Monday – “Lewis and Clark”
(materials needed for this week- reading notebook, Storytown, a device to watch YouTube/do iXL, pencil, book of your choosing or Epic)

*I can: have a robust vocabulary.*

(asset, intently, profusely, ordeal, terrain, dismal, peril, esteem)

In Storytown turn to page: **662-663, if you don’t have your book log into Think Central**

- Read the story that is shown and write down the vocabulary words, the definition along with their synonyms.
- put the definition in our own words,
- draw a picture of the word’s meaning,
- write a sentence with the word,
- and write the opposite meaning of the word (Antonym)


Peril – a serious and harm situation

The oceans are in **peril** because of all the pollution that gets spilled into the water.

**DANGER DEEP WATER**

(sorry I can’t draw…but I know you can)

Looking both ways before crossing the street, can keep you **safe**.

**Question of the day: (email your teacher the answer)** Which do you think is more important the work of inventors or the work or explorers? Why?

**Independent Reading** - read for at least 20 minutes a day…let us know what you are reading…(email your teacher)

**Technology** – for the week – iXL skills, Epic

Literary Devices Fifth grade (A1, A2, N1, N2, V1-V12) Fourth Grade Skills (A1, A2, N) Sixth Grade Skills (A1, G1)

**Tuesday- Background Knowledge and Focus Skill of “Lewis and Clark”**

*I can: use background knowledge to comprehend the story*

Research:
List 5 facts each about the Louisiana Purchase, Sacagawea, and York (explorer).

A compass is a device that shows the direction you are going: north, south, east, or west.)

A map is a drawing of a place. (Jefferson wanted the explores to draw a map of the Louisiana Purchase.

How might you find your way in an unfamiliar place?

*Focus Skill – I can: summarize and paraphrase text*

*Remember*
- Summarizing tells the most important information in one or two sentences.
- Paraphrasing is retelling of the text in your own words without changing the meaning.
- Include only the most important ideas in a summary.

Turn and read pages 660-661. (make this table in your notebook)

<table>
<thead>
<tr>
<th>Summary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Paraphrase</td>
<td></td>
</tr>
</tbody>
</table>

Watch on YouTube: BAO 2019 Short Movie bao short film full HD

https://www.youtube.com/watch?v=cB_2qU4GLCw

**Question of the day:** (email your teacher the answer) *In your opinion, what makes a person a good asset on any team?*

**Independent Reading** - read for at least 20 minutes a day. Go to:
https://classroommagazines.scholastic.com/support/learnathome.html?caching

If you want something that is current or something new to read, Scholastics is free for a while, so take advantage of this opportunity.
Technology – for the week – iXL skills, Epic

Literary Devices Fifth grade (A1, A2, N1, N2, V1-V12) Fourth Grade Skills (A1, A2, N) Sixth Grade Skills (A1, G1)

Wednesday “Lewis and Clark”

I can: recognize the distinguishing characteristics of narrative nonfiction.

*Remember* Illustrations, photographs, and captions support and supplement the main text.

Setting a purpose for reading: Good readers set a purpose for reading, based on the genre and what they think the story will be about. This selection is about Lewis and Clark’s journey, while reading we will visualize what it was like and how they handled their recordings as they went on so many adventures.

Today’s Genre is Narrative Nonfiction. Narrative nonfiction tells about people, things, events, or places that are real. As you read, look for

- Text features such as photographs and captions
- Facts and important ideas about history

Read pages 664- 670 answer the following questions, don’t forget to restate the question that is being asked. Restating helps with comprehension. Question number 1 is done for you.

Page 667
1. What two geographic challenges described on page 667 did the Corps of Discovery face as they began traveling west? The two geographic challenges described on page 667 that the Corps of Discovery faced was crossing the Great Falls of the Missouri River. The next challenge was getting over the Rocky Mountains.

2. How does the author help readers picture the size of the Great Falls?

3. What effect did the waterfall have on the explorers’ travels?

Pages 668-669
4. What were some of the reasons why Sacagawea earned the admiration of the crew?

5. How do the Shoshone feel about Lewis? Why do they feel this way?

6. Do you think Lewis will be able to persuade Cameahwait to sell him horses? Why or Why not?

Pages 670
7. What effects did Sacagawea’s presence at the meeting have on the expedition?

Question of the day: (email your teacher the answer) Why does a journal writer need to be able to summarize? When might a journal writer paraphrase?
Independent Reading - read for at least 20 minutes a day. In Rump, he is having a hard day. Kids are throwing rocks at him and the pixies won’t leave him alone. (remember pixies only bother you if gold is around) So, after work he decides to go to the woods to be alone with his thoughts. (The woods are a place for gnomes, trolls and the witches. I learned the witch that stole a baby and locked her in a tower. Do you know who that witch is?

