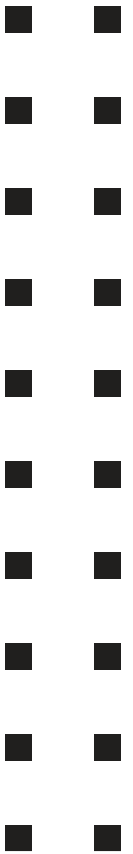




RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

Continuous Learning **LEARNING MENUS**



MATH

LITERACY

SPECIALS

Printables

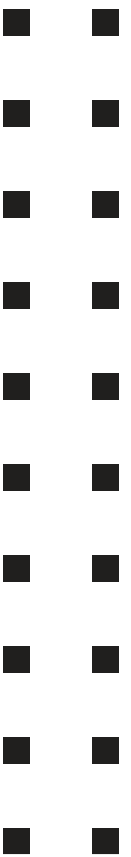




RSU 57

- Waterboro
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- Lyman
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- Massabesic High

MATH



Printables



LEARNING MENU MATH & STEM

GRADE 5

★ = EVERYDAY ITEMS

1

Everyday Fact Practice

★ = daily

[Math Surpass Multiplication](#)

[Demolition Division](#)



2

Virtual Breakout Challenge

Visit [BreakoutEDU.com/live](https://breakoutedu.com/live) at **2 PM** any Monday - Friday and wait for the game to start. There is no login required. When you complete a game, you can enter to win a prize.



3

Math Art Connection

Dot to Dot Product Polygon Creatures

[Dot to Dot instructions](#)



4

Math Boxes

Review 5th Grade math skills from your Everyday Math Journal

[Math Boxes 6.1](#)



5

Real Life

Divide this [bread recipe](#) in half.



6

IXL

Grade 5/Level G Math
N.5 Divide fractions by whole numbers
N.9 Divide two fractions

Work to 85% accuracy on each skill



7

Paper-Pencil

Use video for support

[Math Antics Video: Long Division](#)

Review and practice doing long division! Includes 1 and 2 digit divisors and remainders.

[Long Division Worksheet](#)



8

Daily Math Prompt

3-6 problems to review your 5th grade skills!

[Weekly Math Prompts](#)



9

Divisibility Rules

Rules of Divisibility Video
<https://bit.ly/2L8hUhY>

[Divisibility Rules 1 worksheet](#)



10

New Skill Challenge:

Dividing Fractions Math Antics Video. Use the video to learn how to divide fractions.

<https://bit.ly/35wfDXs>

Visit Mr. Nussbaum's Website to Divide fractions to practice dividing a whole number and fraction

<https://bit.ly/3dkt0tQ>

[Dividing Fractions Worksheet](#)



11

STEM (Part A)

Roller Coaster Engineering Project

Please watch this video on what the finished project looks like and how it should work.

Paper Roller Coaster Video

<https://bit.ly/3b5F6bh>



STEM (Part B)

12

This template is what is needed to be printed if you can or drawn by you if needed to then cut out and make the roller coaster project.

[Paper Roller Coaster Template](#)

Instructions

[Instructions for Paper Roller Coaster](#)



Check our website daily for additional remote learning supports: bit.ly/rsu57remote



Take pictures of the best projects so you will have excellent examples for your students to follow next year! If you tell the kids you are going to do this, they will work extra hard to have theirs chosen as an example!

Dot to Dot Product-Polygon Creatures

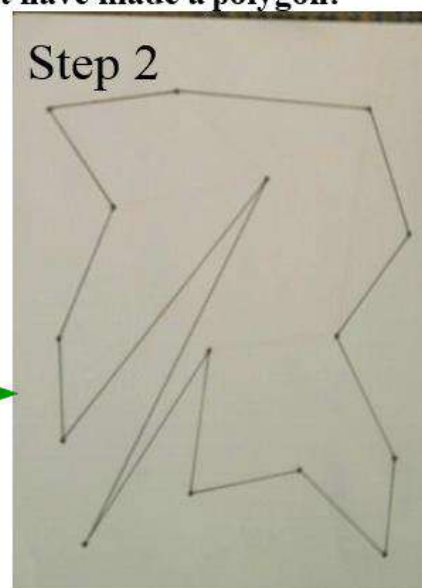
Step 1: Place 10-15 Dots Randomly on Paper



Dot to Dot Product-Polygon Creatures

Step 2: Connect Dots to Form a Polygon

**Connect the dots with a straight edge to make a polygon.
Do not cross lines or you will not have made a polygon!**





Dot to Dot Product-Polygon Creatures

Step 3: Add Details to Create Your Creature

1. Add claws, teeth, horns, fins, tongues, wings, tail, beak, feathers, spikes, feet, antennae, whiskers, stingers, tail, rays, etc. to the outside of the polygon to create an interesting creature. You can also add an afro, Elvis hair, fingernails, earrings, a mohawk, a bow tie, wheels, exhaust pipes, etc. if you want to use humor!
2. Cut out the creature and mount it to colored construction paper. Don't forget to write the name of your polygon creature at the top!

Step 3





1 Solve.

a. $\frac{2}{3}$ of 7 = _____

b. $\frac{3}{8}$ of 5 = _____

c. $\frac{4}{5}$ of 12 = _____



2 a. Write a 6-digit number with 7 in the thousands place, 5 in the hundredths place, 4 in the tenths place, 3 in the tens place, and 9s in all other places.

b. Write this number in words.



3 A costume designer is using exactly 264 yards of green fabric to make 36 frog costumes. If each costume requires the same amount of fabric, how many yards will be used for each one?

_____ (number model)



Answer: _____

4 Nigel has 2 dogs. One eats $2\frac{1}{2}$ pounds of food each week. The other eats $1\frac{3}{8}$ pounds each week. Together, how much food do the dogs eat in a week?

_____ (number model)



Answer: _____ pounds

5 **Writing/Reasoning** Explain how you decided what to do with the remainder in Problem 3.



Use your knowledge of dividing fractions to make only 1 loaf of bread by dividing the amount of each ingredient by 2.

Home-made Bread Recipe - This recipe makes 2 loaves of bread

- 2 cups warm water
- $\frac{1}{2}$ cup white sugar
- $1\frac{1}{2}$ tablespoons active dry yeast
- $1\frac{1}{2}$ teaspoons salt
- $\frac{1}{4}$ cup vegetable oil
- 5 cups flour



Name: _____

Advanced Division

$$21 \overline{)940}$$

$$5 \overline{)227}$$

$$62 \overline{)773}$$

$$22 \overline{)781}$$

$$83 \overline{)234}$$

$$3 \overline{)195}$$

$$3 \overline{)208}$$

$$8 \overline{)356}$$

$$61 \overline{)520}$$

$$3 \overline{)717}$$

$$71 \overline{)910}$$

$$3 \overline{)337}$$

$$81 \overline{)454}$$

$$67 \overline{)277}$$

$$5 \overline{)657}$$

$$36 \overline{)175}$$



Weekly Math Prompts

Number Sense: How can you mentally compute $62 + 178$?

Real World Math: A batch of cookies requires $\frac{2}{3}$ of a cup of sugar. If you need to prepare 6 batches of cookies for a party, how many cups of sugar do you need?

True or False?: A number can be both prime and composite.

Problem Solving: A local venue has 1,000 seats in their auditorium. 432 people bought tickets to an upcoming show. How many seats will be empty?

DIVISIBILITY RULES 1



Number	Divisibility Rules	Examples
2	Units Digit is even (2,4,6,8)	502, 236, 178
3	The sum of the digits is a multiple of 3	264, 183, 2472
4	The number formed by the last 2 digits is a multiple of 4	148, 632, 1956
5	The units digit is 5 or 0	160, 345, 1670
9	The sum of the digits is a multiple of 9	288, 621, 8757
10	The units digit is 0	340, 560, 1230
25	The number formed by the last 2 digits is divisible by 25. Ends in 00, 25, 50, 75	125, 650, 475
100	Ends in 00	1200, 400, 5600

1. Circle every even number (divisible by 2).

24 683 9746 2673 6040 7351

2. Circle every number below that is divisible by 3.

7002 1635 5683 184 12632 594

3. Circle every number below that is divisible by 9.

98136 45273 9072 682 4736 20758

4. Circle every number below that is divisible by 4.

4628 69431, 3800, 1816 9250 7432

5. Circle every number below that is divisible by 5.

5620 705 8953 3875 156 8532

6. Circle every number below that is divisible by 25.

500 675 835 7460 8500 650

Name: _____

Dividing Fractions

Example:

$$\frac{4}{7} \div \frac{2}{3} = \frac{4}{7} \times \frac{3}{2}$$

↑ reciprocals ↑

Dividing by a number is the same as multiplying by its reciprocal.

$$\frac{4}{7} \times \frac{3}{2} = \frac{12}{14} = \frac{6}{7}$$

a. $\frac{3}{8} \div \frac{4}{5}$

b. $\frac{3}{5} \div \frac{1}{3}$

c. $\frac{4}{9} \div \frac{1}{5}$

d. $4 \div \frac{6}{7}$

e. $\frac{1}{5} \div \frac{5}{8}$

f. $\frac{3}{5} \div \frac{7}{8}$

g. $\frac{3}{5} \div \frac{2}{3}$

h. $\frac{8}{9} \div \frac{4}{5}$

i. $\frac{7}{9} \div \frac{1}{2}$

j. $7 \div \frac{7}{8}$

k. $\frac{3}{7} \div \frac{4}{5}$

l. $\frac{2}{3} \div \frac{8}{9}$



Build a Paper Roller Coaster

ACTIVE TIME

45 minutes to 1 hour

TOTAL PROJECT TIME

45 minutes to 1 hour

KEY CONCEPTS

Potential energy, kinetic energy, friction, conservation of energy

<https://www.youtube.com/watch?v=U7XYzPfutBs> (<https://www.youtube.com/watch?v=U7XYzPfutBs>)

Introduction

Have you ever ridden a roller coaster? Have you ever wanted to design your own? There are plenty of expensive toys and even video games that will let you build your own coasters—but in this project you'll make one out of paper and tape, and learn about roller coaster physics along the way!

Credits

Ben Finio, PhD, Science Buddies

This activity is not appropriate for use as a science fair project. Good science fair projects have a stronger focus on controlling variables, taking accurate measurements, and analyzing data. To find a science fair project that is just right for you, browse our library of over 1,200 [Science Fair Project Ideas](http://www.sciencebuddies.org/science-fair-projects/science-projects) (<http://www.sciencebuddies.org/science-fair-projects/science-projects>) or use the [Topic Selection Wizard](http://www.sciencebuddies.org/science-fair-projects/topic-selection-wizard/background-info) (<http://www.sciencebuddies.org/science-fair-projects/topic-selection-wizard/background-info>) to get a personalized project recommendation.

