. Which would cost more, 32 T-shirts or 14 sweatshirts? How can you tell without multiplying?

4. There are 18×10^1 players in the league.

Part A

The league raised $1,560 through fundraisers. Trenton estimates the cost of buying jackets for each player in the league. He concludes that the league has raised enough money. Do you agree with Trenton? Explain.



Part B

How much would it cost to order sweatpants for each player? Write and solve an equation with a variable to show your work.

5. Which costs more: 136 sweatpants or 103 sweatshirts? How much more?

6. Coach Sandberg wants to order 115 jackets and 27 caps for $12 each.

Part A

Estimate the total cost for his order. Show your work.

Part B

What is his total cost? Compare your answer to your estimate.

LESSON 1

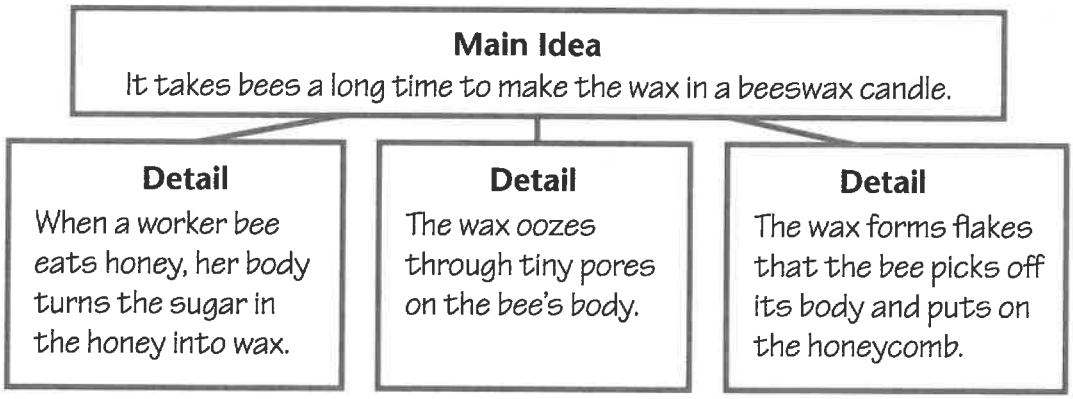
Main Idea and Supporting Details

Learn About It

When you read to gain information, look for the **main idea**. That is the most important idea of a passage, or what the passage is mainly about. Then look for **details** that support, or back up, the main idea. Details help explain or prove a statement. Writers use facts and examples to illustrate their key ideas. You will usually find out about the main idea at the beginning of a text. Then, supporting details follow the idea they back up.

Read this passage. Notice how the writer gives the main idea and then provides supporting information.

A beeswax candle smells sweet and burns relatively quickly—but it is not fast to make. When a worker bee eats honey, her body turns the sugar in the honey into wax. This wax oozes through tiny pores on the bee's body, sort of like when you sweat. Then the wax forms flakes that the bee picks off its body and puts onto the honeycomb. Think of all the bees it takes to make one candle!



Apply It

Read the passage. Underline the most important ideas. Answer the questions on the next page.

The Longest Journey

The Arctic tern weighs only about 4 ounces, yet this little bird travels more than 40,000 miles each year. It migrates farther than any other animal. An average Arctic tern lives more than twenty years. That means it could fly about 1 million miles or more in its lifetime!

The Arctic terns' migration begins in the high northern Arctic, where they make their nests. They breed during the summer, when days in the Arctic are long and relatively warm. Like most seabirds, they eat mainly fish and other small creatures. Once the weather begins to get cooler, food gets scarce. So the terns start their long trip to the other end of the world.

Researchers use special tags to track migrating birds. They catch a bird, place a tag on its leg, and release it. The tag collects data about daylight and the bird's position. When the scientists find the bird again later, they analyze the data recorded by the tag. The tags show that Arctic terns travel along the coast of western Europe and Africa during the autumn. They reach South Africa by November. Then they spend the months of December through February at sea, near the edge of the Antarctic ice. This is summer in the southern hemisphere. Daylight is once again plentiful. In the spring, the Arctic terns head back north to their breeding grounds.

Due to their yearly migration, the Arctic terns see two summers every year. They earned the nickname "birds of the sun" because they receive more daylight than any other animal on the planet.