Technology – for the week – iXL skills, Epic

Literary Devices Fifth grade (A1, A2, N1, N2, V1-V12) Fourth Grade Skills (A1, A2, N) Sixth Grade Skills (A1, G1)

Thursday “Lewis and Clark”

I can: identify types of question-answer relationships and I can identify the distinguishing features of fantasy.

Read pages 671-675 answer the following questions.

Pages 671
8. Summarize the expedition’s crossing of the Rocky Mountains.

9. Why did the explorers abandon the pack horses and build canoes?

Pages 672-673
10. Compare the Corps’s encounters with the Nez Perce with their encounters with the Chinook Indians?

11. How did meeting the Chinook Indians help the explorers figure out that they were near the Pacific Ocean?

12. About how much time passed between Lewis’s meeting with Chief Cameahwait and the Corps’s arrival on the Pacific Coast? How do you know?

Pages 674-675
13. Why was Jefferson’s letter of credit never used?

14. Summarize the contributions Lewis and Clark’s journey made to America’s understanding of the West.

15. Why do you think so many people gave the members of the Lewis and Clark expedition a hero’s welcome? (an enthusiastic welcome for someone who has done something brave or praiseworthy)

Question of the day: (email your teacher the answer) What do you think was Lewis and Clark’s most important discovery?

Independent Reading - read for at least 20 minutes a day. In the woods the pixies swarmed and attacked Rump. The next thing you know its raining mud. Red is throwing mud at the them…She asks Rump are you made of gold? Why do you think the Pixies ran from the mud? Why do you think they are attacking Rump?

Technology – for the week – iXL skills, Epic
I can: identify types of question-answer relationships and I can identify the distinguishing features of fantasy.

Turn to page 676, Think Critically, Questions 1-4

1. What did President Thomas Jefferson hope Lewis and Clark would find on their expedition? What discoveries did they make instead?
2. How was crossing the Rockies a challenge for the Corps of discovery?
3. Why do you think the author quoted Lewis and Clark directly in different parts of the selection?
4. What would be a worthwhile expedition for a group of skilled people to go on today? Would you be willing to be a part of the expedition? Explain.

Turn to page 679-681 read “Hupa and Yurok Baskets”

On page 682 answer question number 2.

How are the genres of “Lewis and Clark” and Hupa and Yurok Baskets” alike? How are they different?

Question of the day: (email your teacher the answer) Why did Meriwether Lewis need to have good observation skills to do his job properly?

Independent Reading - read for at least 20 minutes a day. Rump, is awoken up by pixies screaming in his ear...GOLD, GOLD, GOLD. He has no gold, but the pixies are pointing towards the wheel. The pixies took all the wool he spun last time. He searches the house and starts to spin straw. Do you know what happens next????

Technology – for the week – iXL skills, Epic

Literary Devices Fifth grade (A1, A2, N1, N2, V1-V12) Fourth Grade Skills (A1, A2, N) Sixth Grade Skills (A1, G1)
Read the passage.

**The Purple Frog**

Until 2003, scientists did not know that the **reclusive** purple frog existed. It lives completely underground except for about two weeks a year. During the **monsoon** season, the purple frog comes out. But when the rains are gone, the frog **retreats** into the ground.

The purple frog is a unique dark purple species of frog. Since it has a round, **bloated** body that is only seven centimeters long, it has been said to **resemble** a small doughnut. The frog’s **pointy** white nose helps it stand out. The purple frog uses its hind legs to **burrow** into the ground. There it **forages** for food in the moist layers of the earth. One of its favorite foods is termites.

Circle the best meaning for each boldfaced word from the passage. Then list the clues from the passage and diagram that helped you.

1. **Reclusive** means  
   A. not a part of society  
   B. careless
   
   Clues: 

2. **Monsoon** means  
   A. cold weather  
   B. period of heavy rainfall
   
   Clues: 

3. **Retreat** means  
   A. to go back  
   B. to treat again
   
   Clues: 

4. **Bloated** means  
   A. spotted  
   B. puffy or swollen
   
   Clues: 

5. **Resemble** means  
   A. to put together  
   B. to look like
   
   Clues: 

6. **Pointy** means  
   A. sickly  
   B. coming to a point
   
   Clues: 

7. **Burrow** means  
   A. to dig  
   B. to borrow
   
   Clues: 

8. **Forage** means  
   A. to make use of  
   B. to search for
   
   Clues:
Math

https://www.youtube.com/watch?v=X4MLZevQ9-k - 11.1
https://www.youtube.com/watch?v=oQmpbS-4KjU – 11.2
https://www.youtube.com/watch?v=gRb_ERf2k2Q – 11.3
https://www.youtube.com/watch?v=x5nN7eQ4eYs - 11.4

Monday
I can: identify and classify polygons.
Understand Vocabulary
1. A solid figure with two congruent polygons that are bases, connected with lateral faces that are rectangles is a prism.
2. A polygon in which all sides are congruent and all angles are congruent is a regular polygon.
3. A cube that has a length, width, and height of 1 unit is a unit cube.
4. A solid figure with faces that are polygons is a polyhedron.
5. The measure of the amount of space a solid figure occupies is called volume.
6. A polygon that connects with the bases of a polyhedron is called its lateral face.