Materials

- Paper
- Tape
- Scissors
- Ruler
- Pencil
- Corrugated cardboard
- Marble

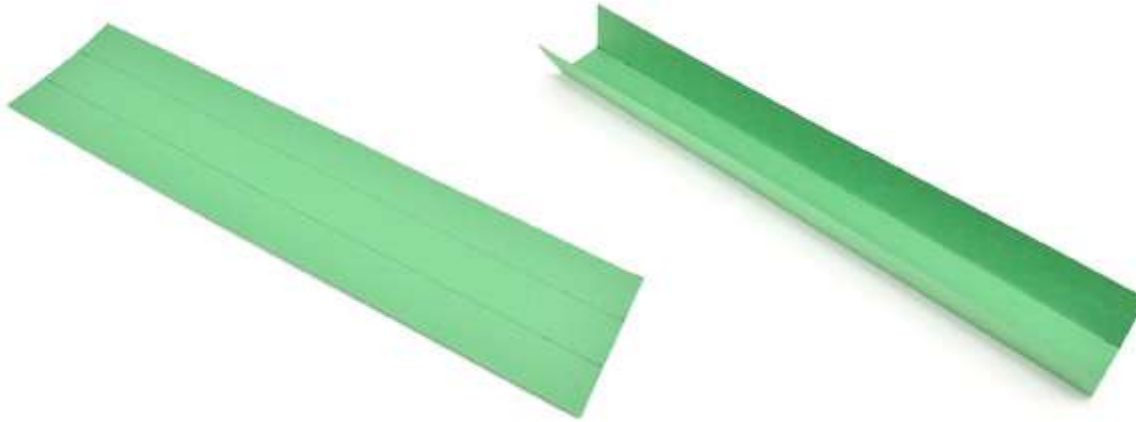


Prep Work

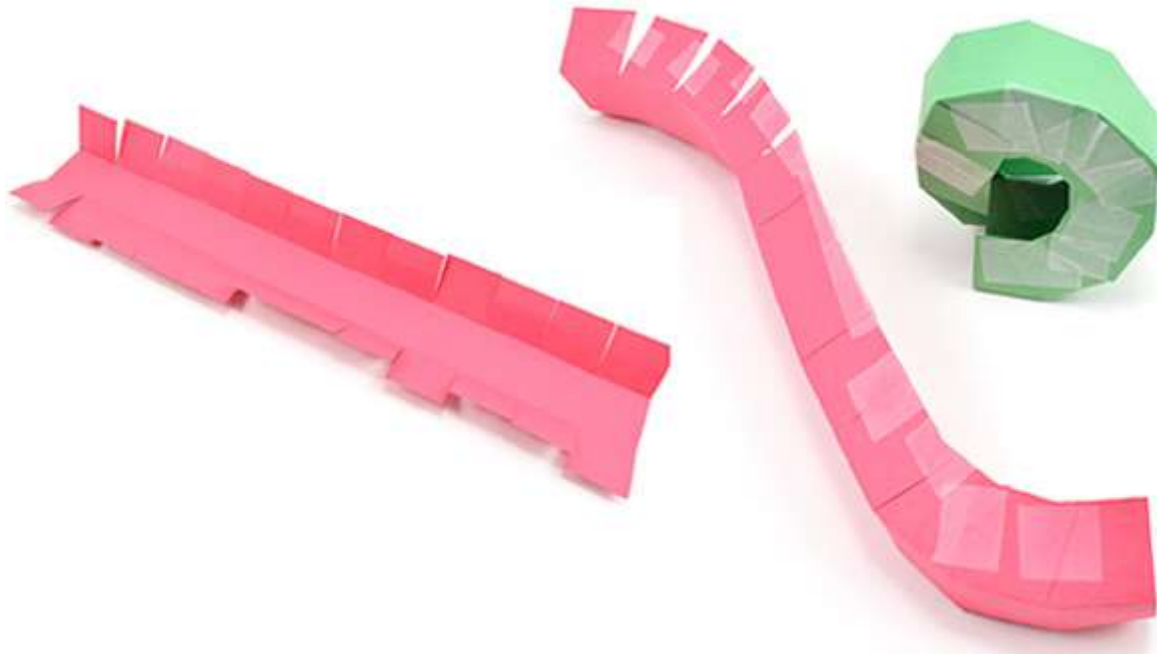
1. Before you try building an entire roller coaster, practice building the individual track segments. You can print [this template](http://www.sciencebuddies.org/science-activities/paper-roller-coaster-template-v2.pdf) (<http://www.sciencebuddies.org/science-activities/paper-roller-coaster-template-v2.pdf>) and cut out the pieces, or follow the instructions to draw your own with a pencil and ruler.

2. To build a straight segment:

- a. Cut a 7.5 cm (3 inch) wide strip of paper.
- b. Draw two parallel lines that divide it into three 2.5 cm-wide strips.
- c. Fold the two sides up 90 degrees along those lines to form walls.

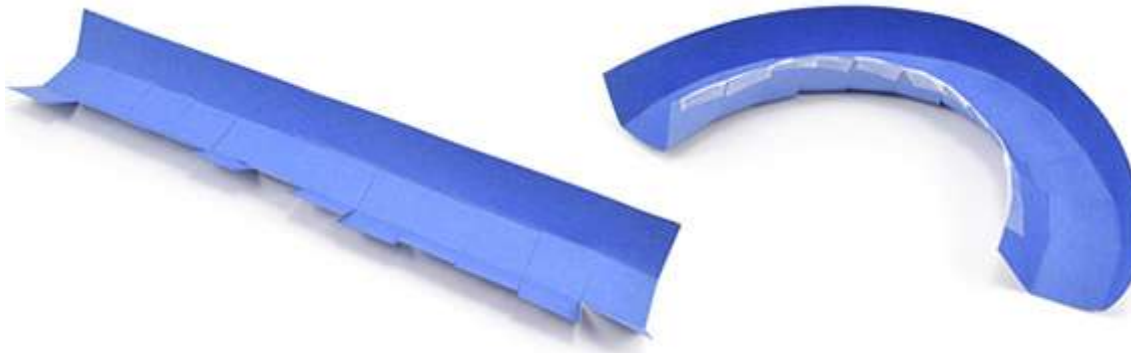


3. To build a loop or a hill:
 - a. Cut a 7.5 cm (3 inch) wide strip of paper.
 - b. Draw two parallel lines that divide it into three 2.5 cm-wide strips.
 - c. Make marks every 2.5 cm along the long edges of the paper.
 - d. Cut inward 2.5 cm from these marks to form tabs.
 - e. Fold the tabs up 90 degrees.
 - f. Bend the track into the shape you want, and tape the tabs together to hold it in place. This step is easier with two people, one to hold the track in place and one to do the taping.



4. To build a curve:

- a. Cut a 7.5 cm (3 inch) wide strip of paper.
- b. Draw two parallel lines that divide it into three 2.5 cm-wide strips.
- c. Make marks every 2.5 cm along one long edge of the paper.
- d. Cut inward 5 cm (2 inches) from these marks.
- e. Fold up the uncut side of the paper 90 degrees to form a wall.
- f. Fold up the tabs on the other side to form the other wall.
- g. Since the bottom portion of the track is cut into segments, you can bend it horizontally to form a curve. Tape the tabs together to hold the curve in place.



5. To build a support strut:
 - a. Cut a 6.25 cm (2.5 inch) wide strip of paper.
 - b. Draw four parallel lines that divide it into five 1.25 cm (0.5 inch) wide strips.
 - c. Cut inward 2.5 cm along these lines from one edge.
 - d. Fold along the lines to form a square shape (so two of the segments overlap), and use tape to hold in place.
 - e. Fold the tabs you cut at the end outward. This will allow you to tape the tabs flat to a piece of cardboard, so your strut can stand upright.



Procedure

1. Before you start building, plan out a design for your roller coaster. Draw your design on paper. Figure out how many supports and pieces of track you will need. Make sure your marble starts at the top of a hill.
2. Using a piece of corrugated cardboard as a base, assemble your track according to your plan. Tape the track segments together end-to-end to connect them.
3. Place the marble at the top of your track and let it go. Watch carefully.



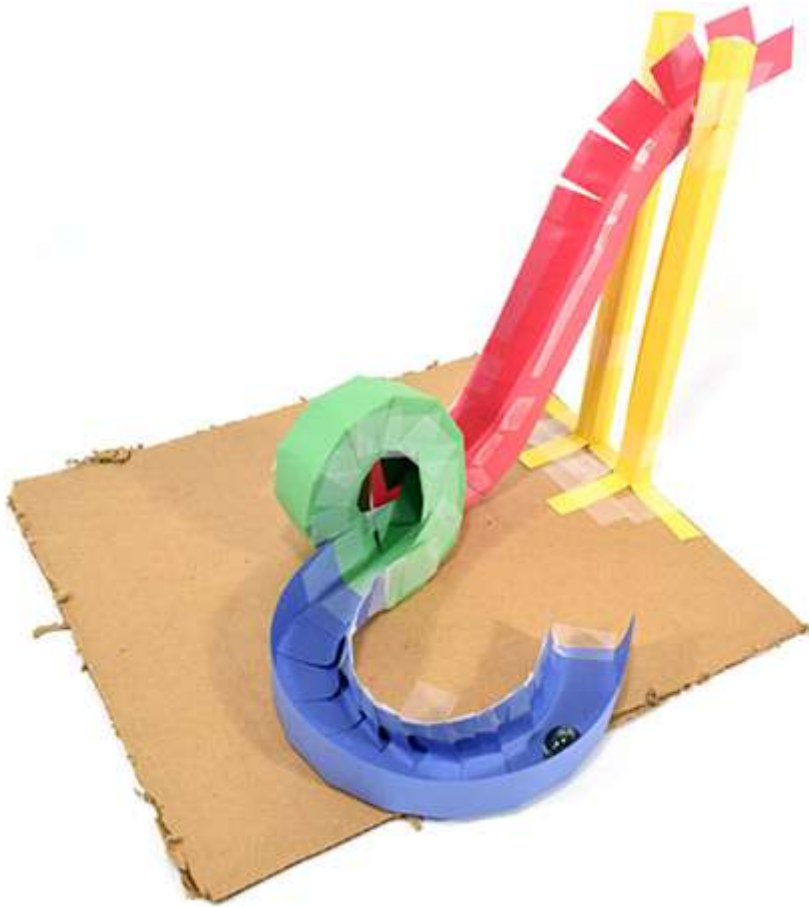
What happens? Does it make it the whole way through the track?

4. If the marble made it the whole way to the end, try making your track longer by adding more pieces.



How long can you make your track before the marble comes to a stop?

5. If your marble didn't make it to the end, try to figure out why. Is there a spot in your track where the marble got stuck? Was the marble going too slow to make it through a loop? If necessary, make changes to your design, like making the curves more gradual or the starting hill taller, and try again.



What Happened?

If you made your starting hill tall enough, and all the curves and loops of your roller coaster were gradual, your marble should have been able to get all the way to the end. However, if your coaster had any sharp turns or corners, your marble might have gotten stuck. If you tried to have your marble go up a hill or through a loop that was taller than the hill it started on, it wouldn't make it all the way through. Why not? It is all about energy! Read the [Digging Deeper](#) (#exploremore) section to learn more about the physics behind roller coasters.

Digging Deeper

Roller coasters are all about physics! Unlike other vehicles like cars and trains, roller coasters do not have an engine that propels them along the track. Instead, they rely on gravitational potential energy*, which they gain by initially being towed up a large hill. Potential energy is "stored" because of an object's elevation, or height off the ground. When the coaster starts going down the hill, the potential energy is converted to kinetic energy, or the energy of the motion. When the coaster goes back up another hill, it will lose kinetic energy (it will slow down) and gain some potential energy again. Some of the energy is also converted to heat due to air resistance and friction with the track, gradually causing the coaster to slow down. This process continues as the coaster goes through loops, hills, and turns, until eventually it comes back to the beginning.