Day 3, 4, 5, 6

Name: Nonfiction: Summarize – Q2:4 Date:

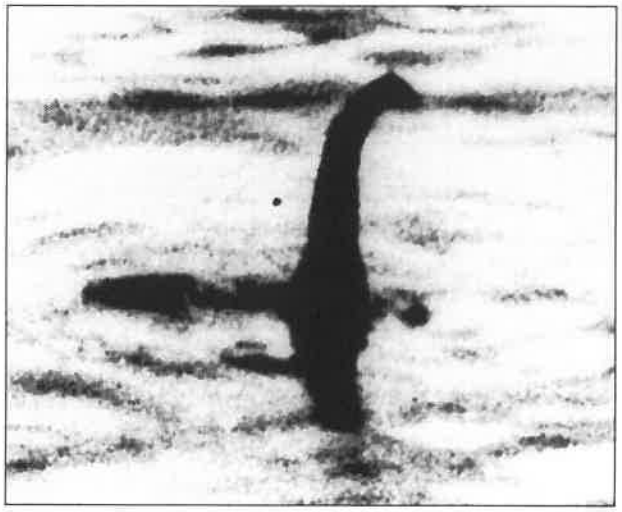
As you answer this week's questions, highlight your evidence in the text.

The Loch Ness Monster: Fact or Fiction?

Every year, a million tourists from around the world visit Loch Ness in Scotland hoping to catch a glimpse of the Loch Ness monster. 'Loch' is the Scottish word for lake. Loch Ness is 23 miles long and nearly 800 feet deep. What makes Loch Ness famous is the mysterious beast said to **lurk** in its waters.

Sightings of the so-called monster—known more affectionately as Nessie—vary greatly. Most eyewitnesses describe a large creature with a small head, a long serpent-like neck, and one or more humps poking out of the water. Many theories have been put forward to explain the sightings. One of the most interesting is that Nessie could be a plesiosaur (a prehistoric marine reptile thought to be extinct).

Although legends of the Loch Ness monster stretch back 1,500 years, it is the more modern sightings which have caused the most excitement. These began in 1933, after a new road gave passers-by a good view of the loch, which was previously quite remote. George Spicer and his wife claim to have seen an 'enormous animal' crossing the road in front of their car. Spicer described it as "the nearest approach to a dragon or prehistoric animal that I have ever seen in my life."



Later that year, a British surgeon named Robert Wilson, came forward with a grainy black and white photo he claimed was of the Loch Ness monster. The picture appeared to show the neck and head of dinosaur-like creature emerging from the murky waters. For decades, it was held to be the best evidence that Nessie was real. Then, in 1994, to the disappointment of Nessie believers, the photo was exposed as a **hoax**—an elaborate trick. According to the confession of one of those involved, the "monster" photographed was, in fact, a toy submarine outfitted with a fake sea-serpent head!

All the same, sightings have continued to flood in—more than 4,000 of them, according to one estimate. One of the best recent photos was taken by Ian Bremner in 2016. While out photographing deer, he spotted something much stranger—a creature with a narrow head and two humps, splashing about in Loch Ness. "I'm normally a bit of a skeptic when it comes to Nessie and I think it's just something for the tourists," he said, "but I'm starting to think there is something out there."

In the 1960s, several British universities used sonar to search for Nessie. In each expedition, the sonar operators detected a large, moving underwater object they could not explain. Since then, other serious investigations have used sonar and underwater photography. So far, though, no study has been able to prove or disprove the existence of Nessie.

Those who seek to disprove the story (the debunkers) dismiss sightings as trick photography, floating tree trunks, or smaller creatures like eels or seals. They argue there are good scientific reasons why a plesiosaur-like creature could not survive in the loch. For example, there are not enough fish in Loch Ness for Nessie to eat to survive. Despite their scientific logic, the story of the Loch Ness monster continues to thrive. The puzzle of Nessie's existence may never be solved. What do you believe?