Question of the day: How can you identify and classify polygons? (send your teacher your answer)

Above is an example of how the chart should be completed.

Unlock the problem on page 441. Read the word problem and pay close attention to the picture and how many sides make up the surrounding towers. Which polygon do you see repeated in the structure? How many sides, angles, and vertices does this polygon have?

After looking at the picture which polygon do you see?
Hopefully you were able to identify the eight sides. Now using the chart which polygon has 8 sides? If this polygon has 8 sides, how many angles and vertices does this polygon have?

So, the octagon is the repeated polygon in the Castel del Monte because it has 8 sides, 8 angles, and 8 vertices.

On page 442 Be sure to notice the difference between a regular and non regular polygon.

The major difference is all sides and angles being congruent in a regular polygon.

Not a regular polygon does not have all sides and angles that are congruent.

Congruent means that all sides and angles have the same measurement.

Share and Show work on the even problems 1-10 and 14. While you are working on this problems be sure to ask yourself if all sides and angles are congruent (same). Make sure you are referring back to the chart for help.

Tuesday
I can: classify triangles using congruent sides and angles.

Unlock the problem on page 405. Use the chart above to help with filling out the missing parts. Note that triangles can be classified by the lengths of their sides or by the measures of their angles. Another way to classify triangles is by their sides and angles.

Use these clues to help answer the two questions at the bottom of the page.
**Example 2: Try this!**

Refer back to the chart. Think you need to draw a triangle that is acute and scalene. Now draw an acute isosceles triangle. Draw an obtuse and scalene triangle followed by an obtuse isosceles triangle. Now you are ready to move onto some independent work.

Complete 2-10 odd Be sure to refer back to the chart if you need any help!

**Wednesday:**
*I can classify and compare quadrilaterals.*

**Question of the Day:** How can you classify and compare quadrilaterals? (send your teacher your answer)

Unlock the Problem page 449. Read the word problem and complete the sentence that describes each type of quadrilateral. What part of the stadium each of the quadrilaterals might represent? Look at the picture at top of page.

What properties do we use to classify quadrilaterals? We use the number of sides, the type of angles, and the relationship by opposite sides and opposite angles.

Why is a rectangle a parallelogram? The opposite sides are congruent and parallel.

Why is a square a rhombus? It has four congruent sides

What is a trapezoid? A trapezoid is a quadrilateral with exactly pair of parallel sides.

So, what are the types of quadrilaterals you can find in the seating chart of the field?

I have completed the sentences by writing always, sometimes, or never. Use this to complete Share and Show 2 and 3. The complete on your own 4-9 odd on page 451.
Thursday: I can classify two-dimensional figures into categories based on their properties.


Remember that polygons are two-dimensional shapes that have three or more sides made from straight.

I would like for you to choose two polygons and tell me which shape it is and sides/angles. Provide answers for 1, 2 and 3 of the shapes. Then write an algebraic rule that would be used to find the number of sides.

For example:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Triangle</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Sides</td>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Angles</td>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
</tbody>
</table>

Algebraic Rule: $3(x) =$ the number of sides and angles

My rule is that 3 (the number of sides and angles) is multiplied by the number of triangles.

Friday: I can solve problems using the strategy act it out to classify two-dimensional figures.

How can you check to see if two sides are congruent? Fold the figure and see if the sides match.

Take a piece of paper and fold to check congruent sides.

What shape did you make? How did you fold it? Were the sides congruent?
Complete the Share and Show. Only the first problem.

Watch the YouTube videos on each lesson for further assistance or contact your teacher! We are here for you!
Monday, April 20th – SCIENCE

Content Standard: SC.5.11 Space Systems: Earth’s Stars and Solar System  SC.5.11.3 Gather and analyze data to communicate understanding of space systems: Earth’s stars and solar system.

Learning Target/Goal(s): I can create a model of objects beyond the atmosphere. AND I can engage in academic conversation to discuss my model using sentence stems and questions.

Last week, you were given a list of 173 Science vocabulary to match to their meaning/definition. Let’s see how well you did. Last week, we revealed the first 60 answers. Again this week, we are revealing answers for #61-120. If you did not have the correct answer, go back and change them – but keep going, and finished the rest.