Due to conservation of energy (the total amount of energy in the system must be conserved, or stay the same), the total amount of kinetic energy and energy lost due to friction can never be greater than the initial amount of potential energy that the coaster has. That means coaster designers have to make sure the coaster has enough initial potential energy to make it through the rest of the track. This places some limits on the design. For example, the coaster cannot go through a loop or over a hill that is taller than the starting hill, because going higher would require more energy than it has available. If the track is too long, friction might eventually cause the coaster to come to a complete stop.

To build a successful paper coaster, you had to take these factors into consideration. Since some energy is always lost to friction, your starting hill has to be *taller* than any other hills or loops in your coaster. If you had any long, flat segments, the marble might have rolled to a stop because of friction. You have to make sure your marble has enough potential energy to make it through your whole track. So if you had trouble, go back and try making your starting hill taller.

*Note that there are other kinds of potential energy, like elastic potential energy (the energy you get when you stretch a rubber band). In this project, we are only talking about gravitational potential energy.

For Further Exploration

- Instead of using paper, you can make roller coasters from foam pipe insulation, available at a hardware store. This will allow you to make a much bigger coaster more quickly since it doesn't involve as much cutting, folding, and taping. See the Additional Resources section for examples.

Additional Resources

Project Ideas

- **Marble Roller Coaster: How Much Height to Loop the Loop?** (http://www.sciencebuddies.org/science-fair-projects/project-ideas/Phys_p036/physics/marble-roller-coaster-loop-the-loop)
- **Marble Roller Coaster: Converting Potential Energy to Kinetic Energy** (http://www.sciencebuddies.org/science-fair-projects/project-ideas/Phys_p037/physics/roller-coaster-marbles-converting-potential-energy-to-kinetic-energy)

Explore Our Science Videos

Paper Rockets - STEM Activity

How to make an anemometer (wind speed meter)

Slow Motion Craters - STEM Activity

You can find this page online at: <https://www.sciencebuddies.org/stem-activities/paper-roller-coaster?from=YouTube>



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Privacy Policy (<http://www.sciencebuddies.org/about/privacy-policy>)

HILL/LOOP

Cut along the solid lines and then fold along the dashed lines.



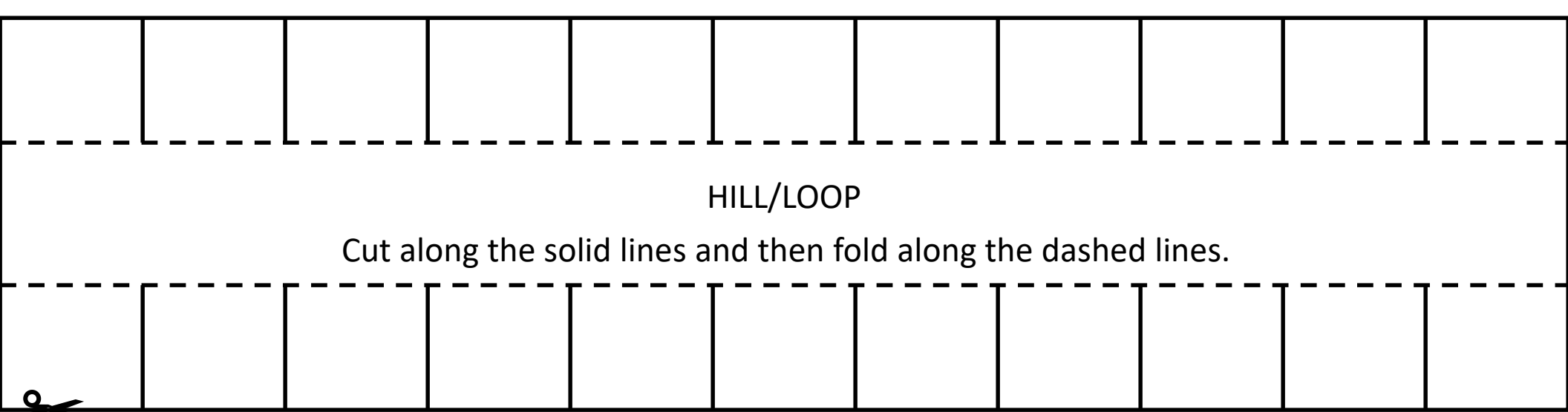
HILL/LOOP



HILL/LOOP

Science Buddies – Paper Roller Coaster Template – www.sciencebuddies.org





A template for a hill or loop section of a paper roller coaster. It consists of a long horizontal strip divided into 10 equal rectangular segments by solid vertical lines. A dashed horizontal line runs along the top edge, and another dashed horizontal line runs along the bottom edge. A pair of scissors icon is located on the left side, between the top and bottom dashed lines, indicating where to cut.

HILL/LOOP

Cut along the solid lines and then fold along the dashed lines.



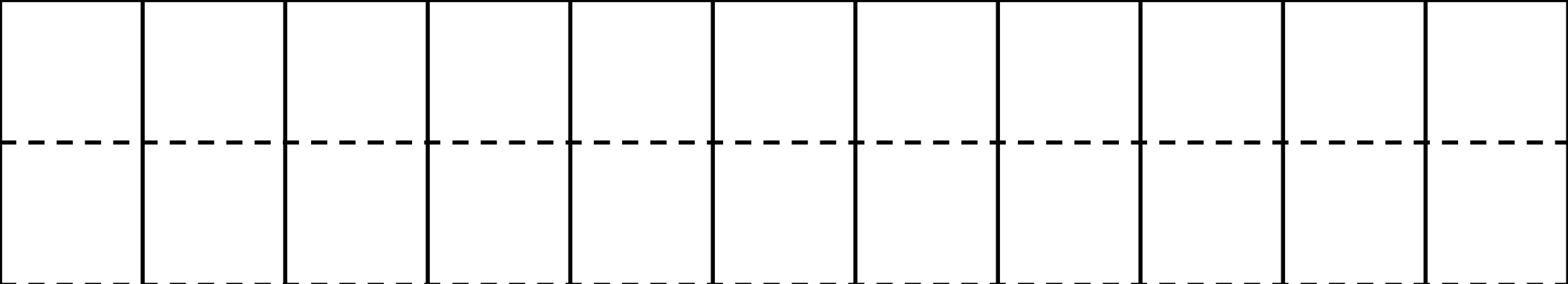
A template for a support section of a paper roller coaster. It consists of a long horizontal strip divided into three equal rectangular segments by solid vertical lines. A dashed horizontal line runs along the top edge, and another dashed horizontal line runs along the bottom edge. A pair of scissors icon is located on the left side, between the top and bottom dashed lines, indicating where to cut.

SUPPORT



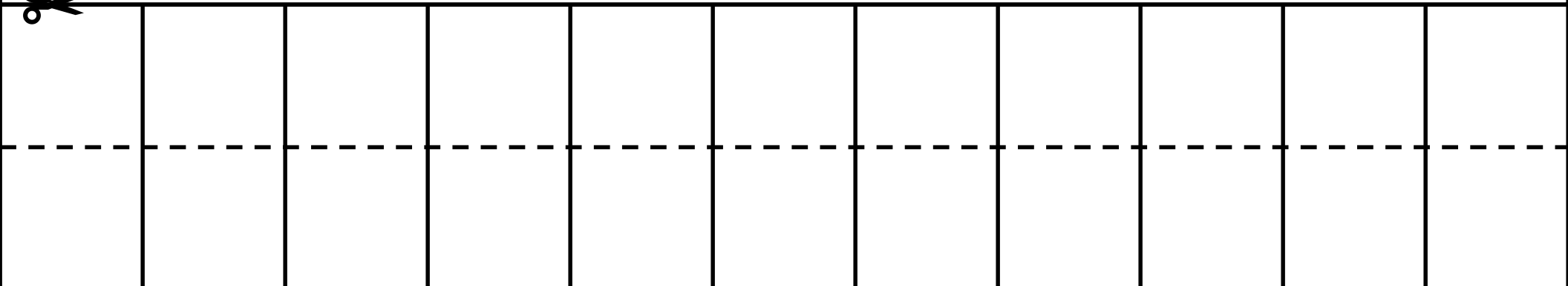
A second template for a support section of a paper roller coaster, identical to the one above. It consists of a long horizontal strip divided into three equal rectangular segments by solid vertical lines. A dashed horizontal line runs along the top edge, and another dashed horizontal line runs along the bottom edge. A pair of scissors icon is located on the left side, between the top and bottom dashed lines, indicating where to cut.

SUPPORT

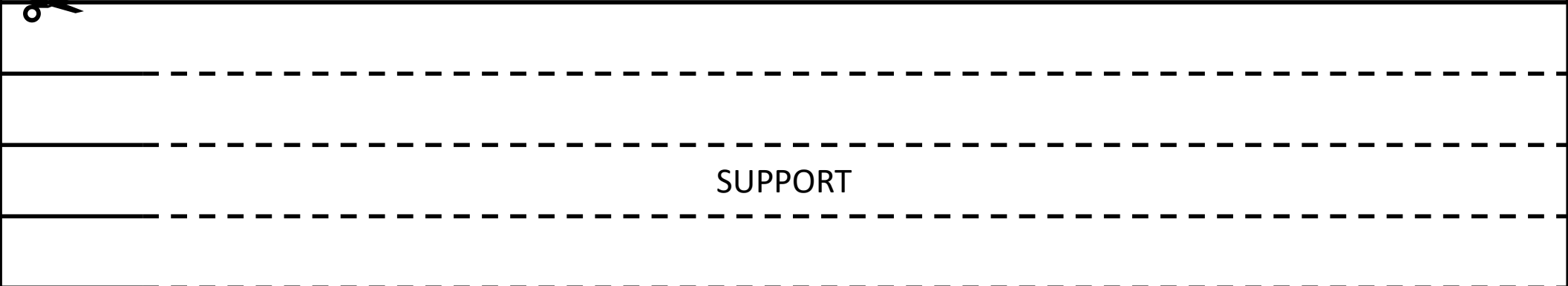


CURVE

Cut along the solid lines and then fold along the dashed lines.



CURVE



SUPPORT

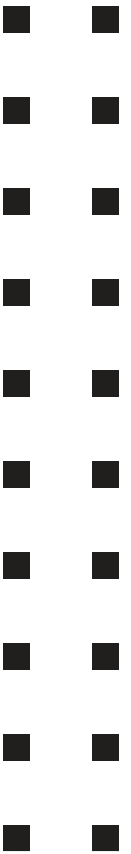




RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

LITERACY



Printables



LEARNING MENU LITERACY

GRADE 5

★ = EVERYDAY ITEMS

1

★ **This is a MUST do!**
Read to yourself (or someone else) for 20- 30 minutes or more daily.



2

Raz Kids, NewsELA, DK Kids, Scholastic, Epic! or Reading Plus- Choose a book/story and answer the questions after you read. Choose this at least once a week.



3

Listen to a story/book read by your teacher, librarian, or your grown-up. Your teacher will discuss this box with you!



4

Watch the video to learn about Memoir.
[What is a Memoir Video](#)
Read this memoir by a 5th grader and complete the "Self Revision Template" using this piece of writing. (pretending you wrote it).