Nonfiction: Summarize – Q2:4

Monday Day 3	**Tuesday** Day 4
What is the main idea of the text?	What caused the number of sightings to increase in recent years?
According to the text, where might you be able to see the Loch Ness monster?	What is the fourth paragraph mainly about?
What is one theory given to explain the sightings of the Loch Ness monster?	Write one detail from the fourth paragraph that supports the main idea.
Determine the meaning of the word **lurk** in the text.	Determine the meaning of the word **hoax** in the text.

Wednesday Day 5	**Thursday** Day 6
What made Ian Bremner start to change his mind about the existence of Nessie?	Write a short summary about this text.
How do you think the photograph hoax made people feel about the Loch Ness monster?	
According to the text, what are debunkers saying about the Loch Ness sightings?	
Based on the evidence, do you believe the Loch Ness monster exists?	

Name: _____

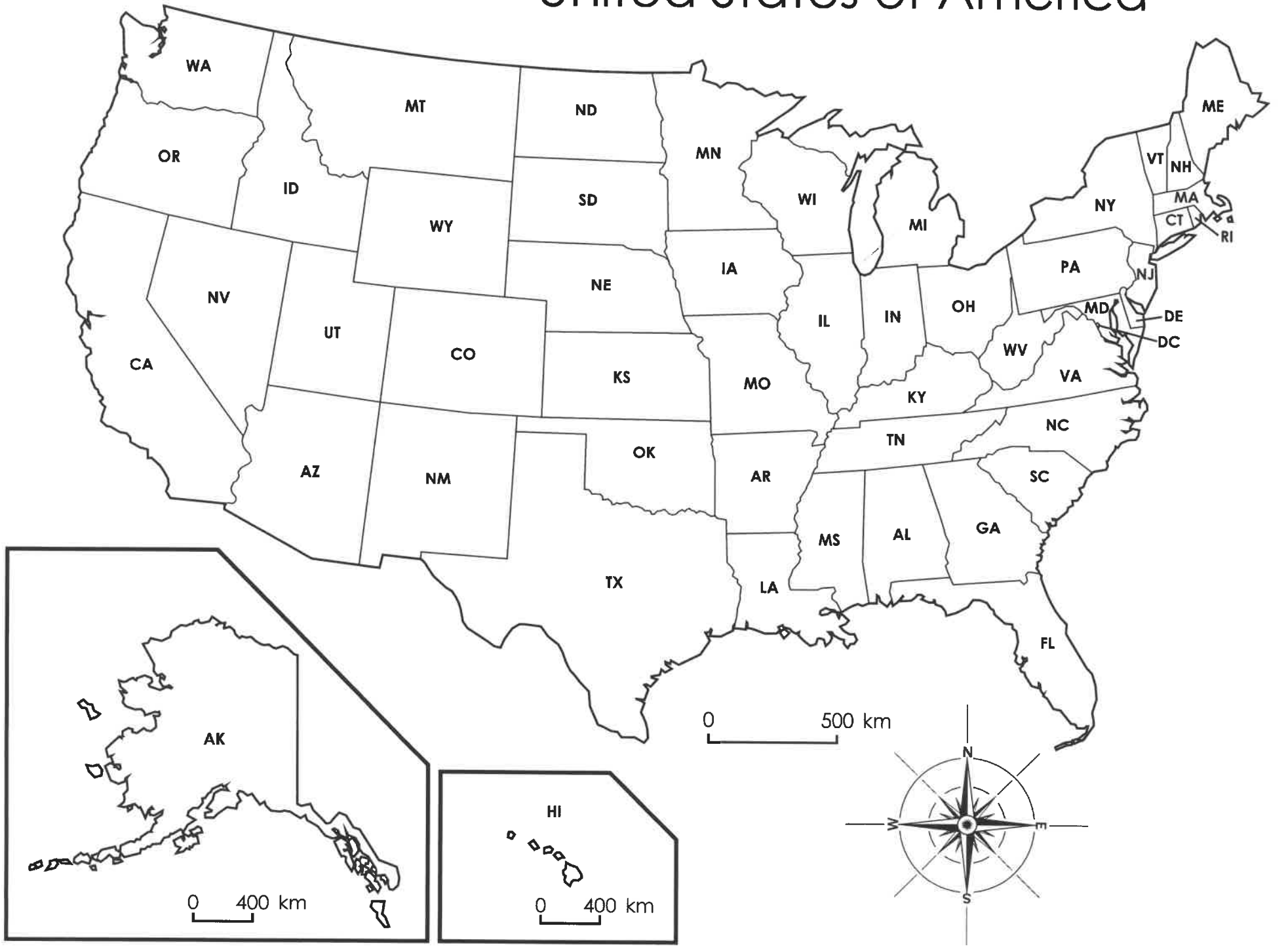
States and Capitals
Study List

State	Capital	Abbreviation
Alabama	Montgomery	AL
Alaska	Juneau	AK
Arizona	Phoenix	AZ
Arkansas	Little Rock	AR
California	Sacramento	CA
Colorado	Denver	CO
Connecticut	Hartford	CT
Delaware	Dover	DE
Florida	Tallahassee	FL
Georgia	Atlanta	GA
Hawaii	Honolulu	HI
Idaho	Boise	ID
Illinois	Springfield	IL
Indiana	Indianapolis	IN
Iowa	Des Moines	IA
Kansas	Topeka	KS
Kentucky	Frankfort	KY
Louisiana	Baton Rouge	LA
Maine	Augusta	ME
Maryland	Annapolis	MD
Massachusetts	Boston	MA
Michigan	Lansing	MI
Minnesota	St. Paul	MN
Mississippi	Jackson	MS
Missouri	Jefferson City	MO
Montana	Helena	MT

States and Capitals
Study List

State	Capital	Abbreviation
Nebraska	Lincoln	NE
Nevada	Carson City	NV
New Hampshire	Concord	NH
New Jersey	Trenton	NJ
New Mexico	Santa Fe	NM
New York	Albany	NY
North Carolina	Raleigh	NC
North Dakota	Bismarck	ND
Ohio	Columbus	OH
Oklahoma	Oklahoma City	OK
Oregon	Salem	OR
Pennsylvania	Harrisburg	PA
Rhode Island	Providence	RI
South Carolina	Columbia	SC