1. Rain, sleet, snow, and hail are all examples of: **precipitation**
2. As the lava solidified, it create **igneous** rocks.
3. A quality or characteristic belonging to a person: **acquired trait**
4. An animal spending the winter in a dormant state: **hibernate**
5. After you have collected your data you should now do what? **data analysis**

6. The student **population** at Miller Park Elementary is over 500 students.
7. Plants in the desert have changed over time to survive: **adaptation**
8. The sun is a star that gives off light. **evaporation**
9. What is it called when an animal no longer exists on our planet: **extinct**
10. **apparent** is how something looks.

11. Any preserved remains or impression of a once living thing from the past: **fossil**
12. Slowly moving mass of ice: **glacier**
13. The muscle that pumps blood: **heart**
14. Fossil fuel is what type of resource? **nonrenewable resource**
15. In tug-of-war, both teams created a **balanced force**, so no one won.

16. Ice cube melts then evaporates. This process contains the **States of Matter**
17. Windmills, and Solar Panels are examples of: **renewable resource**
18. We can’t play outside today due to the air quality: **pollution**
19. A solid substance that occurs naturally, example quartz: **mineral**
20. Even using a microscope, one cannot see through the tiny **opaque** creatures.

21. An animal moving from one region to another due to the seasons: **migrate**
22. History of life documented by fossils: **fossil record**
23. A phase change where a liquid goes to a gas: **evaporation**
24. Gases surrounding the Earth-ex. **Oxygen**: **atmosphere**
25. Mom bought a new **convection** oven so the warm heat could circulate around the food.

26. Flowing water creates this type of energy: **hydroelectric**
27. You must do this during your experiment when collecting your data: **observation**
28. What something is made of, what all physical things are made: **matter**
29. A gas that naturally occurs in the ground: **natural gas**
30. How much salt is dissolved in water: **salinity**

31. When I pull the door, it comes towards me.
32. Only a snowflake can do this: **sublimation**.
33. An individual animal, plant or single celled life form: **organism**
34. A crab has this type of outer covering protecting its body: **exoskeleton**
35. A flat surface with one-end higher than the other. **incline plane**
36. The parts of the Earth where life exists: **biosphere**
37. When you arrange in categories by characteristics: **classify**
38. The path of a planet traveling around a star (sun): **orbit**
39. The first element, water, is created when the skies release moisture and it falls to the earth in the form of **rain**, **sleet**, **hail**, or **snow**.
40. The geological timeline is also called the: **fossil record**

41. The baby turtle’s **instinct** is to crawl toward the water.
42. The dependence between plants and animals is called: **interdependent**
43. A bar that has an incline plane wrapped around it: **screw**
44. This can be inside or outside the body to protect the organs: **skeleton**
45. The Lakers and Celtics have a healthy **competition** on the court.

46. Water which collects on a cold surface, like ice tea in a glass outside during the summer: **condensation**
47. The ability to do work: **energy**
48. **Full**, **New**, **Crescent**, and **Half** are different types of moon phases.
49. A great deal of variety: **diverse**
50. A large body of water used for a water supply: **reservoir**

51. The atmosphere, lithosphere and hydrosphere make up the: **geosphere**
52. A body of rock which holds natural ground water? We have one in Ogallala NE: **aquifer**
53. Eye color you **inherit** from your parents.
54. The **sun’s position** determines if my shadow will be long or short.
55. How your blood flows through your body is called: **circulation**

56. When water is heated, the molecules move faster and the water boils this is an example of **cause & effect**.
57. Mom wanted an **explanation** as to how her favorite vase was broken.
58. Minerals, forests and water are all examples of a **natural resource**
59. A force that pulls all objects toward the each other is called **gravity**
60. All the waters on Earth: **hydrosphere**

61. The respiratory organ of a fish is called an: **gills**
62. Grandma drove so slowly; I used another car as a **reference point** to determine if we were moving.
63. To continue to live or exist: **survive**
64. The crust of the Earth makes this up: **lithosphere**
65. The rise and fall of the sea levels and moon’s gravitational pull effects this are called: **tides**

66. There are several different types of dogs this is caused by: **variation**
67. Space, time, and their contents are part of the **universe**
68. I wore a protective vest during my dental x-ray to limit my exposure to **radiation**.
69. In order to find **speed**, you have to use the formula distance divided by time.
70. Serves as the center for the nervous system in the human body: **brain**

71. To not waste a resource: **conservation**
72. When the **cold front** collided with the **warm front**, it created a tornado.
73. When you collect information during an experiment this is called: **data**
74. Power source, wires, light bulb to create: **circuits**
75. The trapping of the sun’s warmth in the atmosphere is called: **greenhouse effect**