[Example of a Memoir](#)

[Self Revision Template](#)



5

Read the biography of [Bruno Mars](#)
Use the text to help you answer the questions.



6

A memoir is an autobiographical short story about a specific event in a person's life. Read [The Jacket](#) by Gary Soto. Use the text to help answer the [questions about the text](#)



7

Keep a journal of your social distancing. Write in it what you do everyday.
Detail how your day is different with remote learning and social distancing at home than before.
Describe the events sequencing your day. (School time, family time, free time, etc.)



8

IXL Idioms and Adages

CC.1
CC.2
CC.3



9

Compare and Contrast Memoirs vs. Biographies

After reading these two Passages about Langston Hughes, complete the Biography vs Memoir worksheet.

[Langston Hughes.pdf](#)

[Biography vs. Memoir.pdf](#)



10

Watch [Memoir of a Goldfish](#)

Try writing a memoir from your pet's perspective. If you don't have a pet, try it from a bird or chipmunk's point of view. Use the [Self Revision Template](#) to help you write the memoir.



11

Try a [Bio Poem](#)

Use the template to create a Bio-Poem of your own. Use the example to help you.



12

Writing Prompt

Write your own biography or a memoir from an event in your life that was funny or taught you a lesson. Use the [Self Revision Template](#) to help you.



Name _____

Instructions: List the important events from the final section of *Elizabeth Blackwell: America's First Woman Doctor*. Then, use the information to create a summary of the final section in the Summary Box.

Who	What	When

Where	Why

Summary

Musicians: Bruno Mars

By Biography.com Editors and A+E Networks, adapted by Newsela staff on 05.01.17

Word Count **490**

Level **580L**



Bruno Mars AP Photo

Synopsis: Bruno Mars is a singer and songwriter. He was born on October 8, 1985. In the early 2000s, he left his home of Hawaii for California. He wrote hit songs for popular artists. Then in 2010, he broke out as a singer in his own right. Since then, Mars has had many hit songs. People around the world dance and sing along to his music.

Early Life

Bruno Mars was born Peter Gene Hernandez in Hawaii. He grew up in a very musical family. His father, Pete, played drums. His mother, Bernadette, was a singer. She moved to Hawaii from the Asian country of the Philippines. Mars got his nickname, "Bruno," while he was still a baby.

Mars' family performed in a show together. They played old hit songs and dressed up like famous stars. At the age of 4, he joined the family musical act. He quickly became one of the stars of the show.

Move To Los Angeles

Mars felt comfortable on stage. It helped that he performed at such a young age, he says.

After high school, Mars left Hawaii. He moved to Los Angeles in California. At first, he struggled in the music industry. During this time, Mars first tried songwriting.

Career Breakthrough

Soon, Mars was writing songs for popular singers. He wrote a song for singer Flo Rida. Mars also helped write a song for singer K'Naan. The song was called "Wavin' Flag." It became the theme song for the 2010 FIFA soccer World Cup.

Mars finally broke out as a singer in 2010 with "Nothin' on You." The song was written for the rapper B.o.B. Mars sang on part of it. It instantly changed Bruno Mars into a pop star.

Performing At The Grammys

In October 2010, Mars put out his first song by himself. It was called "Just the Way You Are." It became another hit. His other songs, "Grenade" and "The Lazy Song," also became popular.

Mars was nominated for Grammy Awards in 2012. It is the highest honor for musicians. He did not win any Grammys. Still, he gave quite a performance at the show. His song "Runaway Baby" made the audience dance.

Continued Success: "Unorthodox Jukebox"

In 2012, Mars released his second album. It was called "Unorthodox Jukebox." The song "Locked Out of Heaven" was the number one song in America for six weeks in a row. Another song, "When I Was Your Man," also hit number one.

Later, Mars worked with musician Mark Ronson. They made the dance song "Uptown Funk." It was also a hit around the world.

Super Bowl And Beyond

In 2013, Mars was chosen to perform at the Super Bowl halftime show. For a performer, this was a huge honor.

Mars performed again in February 2016. He performed there with Beyoncé Knowles and Coldplay. Just a week later, Mars and Ronson won a Grammy award for "Uptown Funk."

Quiz

- 1 What information do you get from the section "Career Breakthrough?"
 - (A) how Mars performed at the Super Bowl
 - (B) how Mars learned to play music growing up
 - (C) how Mars felt about writing songs for other singers
 - (D) how Mars worked to become a famous pop star

- 2 Read the section "Early Life."

Which sentence explains how Mars learned to perform?

 - (A) Bruno Mars was born Peter Gene Hernandez in Hawaii.
 - (B) Mars got his nickname, "Bruno," while he was still a baby.
 - (C) At the age of 4, he joined the family musical act.
 - (D) He quickly became one of the stars of the show.

- 3 What was the MAIN reason why Mars always felt comfortable on stage?
 - (A) because he wrote songs for popular singers
 - (B) because he performed at the Super Bowl
 - (C) because he had been performing since a young age
 - (D) because he released several popular albums

- 4 What happened after Bruno Mars released his album "Unorthodox Jukebox" in 2012?
 - (A) Mars grew more famous in America and around the world.
 - (B) Mars formed a band with his high school classmates.
 - (C) Mars moved to Los Angeles to become a songwriter.
 - (D) Mars released his hit song "Just the Way You Are."

Apply the Model

BEFORE READING

DURING READING

AFTER READING

The Jacket



I stared at
the jacket,
like an
enemy,
thinking
bad things.

A Memoir by Gary Soto

My clothes have failed me. I remember the green coat that I wore in fifth and sixth grades when you either danced like a champ or pressed yourself against a greasy wall, bitter as a penny toward the happy couples.

When I needed a new jacket and my mother asked what kind I wanted, I described something like bikers wear: black leather and silver studs¹ with enough belts to hold down a small town. We were in the kitchen, steam on the windows from her cooking. She listened so long while stirring dinner that I thought she understood for sure the kind I wanted. The next day when I got home from school, I discovered draped on my bedpost a jacket the color of day-old guacamole.² I threw my books on the bed and approached the jacket slowly, as if it were a stranger whose hand I had to shake. I touched the vinyl sleeve, the collar, and peeked at the mustard-colored lining.

From the kitchen mother yelled that my jacket was in the closet. I closed the door to her voice and pulled at the rack of clothes in the closet, hoping the jacket on the bedpost wasn't for me but my mean brother. No luck. I gave up. From my bed, I stared at the jacket. I wanted to cry because it was so ugly and so big that I knew I'd have to wear it a long time. I was a small kid, thin as a young tree, and it would be years before I'd have a new one. I stared at the jacket, like an enemy, thinking bad things before I took off my old jacket whose sleeves climbed halfway to my elbow.

I put the big jacket on. I zipped it up and down several times, and rolled the cuffs up so they didn't cover my hands. I put my hands in the pockets and flapped the jacket like a bird's wings. I stood in front of the mirror, full face, then profile, and then looked over my shoulder as if someone had called me. I sat on the bed, stood against the bed, and combed my hair to see what I would look like doing something natural. I looked ugly. I threw it on my brother's bed and looked at it for a long time before I slipped it on and went out to the backyard, smiling a "thank you" to my mom as I passed her in the kitchen. With my hands in my pockets I kicked a ball against the fence, and then climbed it to sit looking into the alley. I hurled orange peels at the mouth of an open garbage can and when the peels were gone I watched the white puffs of my breath thin to nothing.

1. **studs.** Nails with large heads

2. **guacamole.** Dip or spread made from mashed avocado with spices

DURING READING

Analyze Literature

Memoir From what point of view is this memoir written? **A**

vi • nyl (vī' n'l) *adj.*, tough, shiny plastic

DURING READING

Use Reading Strategies

Visualize What sensory details does the author use to evoke a mental picture of the jacket? **B**



swoop (swüp) *v.*, descend quickly in a sweeping movement

I jumped down, hands in my pockets, and in the backyard on my knees I teased my dog, Brownie, by swooping my arms while making bird calls. He jumped at me and missed. He jumped again and again, until a tooth sunk deep, ripping an L-shaped tear on my left sleeve. I pushed Brownie away to study the tear as I would a cut on my arm. There was no blood, only a few loose pieces of fuzz. Dumb dog, I thought, and pushed him away hard when he tried to bite again. I got up from my knees and went to my bedroom to sit with my jacket on my lap, with the lights out.



A

DURING READING

Analyze Literature

Tone Tone is the author's attitude toward the subject. What tone does Soto use when describing how he was treated on the playground?

B

That was the first afternoon with my new jacket. The next day I wore it to sixth grade and got a D on a math quiz. During the morning recess Frankie T., the playground terrorist, pushed me to the ground and told me to stay there until recess was over. My best friend, Steve Negrete, ate an apple while looking at me, and the girls turned away to whisper on the monkey bars. The teachers were no help: they looked my way and talked about how foolish I looked in my new jacket. I saw their heads bob with laughter, their hands half-covering their mouths.

Even though it was cold, I took off the jacket during lunch and played kickball in a thin shirt, my arms feeling like Braille³ from goose bumps. But when I returned to class I slipped the jacket on and shivered until I was warm. I sat on my hands, heating them up, while my teeth chattered like a cup of crooked dice. Finally warm, I slid out of the jacket but a few minutes later put it back on when the fire bell rang. We paraded out into the yard where we, the sixth graders, walked past all the other grades to stand against the back fence. Everybody saw me. Although they didn't say out loud,

3. Braille. System of writing for the blind that uses raised dots

“Man, that’s ugly,” I heard the buzz-buzz of gossip and even laughter that I knew was meant for me.

And so I went, in my guacamole-colored jacket. So embarrassed, so hurt, I couldn’t even do my homework. I received Cs on quizzes, and forgot the state capitals and the rivers of South America, our friendly neighbor. Even the girls who had been friendly blew away like loose flowers to follow the boys in neat jackets.

I wore that thing for three years until the sleeves grew short and my forearms stuck out like the necks of turtles. All during that time no love came to me—no little dark girl in a Sunday dress she wore on Monday. At lunchtime I stayed with the ugly boys who leaned against the chainlink fence and looked around with propellers⁴ of grass spinning in our mouths. We saw girls walk by alone, saw couples, hand in hand, their heads like bookends pressing air together. We saw them and spun our propellers so fast our faces were blurs.

I blame that jacket for those bad years. I blame my mother for her bad taste and her cheap ways. It was a sad time for the heart. With a friend I spent my sixth-grade year in a tree in the alley, waiting for something good to happen to me in that jacket, which had become the ugly brother who tagged along wherever I went. And it was about that time that I began to grow. My chest puffed up with muscle and, strangely, a few more ribs. Even my hands, those fleshy hammers, showed bravely through the cuffs, the fingers already hardening for the coming fights. But that L-shaped rip on the left sleeve got bigger, bits of stuffing coughed out from its wound after a hard day of play. I finally Scotch-taped it closed, but in rain or cold weather the tape peeled off like a scab and more stuffing fell out until that sleeve shriveled into a palsied⁵ arm. That winter the elbows began to crack and whole chunks of green began to fall off. I showed the cracks to my mother, who always seemed to be at the stove with steamed-up glasses, and she said that there were children in Mexico who would love that jacket. I told her that this was America and yelled that Debbie, my sister, didn’t have a jacket like mine. I ran outside, ready to cry, and climbed the tree by the alley to think bad thoughts and watch my breath puff white and disappear.