South Dakota	Pierre	SD
Tennessee	Nashville	TN
Texas	Austin	TX
Utah	Salt Lake City	UT
Vermont	Montpelier	VT
Virginia	Richmond	VA
Washington	Olympia	WA
West Virginia	Charleston	WV
Wisconsin	Madison	WI
Wyoming	Cheyenne	WY

United States of America



Label the states and the national capital that correspond to each abbreviation on the map.

ME _____

VT _____

NH _____

MA _____

RI _____

CT _____

NY _____

PA _____

NJ _____

DE _____

DC _____

MD _____

VA _____

WV _____

OH _____

MI _____

WI _____

IL _____

IN _____

KY _____

TN _____

NC _____

SC _____

MS _____

AL _____

GA _____

FL _____

MN _____

IA _____

MO _____

AR _____

LA _____

ND _____

SD _____

NE _____

KS _____

OK _____

TX _____

MT _____

ID _____

WY _____

UT _____

CO _____

AZ _____

NM _____

WA _____

OR _____

NV _____

CA _____

AK _____

HI _____

Name: _____

States & Capitals 1-25

Match each state with its capital. Write the correct letter on each line.

1.	Alabama	_____	**a.** Atlanta
2.	Alaska	_____	**b.** Des Moines
3.	Arizona	_____	**c.** Juneau
4.	Arkansas	_____	**d.** Dover
5.	California	_____	**e.** Baton Rouge
6.	Colorado	_____	**f.** Jefferson City
7.	Connecticut	_____	**g.** Phoenix
8.	Delaware	_____	**h.** St. Paul
9.	Florida	_____	**i.** Topeka
10.	Georgia	_____	**j.** Honolulu
11.	Hawaii	_____	**k.** Montgomery
12.	Idaho	_____	**l.** Indianapolis
13.	Illinois	_____	**m.** Tallahassee
14.	Indiana	_____	**n.** Augusta
15.	Iowa	_____	**o.** Little Rock
16.	Kansas	_____	**p.** Frankfort
17.	Kentucky	_____	**q.** Boston
18.	Louisiana	_____	**r.** Denver
19.	Maine	_____	**s.** Lansing
20.	Maryland	_____	**t.** Jackson
21.	Massachusetts	_____	**u.** Boise
22.	Michigan	_____	**v.** Annapolis
23.	Minnesota	_____	**w.** Sacramento
24.	Mississippi	_____	**x.** Hartford
25.	Missouri	_____	**y.** Springfield

Name: _____

States & Capitals 26-50

Match each state with its capital. Write the correct letter on each line.