76. One type of turtle adapts and changes over time to survive because it has an **advantage** over other types of turtle.
77. In tug-of-war, the girls won by creating an **unbalanced force**.
78. The act of measuring: **measurement**
79. Humans have two **lungs** that help them breathe.
80. Distance from the equator: **latitude**

81. Living things: **biotic**
82. Climate change can: **impact** adaptation.
83. A tool used to measure liquid precipitation: **rain gauge**
84. Evidence either supports or doesn’t support a hypothesis in an experiment.
85. A closed model used to represent the spheres of the Earth. terrarium
86. A consumer cannot make its own food.
87. Another name for outside the body external.
88. The sun heats the Earth’s surface unevenly.
89. To move from place and deposit it in another place. deposition
90. A minute portion of matter. particle
91. An instrument for measuring the speed of the wind. anemometer
92. A mushroom is an example of a decomposer.
93. A bar that turns against an unmoving point. lever
94. The cycle of plants and how they make energy is called: photosynthesis
95. Plants make their own food so they are called: producer.
96. You evaluate the results of an experiment.
97. to build or design: design engineer process
98. A larger outer wheel attached to a smaller wheel. wheel & axle
99. The sun is blocked the moon is called a solar eclipse.
100. Waxing, Waning, New and Full are all examples of: moon phases.
101. Definite shape and volume is a: solid
102. Energy that passes through metals easily and are called: conductors
103. The average of the rainfall and temperature over a long time in a region is called: climate
104. Height above sea level: elevation
105. Objects that allow some light through are said to be: translucent
106. Planets revolve around the sun and moons rotate around planets.
107. The stages an organism goes through as it grows and matures: life cycle.
108. A substance or object that does not allow sound to pass through it easily. insulators
109. This is what changes in an experiment: variable
110. The lion and her cubs feasted on a zebra. They are carnivores.
111. What effect can wind, water, and animals have on the Earth: weathering.
112. The new fish had to acclimate to my existing water temperature in my tank.
113. The exhibit at the zoo is the first to have natural predator (bats) and prey (mosquitoes) in the same space.
114. Which location on Earth would receive the most direct sunlight: equator.
115. An instrument used to tell which way the wind is blowing. weather vane
116. What is the rapid process that changes the surface of the Earth: volcanic eruption
117. stratus cloud spreads out in layers like a blanket.
118. The pushing force of the atmosphere. barometric pressure
119. What type of rock is formed from the squeezing and heating of rocks: metamorphic
120. What type of rock is formed from broken bits of other rocks: sedimentary

Activity with technology: IXL
2nd grade P.1-5 3rd grade U.1-6

Review Sites: Watch or stream News Channel Nebraska for Teacher TV:
https://metro.newschannelnebraska.com/watch Monday through Friday: 9 -11 AM - Elementary Education

TV: https://metro.newschannelnebraska.com/watch

Solar System Exploration: https://solarsystem.nasa.gov/planets/saturn/overview/
Tuesday, April 21 – SOCIAL STUDIES

Content Standard: SS 5.1.1 Students will describe the foundation, structure, and function of the United States government. SS 5.1.1.a Explain the historical foundation that led to the formation of the United States constitutional government (e.g. early state constitutions, Declaration of Independence, and the Articles of Confederation)

Learning Target: I will be able to identify the contributions of individuals during the period of the American Revolution.

Direction: Read the article below and find out why American went to war. When finished, complete the quiz.

Article: War of Words Erupts into the American Revolution

Patrick Henry (left, foreground) delivering his famous speech on the rights of the colonies before the Virginia Assembly on March 23, 1775. He concluded his speech with “give me liberty or give me death!” which became a battle cry of the Revolutionary War. Photo from Library of Congress

“No taxation without representation!” “Give me liberty or give me death!”

These famous sayings lit the spark that started the American Revolution. Many colonists felt they had few freedoms under British rule. Other colonists were not sure if they supported independence. Then they heard the powerful words of patriots such as Thomas Paine, Samuel Adams, Patrick Henry and, eventually, John Adams and Thomas Jefferson.

The Declaration of Independence in 1776, the American Revolution and the Articles of Confederation created a nation out of a group of colonies.

The Declaration of Independence

In the 1770s, the relationship between Britain and the American colonies grew worse. The colonies called a series of meetings. On July 4, 1776, the delegates approved the Declaration of Independence, giving birth to the United States of America.

Thomas Jefferson, a delegate from Virginia, wrote the Declaration of Independence. It was mainly a list of complaints against the British king. Jefferson’s words showed he felt a new government should take shape. He seemed to base them on the writings of John Locke. He was a philosopher who said that governments exist to secure the rights of the people and get their powers from the people. Jefferson reasoned that since the British government had abused these rights, the colonists had the right “to alter or to abolish it, and to institute new Government.”
The Revolution and the Articles of Confederation

The British, of course, did not accept that its American colonies had declared their independence. England continued to send troops to stop the rebellion. The war lasted until 1783, and so the new American government began during wartime.