4. propellers. Gadgets with blades that spin around and move a ship or aircraft forward

5. palsied. Unable to move

DURING READING

Make Connections

How does this description affect your feelings about the narrator? **C**

I blame that jacket for those bad years.

DURING READING

Use Reading Strategies

Visualize Which words and images in this description help you picture how the jacket looks now? **F**



vi • cious (vī' shəs) *adj.*,
cruel, fierce

mope (mōp) *v.*, be gloomy or
in low spirits

DURING READING

Analyze Literature

Memoir How has Soto's tone changed since the beginning of the selection?

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But whole pieces still casually flew off my jacket when I played hard, read quietly, or took vicious spelling tests at school. When it became so spotted that my brother began to call me “camouflage,”⁶ I flung it over the fence into the alley. Later, however, I swiped the jacket off the ground and went inside to drape it across my lap and mope.

I was called to dinner: steam silvered my mother's glasses as she said grace; my brother and sister with their heads bowed made ugly faces at their glasses of powdered milk. I gagged too, but eagerly ate big rips of buttered tortilla⁷ that held scooped-up beans. Finished, I went outside with my jacket across my arm. It was a cold sky. The faces of clouds were piled up, hurting. I climbed the fence, jumping down with a grunt. I started up the alley and soon slipped into my jacket, that green ugly brother who breathed over my shoulder that day and ever since. ❖

6. camouflage. Color pattern of green and brown shades designed to blend in with the background, often used in military clothing and equipment

7. tortilla. Round, thin, flat bread usually eaten with meat or cheese



In this story, Soto says he blames the ugly jacket “for those bad years.” Think of a time when you have felt that a situation or experience would have been better if only one thing had been different. Why do you think we allow ourselves to believe that about our pasts?

Use the reading passage to help support your answers to the questions. Use evidence from the text and your own thinking to respond in a thoughtful way to each question. Please use correct punctuation, capitalization, and complete sentences.

1. How does the jacket the narrator receives compare to the one that he wanted?

2. (a) Summarize some of the unfortunate things that happen to the narrator during the years that he wears the jacket. (b) How many were caused because of the jacket? (Be sure to answer BOTH parts of the question.)

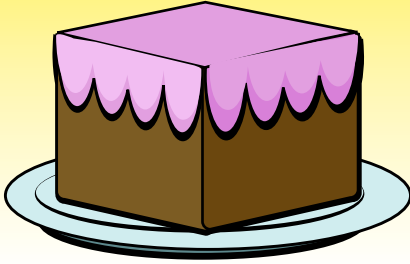
3. Why does the narrator tell his mother that he does not like the jacket?

4. At the end of the memoir, how have the narrator's feelings about the jacket changed?

5. In this story, Soto says he blames the Jacket for those bad years. Think of a time when you have felt that a situation or experience would have been better if only one thing had been different. Explain that situation and why you feel it would have been better.

Identify the Idiom

Idioms are sayings that have a figurative meaning that is different from its literal, or real, meaning.



Example: The test was a *piece of cake*.

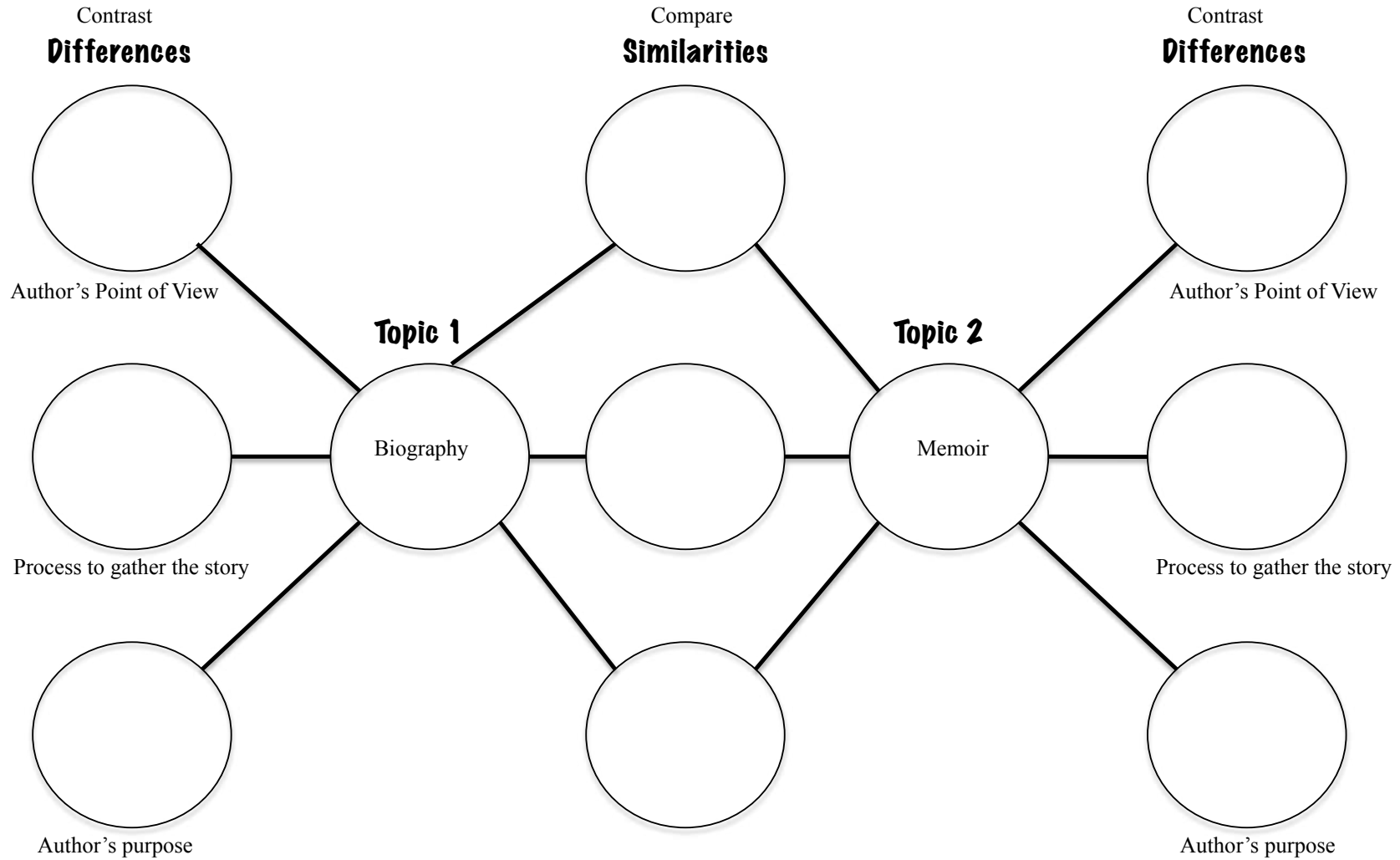
The **idiom** in the example is *piece of cake*. The figurative meaning is something that is easy.

Below are sentences that have idioms. Underline the idiom in each sentence and write its figurative meaning under the sentence.

1. If you want to be a singer, you should give it a shot.
meaning:
2. The meeting completely slipped my mind.
meaning:
3. She gets a kick out of watching cartoons.
meaning:
4. Are you having second thoughts about getting a pet?
meaning:
5. It's late; let's call it a day.
meaning:
6. I saw Olive at the store, and she gave me the cold shoulder.
meaning:
7. Karen's mother baked her birthday cake from scratch.
meaning:
8. Liz is the type of friend who stays with you through thick and thin.
meaning:
9. I don't always see eye to eye with Jim.
meaning:
10. His brother had to go home and hit the books.
meaning:

name:

Double-Bubble Map





Langston Hughes-A Biography

Langston Hughes wrote from 1926 to 1967. In that time he wrote more than 60 books, including poems, novels, short stories, plays, children's poetry, musicals, operas, and autobiographies. He was the first African American to support himself as a writer, and he wrote from his own experience.

Langston Hughes, whose full name was James Mercer Langston Hughes, was born in 1902 in Joplin, Missouri. He was the only son of James Nathaniel Hughes and Carrie Mercer Langston. His parents divorced when he was young and his father moved to Mexico. Because his mother traveled a lot to find work and was often absent, his grandmother raised Hughes until he was 12. His childhood was lonely and he often occupied himself with books. It was Hughes's grandmother, a great storyteller, who transferred to him her love of literature and the importance of becoming educated.

In 1914 he moved to Lincoln, Illinois, to live with his mother and her new husband. It was here that he started writing poetry — he wrote his first poem in the eighth grade. A year later the family relocated to Cleveland, Ohio. Despite all the moving around, Hughes was a good student and excelled in his studies. During his senior year at Central High School in Cleveland, Ohio, he was voted class poet and editor of the yearbook.

After high school, Hughes traveled in Mexico, Europe, and Africa — sometimes by working on freighters. By 1924 he had settled in Harlem, New York, and was an important figure during the Harlem Renaissance. The Harlem Renaissance was an African-American cultural movement that focused on literature, music, theater, art, and politics. One of his favorite pastimes was to sit in clubs and listen to the blues as he wrote his poetry. Hughes died on May 22, 1967, in New York, NY.

Excerpt From *The Big Sea (A Memoir)*

by Langston Hughes

One afternoon I had had tea with a woman in New York to whom I mentioned that I was trying to find a way to go back to college. I said I wanted to find out what makes the world the kind of world it is. She had one son in college herself, and so was very sympathetic. The next time I saw her, I told her about Lincoln. She listened and at Christmas, the Christmas of 1925, there came a letter from her, offering me a scholarship at Lincoln. It was the happiest holiday gift I've ever received. My poems had caused me to meet her. My poems – through the kindness of this woman who liked poetry – sent me to college. So at the mid-year I entered Lincoln, and remained there until I received my degree.

Hughes, Langston. *The Big Sea: An Autobiography* (American Century Series) (p. 220). Farrar, Straus and Giroux. Kindle Edition.



Name _____ Title of Piece Revised _____

SELF-REVISION WORKSHEET FOR MEMOIRS

1. I told the names of the people involved in my memory.
List their names: _____

2. I told what the subject of my story is. (Example: I got caught sneaking out.)
List the subject: _____

3. I told when the story takes place.
List "when" here: _____

Choose one of these methods of "time":

- a) Day (Monday, Tuesday, etc.) _____
- b) Time (12:00, late afternoon, etc.) _____
- c) Season (spring, fall) _____
- d) Other (specify) _____

4. I told where the story takes place.
List "where" here: _____

5. I told why this memory is special to me.
List "why" here: _____

6. I described what happened in five or more sentences. YES NO

7. I described what happened using at least three of the five senses, and used them appropriately. Circle the senses you used:

see hear taste touch smell

8. My story has an interesting hook.
List it here: _____

9. My story has a strong resolution.
List it here: _____

10. My Descriptive Writing
- | | | |
|--|-----|----|
| • Utilizes action verbs in the present tense (underline in blue) | YES | NO |
| • Includes figurative language (underline in red) | YES | NO |
| • Incorporates sensory detail appropriately | YES | NO |
| • Does NOT revert to narrative mode | YES | NO |
| • Relates the event as if it is occurring RIGHT NOW | YES | NO |

How to Write a Biopoem

(Line 1) First name

(Line 2) Three or four adjectives that describe the person

(Line 3) Important relationship (daughter of . . . , mother of . . . , etc)

(Line 4) Two or three things, people, or ideas that the person loved

(Line 5) Three feelings the person experienced

(Line 6) Three fears the person experienced

(Line 7) Accomplishments (who composed . . . , who discovered . . . , etc.)