26. Montana _____
27. Nebraska _____
28. Nevada _____
29. New Hampshire _____
30. New Jersey _____
31. New Mexico _____
32. New York _____
33. North Carolina _____
34. North Dakota _____
35. Ohio _____
36. Oklahoma _____
37. Oregon _____
38. Pennsylvania _____
39. Rhode Island _____
40. South Carolina _____
41. South Dakota _____
42. Tennessee _____
43. Texas _____
44. Utah _____
45. Vermont _____
46. Virginia _____
47. Washington _____
48. West Virginia _____
49. Wisconsin _____
50. Wyoming _____

a. Raleigh
b. Salem
c. Carson City
d. Columbia
e. Albany
f. Salt Lake City
g. Harrisburg
h. Charleston
i. Concord
j. Cheyenne
k. Montpelier
l. Santa Fe
m. Oklahoma City
n. Providence
o. Helena
p. Austin
q. Bismarck
r. Olympia
s. Trenton
t. Madison
u. Pierre
v. Columbus
w. Richmond
x. Lincoln
y. Nashville

Walking Tall

How did Ruby Bridges make history?

"Don't be afraid." That's what Ruby Bridges's mother told her on Nov. 4, 1960. Little Ruby listened carefully to the advice. Soon, four United States federal court marshals, or officers, arrived at the Bridges family home in New Orleans, Louisiana to drive the first grader to William Frantz Public School. A screaming mob was waiting. People stood near the building shouting.

AP Images

Ruby Bridges enters her school in 1960.

Ruby held her head high. With the marshals surrounding her, the 6-year-old walked into the school and into history books. That morning, Ruby became one of the first African Americans to attend an all-white elementary school in the South.

Dividing Lines

For a long time, parts of the United States were segregated, or separated by race. Under law, black children could not attend the same public schools as white children. People of different races also had to use separate public restrooms and drinking fountains.

U.S. leaders worked hard to end segregation. They wanted all Americans to have civil rights. Civil rights are the rights to be treated equally. In 1954, the U.S. Supreme Court ruled that segregation in public schools was unconstitutional. The case was *Brown v. Board of Education.*

By the year 1960, however, many Southern cities, including New Orleans, were still not following the court's ruling. That prompted a federal court to take action in New Orleans. It ordered the city to desegregate its public schools. Ruby Bridges was one of the first students to lead the way.

School Days

Ruby made it inside William Frantz Public School that first day. However, there was so much uproar that she didn't make it to class. From the principal's office, Ruby watched as angry parents pulled their children out of school.

On her second day, Ruby met her teacher, Barbara Henry. By then, so many kids had been removed from the school that Ruby was Henry's only student. The pair worked one-on-one for the whole year. "Mrs. Henry was one of the nicest teachers I ever had," Bridges told *WR News.* "She made school fun for me. "

AP Images

Bridges was reunited with teacher Barbara Henry (left) in 1998.

Outside the building, people continued to protest. Others, though, believed everyone should have civil rights.

By the end of the year, crowds began to dwindle, or decrease. When Ruby returned to school for second grade, there were no more protesters. Many of the other students had returned.

Building Bridges

By the late 1960s, most schools in the United States were no longer segregated, thanks to the efforts of civil rights workers. Other laws were passed that improved life for African Americans. The Civil Rights Act of 1964, for example, helped protect African Americans' right to seek jobs.

Bridges never had to attend a segregated school. She graduated from high school and continued her studies in business school.

Today, Bridges speaks to kids about the importance of treating one another equally. She has never forgotten her experience at William Frantz Public School, and she shares details about her first day there in her speeches.

"I wasn't really afraid," Bridges told *WR News*. "I didn't really know what was going on at the time, and I loved school. "

The Little Rock Nine

The Commercial Appeal/Landov

The Caption

Before Ruby Bridges, there was the Little Rock Nine. They were nine African American students in Little Rock, Arkansas. On Sept. 4, 1957, the students attempted to begin classes at the all-white Central High School. But the governor of Arkansas and the angry mobs surrounding the school prevented them from entering.