The Articles of Confederation established that government. It was an agreement among the 13 original states and America’s first constitution. The Articles of Confederation were written in 1776 but not ratified by the states until 1781. Its words were a reaction to the strong central authority of King George III.

Above all, the colonists wanted to preserve their liberties. The Articles of Confederation gave most powers to the states. The central government was weak and consisted only of a legislature. However, its lack of power proved to be a disaster. It could not regulate trade or keep the states from printing their own money. The head of the government could not make any real decisions, and there was no national court to settle disputes among states. Perhaps most importantly, the states could not coordinate to efficiently fight a war, nor pay the debts once the war was over.

Shays’ Rebellion and the Constitution

By 1786, the new country was in serious trouble with states quarreling over boundary lines and tariffs. An economic depression left not just the states in trouble. Many ordinary citizens, such as farmers and merchants, were deep in debt as well. Farmers in Massachusetts were being asked to pay high taxes, but their crops had been ruined during the Revolution and they owed money. They had to borrow money to build new farms.

The revolt by angry farmers in western Massachusetts called Shays’ Rebellion, symbolized the chaos in the country. Even though the Massachusetts militia finally put the rebellion down, it showed how the central government was unable to maintain law and order. In reaction, Alexander Hamilton of New York began organizing a meeting in Philadelphia in 1787. This convention would eventually throw out the Articles of Confederation and draft the Constitution to build a stronger government.

In the end, the colonists created a government that preserved their liberties but could not keep law and order. It failed but helped the founders to find the perfect balance between liberty and order within the U.S. Constitution.

Quiz:

1. Which of these supports the idea that the creation of the Articles of Confederation was a reaction to the strong central government of King George III?
   (A) It listed many complaints against the King.
   (B) It limited the powers of the national government.
   (C) It created a national legislature.
   (D) It increased the power of national judges.

2. What is the MOST likely reason why the author included information about King George and British rule?
   (A) to explain the type of government the colonists wanted to protect against
   (B) to describe how the Constitution was modeled on parts of the British government
   (C) to explain why some colonists needed to be convinced to support the Revolution
   (D) to describe King George’s reaction to the idea that the colonies wanted to be independent

3. Which of these describes characteristics of the Articles of Confederation?
   (A) strong national government and military
   (B) strong state governments and individual freedoms
   (C) strong currency and trade agreements between states
   (D) strong national leader and local governments
4. Which of the following MOST influenced the creation of the Constitution?
   (A) chaos caused by a weak central government
   (B) farmers who did not want to pay debts
   (C) anger that states were collecting taxes
   (D) colonists who wanted greater liberties

5. Which sentence from the article LIKELY explains why it took the colonies so long to ratify the Articles of Confederation?
   (A) "Other colonists were not sure if they supported independence."
   (B) "Its words were a reaction to the strong central authority of King George III."
   (C) "Above all, the colonists wanted to preserve their liberties."
   (D) "It could not regulate trade or keep the states from printing their own money."

6. Which statement would be MOST important to include in a summary of the section "The Revolution and the Articles of Confederation"?
   (A) The Revolution was going on when the United States established its first government.
   (B) The Revolution began after England continued to send troops after the Declaration of Independence.
   (C) The Articles of Confederation were not ratified by the states until 10 years after being written.
   (D) The Articles of Confederation gave most power to states and little to a central government.

7. What was a MAIN reason for Shay's Rebellion?
   (A) The new government had limited power.
   (B) The state raised taxes after the war.
   (C) The farmers refused to trade with other states.
   (D) The new government allowed states to print money.

8. HOW does the section "Shays' Rebellion and the Constitution" develop a CENTRAL idea of the article?
   (A) by explaining how the Revolution affected debt and taxes on farmers' crops and farms
   (B) by explaining how Alexander Hamilton organized a meeting in Philadelphia in 1787
   (C) by describing what made the founders realize they needed to create a stronger government
   (D) by describing why farmers felt they needed to revolt against the Massachusetts government

Activity: Once you have finished your quiz, email me your answers at myra.hudson@ops.org and I will send you something wonderful in the mail.

Activity with technology: IXL 3rd grade F.1-4 4th grade L.1-4 5th grade L.1-4
Where to learn: youtube (review): 13 American Colonies | US History | Kids Academy ~4.15 long https://youtu.be/vd0fMpAls1s
Learning Target/Goal(s): I can create a model of objects beyond the atmosphere. AND I can engage in academic conversation to discuss my model using sentence stems and questions.

Anticipatory Set: The Sun is the major source of energy that controls Earth’s environment and supports life. In past activities we’ve talked about what the Sun does. Can anybody name what it does? (powers the water cycle; provides heat for the Earth; gives off light; provides energy to plants; produce shadows which make shades)
How do stars form and evolve?