(Line 8) Two or three things the person wanted to see happen or wanted to experience

(Line 9) His or her residence

(Line 10) Last name

From Abromitis, B.S. (1994, June/July). Bringing lives to life. Biographies in reading and the content areas. *Reading Today*, 11, 26. Reprinted with permission of the publisher and author.

Biopoem Sample

Rosa

Determined, brave, strong, loving

Wife of Raymond Parks, mother of all children

Who loved equality, freedom, and the benefits of a good education

Who hated discrimination, loved to stand up for her beliefs, and loved to help others

Who feared that racism would continue, feared losing the opportunity to make a difference, and feared that young people might lose opportunities to develop strength and courage

Who changed history as she accomplished great strides for equality and encouraged excellence for all

Who wanted to see love triumph and see an end to all bias and discrimination in a world in which respect is freely given to all

Born in Alabama and living in Detroit

Parks

Name _____ Title of Piece Revised _____

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1. I told the names of the people involved in my memory.
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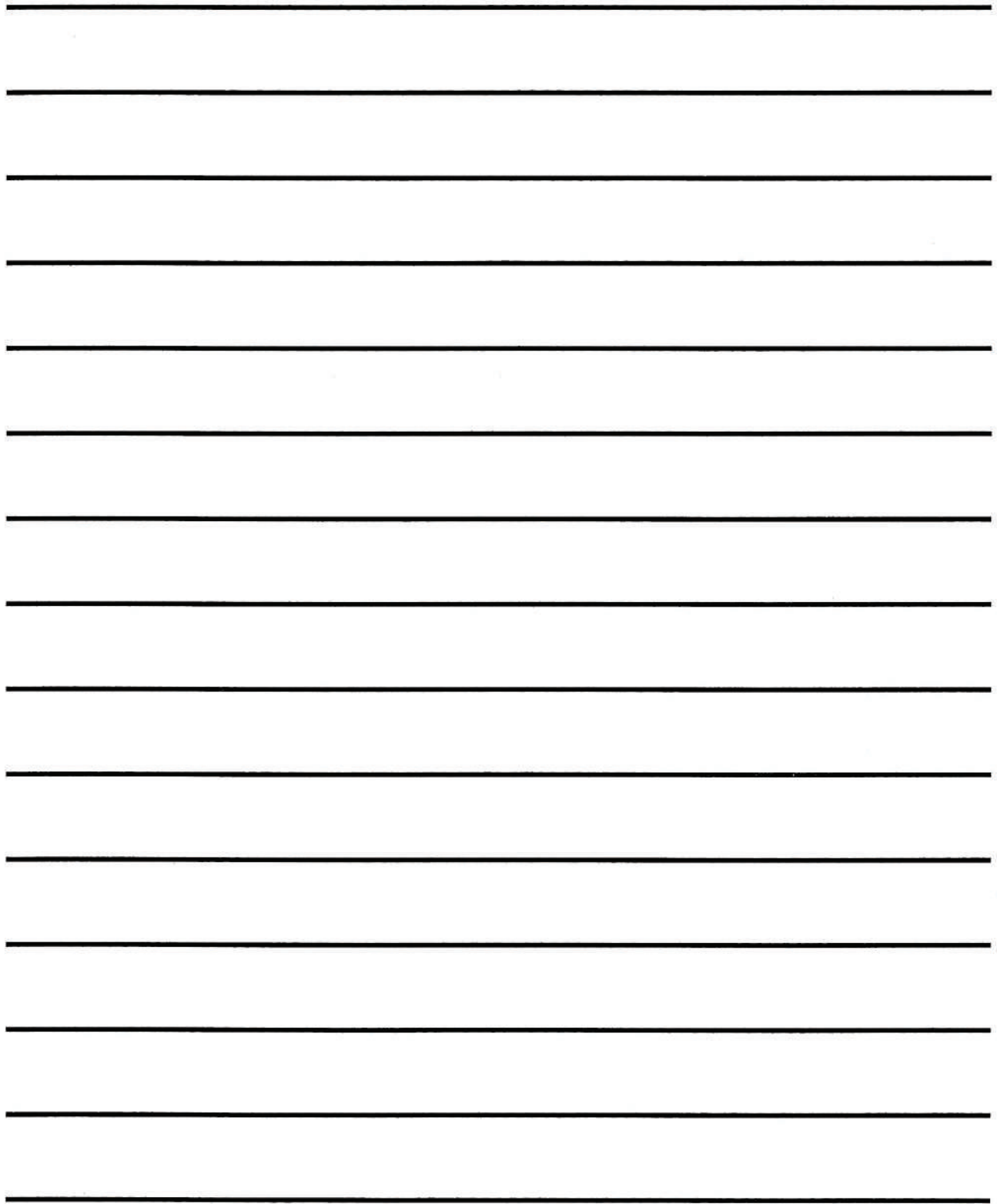
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Name _____

Instructions: List the important events from the final section of *Elizabeth Blackwell: America's First Woman Doctor*. Then, use the information to create a summary of the final section in the Summary Box.

Who	What	When

Where	Why

Summary

Musicians: Bruno Mars

By Biography.com Editors and A+E Networks, adapted by Newsela staff on 05.01.17

Word Count **490**

Level **580L**



Bruno Mars AP Photo

Synopsis: Bruno Mars is a singer and songwriter. He was born on October 8, 1985. In the early 2000s, he left his home of Hawaii for California. He wrote hit songs for popular artists. Then in 2010, he broke out as a singer in his own right. Since then, Mars has had many hit songs. People around the world dance and sing along to his music.

Early Life

Bruno Mars was born Peter Gene Hernandez in Hawaii. He grew up in a very musical family. His father, Pete, played drums. His mother, Bernadette, was a singer. She moved to Hawaii from the Asian country of the Philippines. Mars got his nickname, "Bruno," while he was still a baby.

Mars' family performed in a show together. They played old hit songs and dressed up like famous stars. At the age of 4, he joined the family musical act. He quickly became one of the stars of the show.

Move To Los Angeles

Mars felt comfortable on stage. It helped that he performed at such a young age, he says.

After high school, Mars left Hawaii. He moved to Los Angeles in California. At first, he struggled in the music industry. During this time, Mars first tried songwriting.

Career Breakthrough

Soon, Mars was writing songs for popular singers. He wrote a song for singer Flo Rida. Mars also helped write a song for singer K'Naan. The song was called "Wavin' Flag." It became the theme song for the 2010 FIFA soccer World Cup.

Mars finally broke out as a singer in 2010 with "Nothin' on You." The song was written for the rapper B.o.B. Mars sang on part of it. It instantly changed Bruno Mars into a pop star.

Performing At The Grammys

In October 2010, Mars put out his first song by himself. It was called "Just the Way You Are." It became another hit. His other songs, "Grenade" and "The Lazy Song," also became popular.

Mars was nominated for Grammy Awards in 2012. It is the highest honor for musicians. He did not win any Grammys. Still, he gave quite a performance at the show. His song "Runaway Baby" made the audience dance.

Continued Success: "Unorthodox Jukebox"

In 2012, Mars released his second album. It was called "Unorthodox Jukebox." The song "Locked Out of Heaven" was the number one song in America for six weeks in a row. Another song, "When I Was Your Man," also hit number one.

Later, Mars worked with musician Mark Ronson. They made the dance song "Uptown Funk." It was also a hit around the world.

Super Bowl And Beyond

In 2013, Mars was chosen to perform at the Super Bowl halftime show. For a performer, this was a huge honor.

Mars performed again in February 2016. He performed there with Beyoncé Knowles and Coldplay. Just a week later, Mars and Ronson won a Grammy award for "Uptown Funk."

Quiz

- 1 What information do you get from the section "Career Breakthrough?"
 - (A) how Mars performed at the Super Bowl
 - (B) how Mars learned to play music growing up
 - (C) how Mars felt about writing songs for other singers
 - (D) how Mars worked to become a famous pop star

- 2 Read the section "Early Life."

Which sentence explains how Mars learned to perform?

 - (A) Bruno Mars was born Peter Gene Hernandez in Hawaii.
 - (B) Mars got his nickname, "Bruno," while he was still a baby.
 - (C) At the age of 4, he joined the family musical act.
 - (D) He quickly became one of the stars of the show.

- 3 What was the MAIN reason why Mars always felt comfortable on stage?
 - (A) because he wrote songs for popular singers
 - (B) because he performed at the Super Bowl
 - (C) because he had been performing since a young age
 - (D) because he released several popular albums

- 4 What happened after Bruno Mars released his album "Unorthodox Jukebox" in 2012?
 - (A) Mars grew more famous in America and around the world.
 - (B) Mars formed a band with his high school classmates.
 - (C) Mars moved to Los Angeles to become a songwriter.
 - (D) Mars released his hit song "Just the Way You Are."

Apply the Model

BEFORE READING

DURING READING

AFTER READING

The Jacket



I stared at
the jacket,
like an
enemy,
thinking
bad things.

A Memoir by Gary Soto

My clothes have failed me. I remember the green coat that I wore in fifth and sixth grades when you either danced like a champ or pressed yourself against a greasy wall, bitter as a penny toward the happy couples.

When I needed a new jacket and my mother asked what kind I wanted, I described something like bikers wear: black leather and silver studs¹ with enough belts to hold down a small town. We were in the kitchen, steam on the windows from her cooking. She listened so long while stirring dinner that I thought she understood for sure the kind I wanted. The next day when I got home from school, I discovered draped on my bedpost a jacket the color of day-old guacamole.² I threw my books on the bed and approached the jacket slowly, as if it were a stranger whose hand I had to shake. I touched the vinyl sleeve, the collar, and peeked at the mustard-colored lining.

From the kitchen mother yelled that my jacket was in the closet. I closed the door to her voice and pulled at the rack of clothes in the closet, hoping the jacket on the bedpost wasn't for me but my mean brother. No luck. I gave up. From my bed, I stared at the jacket. I wanted to cry because it was so ugly and so big that I knew I'd have to wear it a long time. I was a small kid, thin as a young tree, and it would be years before I'd have a new one. I stared at the jacket, like an enemy, thinking bad things before I took off my old jacket whose sleeves climbed halfway to my elbow.

I put the big jacket on. I zipped it up and down several times, and rolled the cuffs up so they didn't cover my hands. I put my hands in the pockets and flapped the jacket like a bird's wings. I stood in front of the mirror, full face, then profile, and then looked over my shoulder as if someone had called me. I sat on the bed, stood against the bed, and combed my hair to see what I would look like doing something natural. I looked ugly. I threw it on my brother's bed and looked at it for a long time before I slipped it on and went out to the backyard, smiling a "thank you" to my mom as I passed her in the kitchen. With my hands in my pockets I kicked a ball against the fence, and then climbed it to sit looking into the alley. I hurled orange peels at the mouth of an open garbage can and when the peels were gone I watched the white puffs of my breath thin to nothing.