Finally, President Dwight D. Eisenhower took action. He sent U.S. troops to protect the students, and they finally began classes. High school was far from easy for the group, but some of them went on to graduate. In 1999, Congress awarded the Little Rock Nine the Congressional Gold Medal for their bravery.

How Ruby Made History

Jay Clendenin/Aurora Photos

How does it feel to make history? *WR News* student reporter Kaelin Ray recently asked Ruby Bridges.

Kaelin Ray: How does it feel to know that you are a part of U.S. history? Ruby Bridges: I'm [very] proud of that fact. My mother was really happy about [my] being able to attend that school. My father was more concerned about my safety.

KR: What was your first day at William Frantz Public School like? RB: My first day I spent sitting in the principal's office, so it was very confusing.

KR: What was it like to meet your teacher, Mrs. Henry, again many years later? RB: I was really, really excited about meeting her again because she [was] a very important part of my life that had been missing for a long time.

Honoring King

Americans pay tribute to a leader's legacy.

For many Americans, Martin Luther King Jr. Day isn't just a "day off" from school or work. They will make it a "day on" and participate in community service projects in honor of Martin Luther King Jr. Day.

Library of Congress

The Rev. Dr. Martin Luther King addresses a group of followers.

A Great Leader

King (1929-1968) was a famous civil rights leader. When King was growing up, the South was segregated, or separated by race. Black people did not have the same rights as white people. Under the law, they were not allowed to attend the same schools as white people and had to sit in the back seats of buses. Black people also had to use separate restrooms and drinking fountains.

When King was older, he worked to change those unjust laws. During the 1950s and 1960s, he gave speeches and organized peaceful marches and protests. Beginning in 1955, King led the famous Montgomery bus boycott. For 381 days, African Americans boycotted, or refused to use, public buses in the Alabama city. A year later, the U.S. Supreme Court ruled that segregation on buses was illegal.

King gained national attention from the boycott and, in 1963, delivered his famous "I Have a Dream" speech. He told a crowd of more than 200,000 people in Washington, D.C., that his dream was for all people to be treated fairly and equally under the law. As a result of his work, civil rights laws were passed. Those laws protect the rights of all Americans.

A Day of Service

Many people celebrate King's legacy on Martin Luther King Jr. Day with parades and other events. The legacy of a leader is something he or she has accomplished that would benefit future generations. For King, that meant making the world a better place. Thousands more honor King by cleaning parks, volunteering at homeless shelters, and participating in other community service projects.

"Everybody can be great because everybody can serve," King once said. By taking part in community service projects, Americans are able to keep this leader's dream alive.

A Civil Rights Hero: Martin Luther King Jr.

January 15, 1929:

Born in Atlanta, Georgia

August 28, 1963:

Delivers his "I Have a Dream" speech in Washington, D.C.

December 10, 1964:

Becomes the youngest person to receive the Nobel Peace Prize

April 4, 1968:

Is assassinated in Memphis, Tennessee

January 20, 1986:

Martin Luther King Jr. Day first Observed as a national holiday

Name: _____ Date: _____

Use the article "Honoring King" to answer questions 1 to 2.

1. What was Martin Luther King Jr.'s dream, according to his famous speech?

2. A legacy is something valuable left by a person when he or she dies. What is Martin Luther King Jr.'s legacy?

Use the article "Walking Tall" to answer questions 3 to 4.

3. Ruby Bridges was one of the first African Americans to do what?

ReadWorks®
Important People in the Civil Rights Movement - Paired Text Questions
Walking Tall · Honoring King

4. Civil rights are the rights of citizens to be treated equally. How have Ruby Bridges's actions supported civil rights? Make sure to discuss her actions both as a child and as an adult in your answer.

Use the articles "Honoring King" and "Walking Tall" to answer questions 5 to 6

5. What did both Martin Luther King Jr. and Ruby Bridges believe in and support? Use information from both articles to support your answer.

6. Think about what "Honoring King" tells you about Martin Luther King Jr.'s legacy. What might Ruby Bridges's legacy be? Support your answer with information from one or both articles.

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