A galaxy is a group of millions of stars. Stars are the building blocks of galaxies. Their age and what they are made of tells us about the galaxy’s history. That is one reason why studying stars is a very important part of astronomy, the study of space.

Stars are born in huge clouds of dust and gas. These clouds get so big they cave in on themselves. As the cloud caves in, the center, or core, heats up. The hot core will one day become a star. The core gathers up dust and gas. Some of it adds to the star. The rest may become planets or other space objects.

**Stars Burn Brightly**
A star burns all through its life. This burning is what makes stars hot and bright. After a very long time, the star will burn itself out. Then the star will collapse, or cave in.
Stars come in many different sizes and colors, and some are brighter than others. The smallest stars are called red dwarfs. Red dwarfs are the most common stars. They have lifespans of tens of billions of years.
The biggest stars are called hypergiants. These stars can be more than 100 times bigger than our sun. They live for only a few million years. Hypergiant stars were common in the early universe. Today, they are rare.

**Most Stars Live Billions of Years**
The larger a star, the shorter its life. Still, most stars live for billions of years. Eventually the star runs out of stuff to burn. Then the core caves in on itself. It gets even hotter. The heat pushes the outer layers of the star away from the core.

These layers get bigger and bigger. Finally, they start to cool down. This transforms the star into something called a red giant. For most stars, the outer parts keep spreading out until only the core is left. At this stage the star is called a white dwarf. The core is dead, but still very hot. The core slowly cools down. Eventually it burns out.

**A Nova Is Born**
The end will be different if a white dwarf forms near another star. Then, it may end as a nova. The white dwarf will grab material from the nearby star. This will make the white dwarf bigger and bigger, and brighter and brighter. When the white dwarf reaches a certain size, it will shoot off the material it stole. This explosion is called a nova. Within a few days, the white dwarf stops glowing. It begins stealing again. The cycle starts over.

**Supernova Explosion And Entering The Black Hole**
The biggest stars die in a huge explosion called a supernova. In a nova, only the outside of the star explodes. In a supernova, the entire core explodes. This makes for a much bigger, brighter explosion.

During a supernova, the core collapses. It gets much hotter, up to 100 billion degrees. The outer parts of the star cave in. Then, the core explodes. This throws everything outward into space.

If a supernova is big enough, it will form a black hole. The gravity of a black hole is incredibly strong. It pulls in everything around it. Not even light can escape. The stuff left behind by dying stars mixes with gas and dust in space. These materials bring new life to the universe. Over time, they will become new stars and planets.

**Activity with technology:** IXL  2nd grade P.1-5  3rd grade U.1-6

**Review Sites:**  Watch or stream News Channel Nebraska for Teacher TV: https://metro.newschannelnebraska.com/watch Monday through Friday: 9 -11 AM - Elementary Education

TV: https://metro.newschannelnebraska.com/watch

Solar System Exploration: https://solarsystem.nasa.gov/planets/saturn/overview/
Thursday, April 23 – SOCIAL STUDIES

Content Standard: SS 5.1.1 Students will describe the foundation, structure, and function of the United States government. SS 5.1.1.a Explain the historical foundation that led to the formation of the United States constitutional government (e.g. early state constitutions, Declaration of Independence, and the Articles of Confederation)

Learning Target: I will be able to identify the contributions of individuals during the period of the American Revolution.

Directions: Have fun searching for your vocabulary terms related to the American Revolution

Article: War of Words Erupts into the American Revolution

Activity: Vocabulary Word Search

War of Words Erupts—American Revolution

T C R K W R T R O O P S N U
R T W A S N O I S I C E D M
I I R F A R M E R S R L K R
Y R P A T R I C K H E N R Y
S A M U E L A D A M S O S I
S T P U R E N L I B E R T Y
S M A D A N H O J O I R A C
B B N O I T U T I T S N O C
G O V E R N M E N T P C O O
A D A R T I C L E S A R S G
B R I T I S H R U L E X E L
Y K I N G G E O R G E A A H
E C N E D N E P E D N I R T
H T R H I N O I L L E B E R

Writing Assignment: Comparison—Choose two groups of people that were described in the article above. How was their experience of the event similar? How was it different? Write a response that compares the perspectives of two groups of people using details from the article.
**Activity with technology:** IXL 3rd grade F.1-4 4th grade L.1-4 5th grade L.1-4

Where to learn: youtube (review): 13 American Colonies | US History | Kids Academy ~4.15 long [https://youtu.be/vd0fMpAIs1s](https://youtu.be/vd0fMpAIs1s)

**Friday, April 24 - SCIENCE**

**Content Standard:** SC.5.11 Space Systems: Earth’s Stars and Solar System SC.5.11.3 Gather and analyze data to communicate understanding of space systems: Earth’s stars and solar system.