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6. camouflage. Color pattern of green and brown shades designed to blend in with the background, often used in military clothing and equipment

7. tortilla. Round, thin, flat bread usually eaten with meat or cheese



In this story, Soto says he blames the ugly jacket “for those bad years.” Think of a time when you have felt that a situation or experience would have been better if only one thing had been different. Why do you think we allow ourselves to believe that about our pasts?

Use the reading passage to help support your answers to the questions. Use evidence from the text and your own thinking to respond in a thoughtful way to each question. Please use correct punctuation, capitalization, and complete sentences.

1. How does the jacket the narrator receives compare to the one that he wanted?

2. (a) Summarize some of the unfortunate things that happen to the narrator during the years that he wears the jacket. (b) How many were caused because of the jacket? (Be sure to answer BOTH parts of the question.)

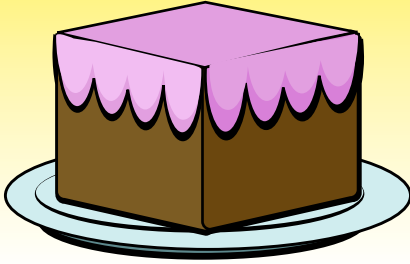
3. Why does the narrator tell his mother that he does not like the jacket?

4. At the end of the memoir, how have the narrator's feelings about the jacket changed?

5. In this story, Soto says he blames the Jacket for those bad years. Think of a time when you have felt that a situation or experience would have been better if only one thing had been different. Explain that situation and why you feel it would have been better.

Identify the Idiom

Idioms are sayings that have a figurative meaning that is different from its literal, or real, meaning.



Example: The test was a *piece of cake*.

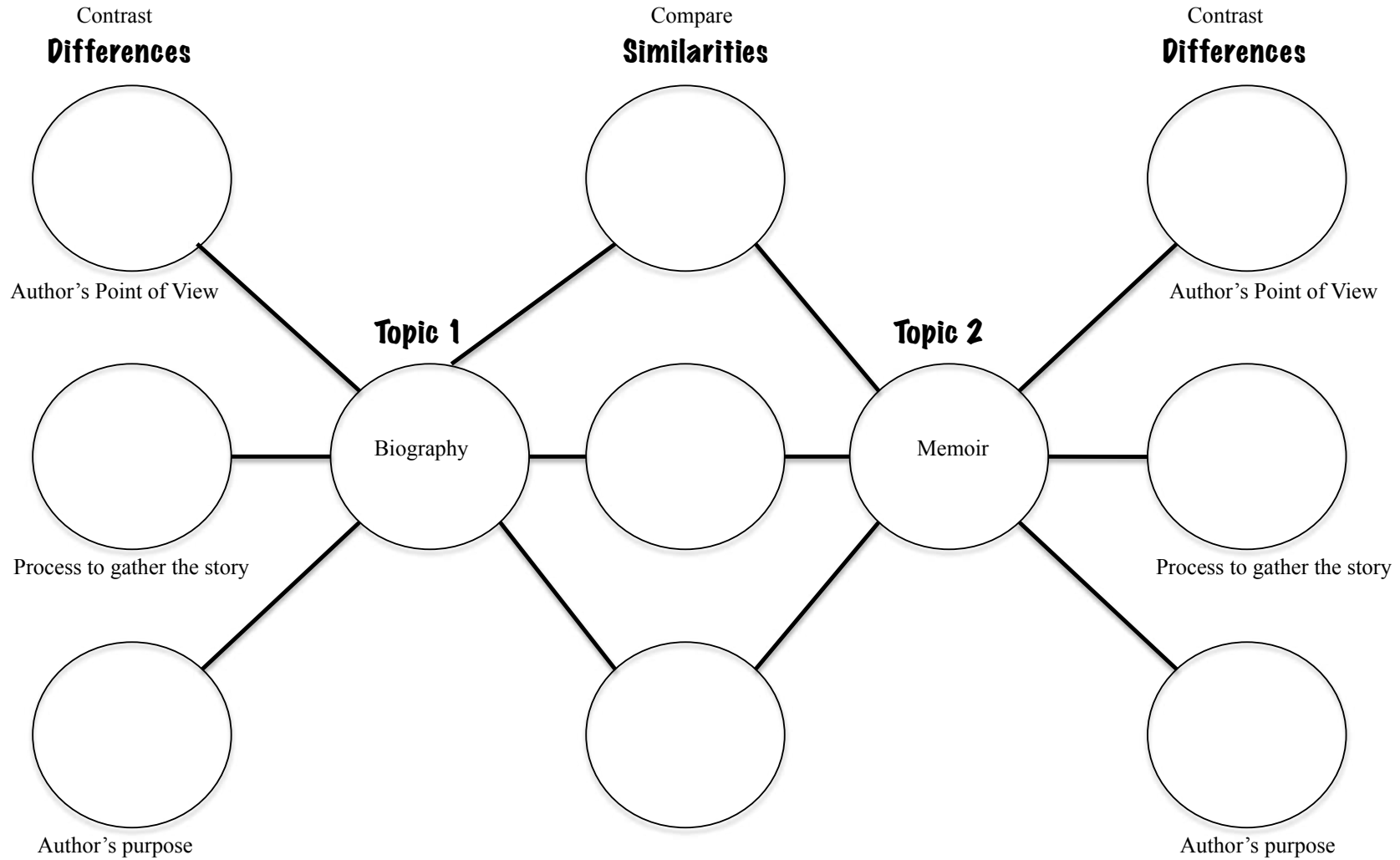
The **idiom** in the example is *piece of cake*. The figurative meaning is something that is easy.

Below are sentences that have idioms. Underline the idiom in each sentence and write its figurative meaning under the sentence.

1. If you want to be a singer, you should give it a shot.
meaning:
2. The meeting completely slipped my mind.
meaning:
3. She gets a kick out of watching cartoons.
meaning:
4. Are you having second thoughts about getting a pet?
meaning:
5. It's late; let's call it a day.
meaning:
6. I saw Olive at the store, and she gave me the cold shoulder.
meaning:
7. Karen's mother baked her birthday cake from scratch.
meaning:
8. Liz is the type of friend who stays with you through thick and thin.
meaning:
9. I don't always see eye to eye with Jim.
meaning:
10. His brother had to go home and hit the books.
meaning:

name:

Double-Bubble Map





Langston Hughes-A Biography

Langston Hughes wrote from 1926 to 1967. In that time he wrote more than 60 books, including poems, novels, short stories, plays, children's poetry, musicals, operas, and autobiographies. He was the first African American to support himself as a writer, and he wrote from his own experience.

Langston Hughes, whose full name was James Mercer Langston Hughes, was born in 1902 in Joplin, Missouri. He was the only son of James Nathaniel Hughes and Carrie Mercer Langston. His parents divorced when he was young and his father moved to Mexico. Because his mother traveled a lot to find work and was often absent, his grandmother raised Hughes until he was 12. His childhood was lonely and he often occupied himself with books. It was Hughes's grandmother, a great storyteller, who transferred to him her love of literature and the importance of becoming educated.

In 1914 he moved to Lincoln, Illinois, to live with his mother and her new husband. It was here that he started writing poetry — he wrote his first poem in the eighth grade. A year later the family relocated to Cleveland, Ohio. Despite all the moving around, Hughes was a good student and excelled in his studies. During his senior year at Central High School in Cleveland, Ohio, he was voted class poet and editor of the yearbook.

After high school, Hughes traveled in Mexico, Europe, and Africa — sometimes by working on freighters. By 1924 he had settled in Harlem, New York, and was an important figure during the Harlem Renaissance. The Harlem Renaissance was an African-American cultural movement that focused on literature, music, theater, art, and politics. One of his favorite pastimes was to sit in clubs and listen to the blues as he wrote his poetry. Hughes died on May 22, 1967, in New York, NY.

Excerpt From *The Big Sea (A Memoir)*

by Langston Hughes

One afternoon I had had tea with a woman in New York to whom I mentioned that I was trying to find a way to go back to college. I said I wanted to find out what makes the world the kind of world it is. She had one son in college herself, and so was very sympathetic. The next time I saw her, I told her about Lincoln. She listened and at Christmas, the Christmas of 1925, there came a letter from her, offering me a scholarship at Lincoln. It was the happiest holiday gift I've ever received. My poems had caused me to meet her. My poems – through the kindness of this woman who liked poetry – sent me to college. So at the mid-year I entered Lincoln, and remained there until I received my degree.

Hughes, Langston. *The Big Sea: An Autobiography* (American Century Series) (p. 220). Farrar, Straus and Giroux. Kindle Edition.



Name _____ Title of Piece Revised _____

SELF-REVISION WORKSHEET FOR MEMOIRS

1. I told the names of the people involved in my memory.
List their names: _____

2. I told what the subject of my story is. (Example: I got caught sneaking out.)
List the subject: _____

3. I told when the story takes place.
List "when" here: _____

Choose one of these methods of "time":

- a) Day (Monday, Tuesday, etc.) _____
- b) Time (12:00, late afternoon, etc.) _____
- c) Season (spring, fall) _____
- d) Other (specify) _____

4. I told where the story takes place.
List "where" here: _____

5. I told why this memory is special to me.
List "why" here: _____

6. I described what happened in five or more sentences. YES NO

7. I described what happened using at least three of the five senses, and used them appropriately. Circle the senses you used:

see hear taste touch smell

8. My story has an interesting hook.
List it here: _____

9. My story has a strong resolution.
List it here: _____

10. My Descriptive Writing

- | | | |
|--|-----|----|
| • Utilizes action verbs in the present tense (underline in blue) | YES | NO |
| • Includes figurative language (underline in red) | YES | NO |
| • Incorporates sensory detail appropriately | YES | NO |
| • Does NOT revert to narrative mode | YES | NO |
| • Relates the event as if it is occurring RIGHT NOW | YES | NO |

How to Write a Biopoem

(Line 1) First name

(Line 2) Three or four adjectives that describe the person

(Line 3) Important relationship (daughter of . . . , mother of . . . , etc)

(Line 4) Two or three things, people, or ideas that the person loved

(Line 5) Three feelings the person experienced

(Line 6) Three fears the person experienced

(Line 7) Accomplishments (who composed . . . , who discovered . . . , etc.)

(Line 8) Two or three things the person wanted to see happen or wanted to experience

(Line 9) His or her residence

(Line 10) Last name

From Abromitis, B.S. (1994, June/July). Bringing lives to life. Biographies in reading and the content areas. *Reading Today*, 11, 26. Reprinted with permission of the publisher and author.