**Learning Target/Goal(s):** I can create a model of objects beyond the atmosphere.

**AND** I can engage in academic conversation to discuss my model using sentence stems and questions.

**Anticipatory Set:** The Sun is the major source of energy that controls Earth’s environment and supports life. In past activities we’ve talked about what the Sun does. Can anybody name what it does? (powers the water cycle; provides heat for the Earth; gives off light; provides energy to plants; produce shadows which make shades)

**Star Gazing**

**Directions:** A planisphere is a simple hand-held device which shows a map of which stars are visible in the night sky at any particular time. By rotating a wheel, it shows how stars move across the sky through the night, and how different constellations are visible at different times of year.

The design of a planisphere depends on the geographic location where it is to be used, since different stars are visible from different places. I have created kits for use at a wide range of latitudes, which you can download from [https://in-the-sky.org/planisphere/](https://in-the-sky.org/planisphere/)

The planisphere presented in this document is designed for use at a latitude of 40°N.

**What you need**

- Two sheets of A4 paper, or preferably thin card.
- Scissors.
- A split-pin fastener.
- Optional: one sheet of transparent plastic, e.g. acetate designed for use with overhead projectors.
- Optional: A little glue.

**Assembly instructions**
Step 1 – Planispheres look slightly different depending on where you live.

MAKE YOUR OWN PLANISPERE 2

Step 2 – Print the pages at the back of this PDF file, showing the star wheel and the body of the planisphere, onto two separate sheets of paper, or more preferably onto thin card.

Step 3 – Carefully cut out the star wheel and the body of the planisphere. Also cut out the shaded grey area of the planisphere’s body, and if you have it, the grid of lines which you have printed onto transparent plastic. If you are using cardboard, you may wish to carefully score the body of the planisphere along the dotted line to make it easier to fold it along this line later.

Step 4 – The star wheel has a small circle at its center, and the planisphere’s body has a matching small circle at the bottom. Make a small hole (about 2mm across) in each. If a paper drill is to hand, these are ideal, otherwise use a compass point and enlarge the hole by turning in a circular motion.

Step 5 – Slot a split-pin fastener through the middle of the star wheel, with the head of the fastener against the printed side of the star wheel. Then slot the body of the planisphere onto the same fastener, with the printed side facing the back of the fastener. Fold the fastener down to secure the two sheets of cardboard together.

Step 6 – Fold the body of the planisphere along the dotted line, so that the front of the star wheel shows through the window which you cut in the body. Congratulations, your planisphere is now ready for use!

How to use your planisphere

Turn the star wheel until you find the point around its edge where today’s date is marked, and line this point up with the current time. The viewing window now shows all of the constellations that are visible in the sky.

Go outside and face north. Holding the planisphere up to the sky, the stars marked at the bottom of the viewing window should match up with those that you see in the sky in front of you.

Turn to face east or west, and rotate the planisphere so that the word “East” or “West” is at the bottom of the window. Once again, the stars at the bottom of the viewing window should match up with those that you see in the sky in front of you.

If you printed the grid of altitude and azimuth lines onto transparent plastic, these lines let you work out how high objects will appear in the sky, and in which
direction. The circles are drawn at altitudes of 10, 20, 30, ..., 80 degrees above the horizon. For reference, a distance of ten degrees roughly equates to a hand-span at arm's length. The curved lines are vertical lines connecting points on the horizon up to the point immediately above your head. They are drawn in the cardinal directions S, SSE, SE, ESE, E, etc.

**Activity with technology:** IXL  
2nd grade P.1-5  
3rd grade U.1-6

**Review Sites:** Watch or stream News Channel Nebraska for Teacher TV: https://metro.newschannelnebraska.com/watch  
Monday through Friday: 9 -11 AM  
Elementary Education  
TV: https://metro.newschannelnebraska.com/watch

Solar System Exploration: https://solarsystem.nasa.gov/planets/saturn/overview/
Cut out this shaded area with scissors.

It will become a viewing window through which to look at the star wheel behind.

PLANISPHERE 40°N

1. Turn the starwheel until you find the point around its edge where today's date is marked, and line this point up with the current time. The viewing window now shows all of the constellations that are visible in the sky.

2. Go outside and face north. Holding the planisphere up to the sky, the stars marked at the bottom of the viewing window should match up with those that you see in the sky in front of you.

3. Turn to face east or west, and rotate the planisphere so that the word "East" or "West" is at the bottom of the window. Once again, the stars at the bottom of the viewing window should match up with those that you see in the sky in front of you.

A planisphere is a simple hand-held device which shows a map of which stars are visible in the night sky.