Biopoem Sample

Rosa

Determined, brave, strong, loving

Wife of Raymond Parks, mother of all children

Who loved equality, freedom, and the benefits of a good education

Who hated discrimination, loved to stand up for her beliefs, and loved to help others

Who feared that racism would continue, feared losing the opportunity to make a difference, and feared that young people might lose opportunities to develop strength and courage

Who changed history as she accomplished great strides for equality and encouraged excellence for all

Who wanted to see love triumph and see an end to all bias and discrimination in a world in which respect is freely given to all

Born in Alabama and living in Detroit

Parks

Name _____ Title of Piece Revised _____

SELF-REVISION WORKSHEET FOR MEMOIRS

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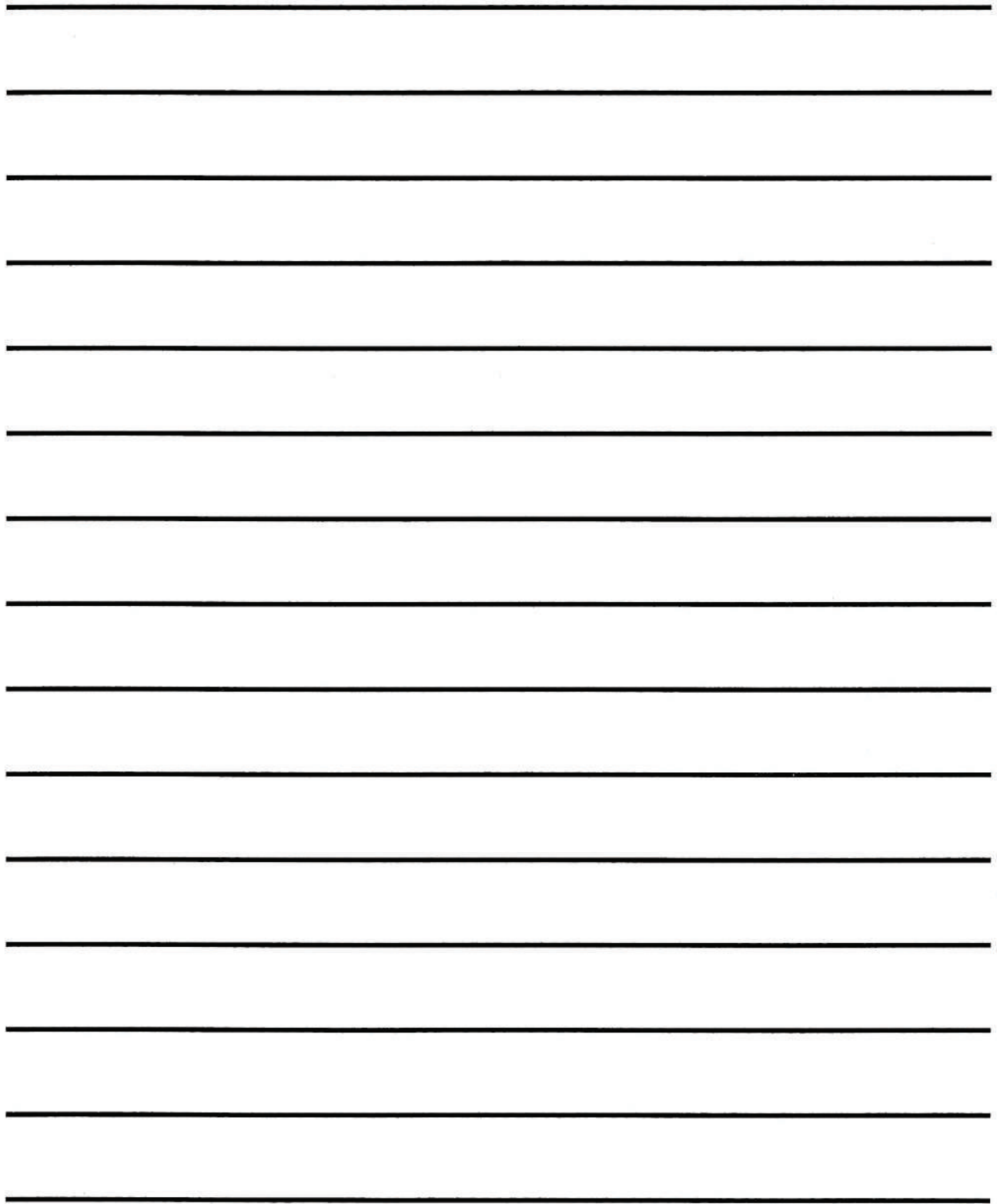
see hear taste touch smell

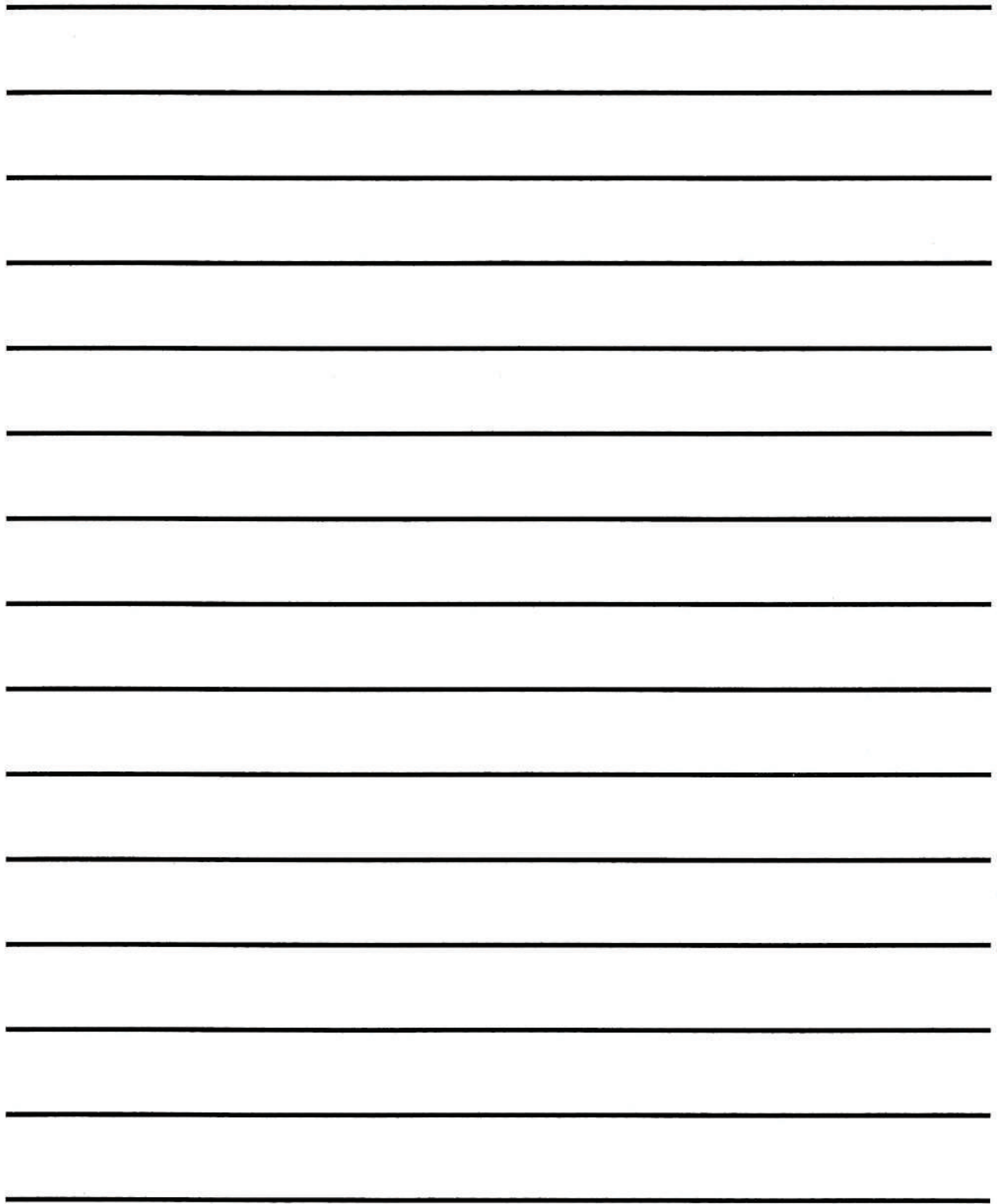
8. My story has an interesting hook.
List it here: _____

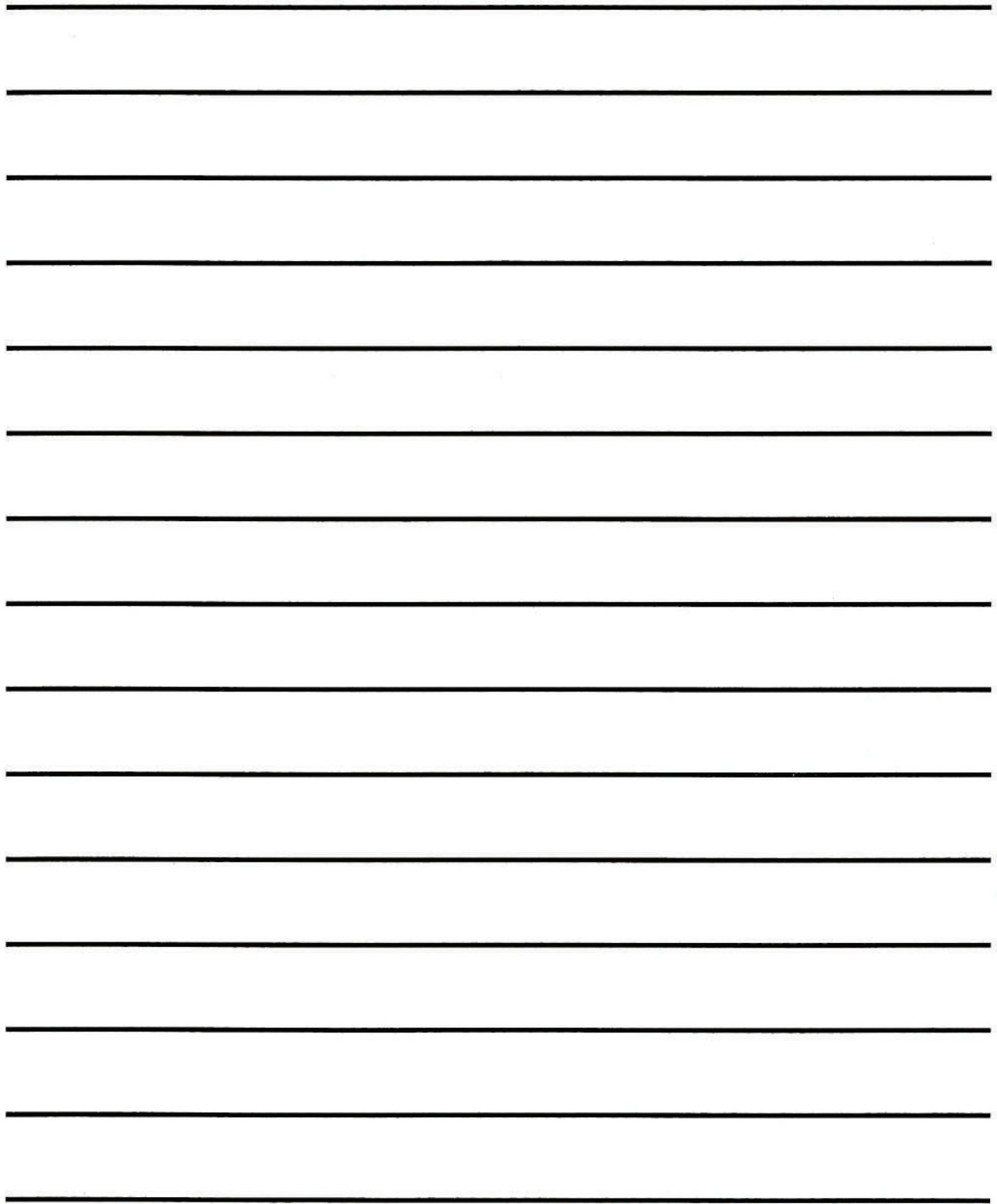
9. My story has a strong resolution.
List it here: _____

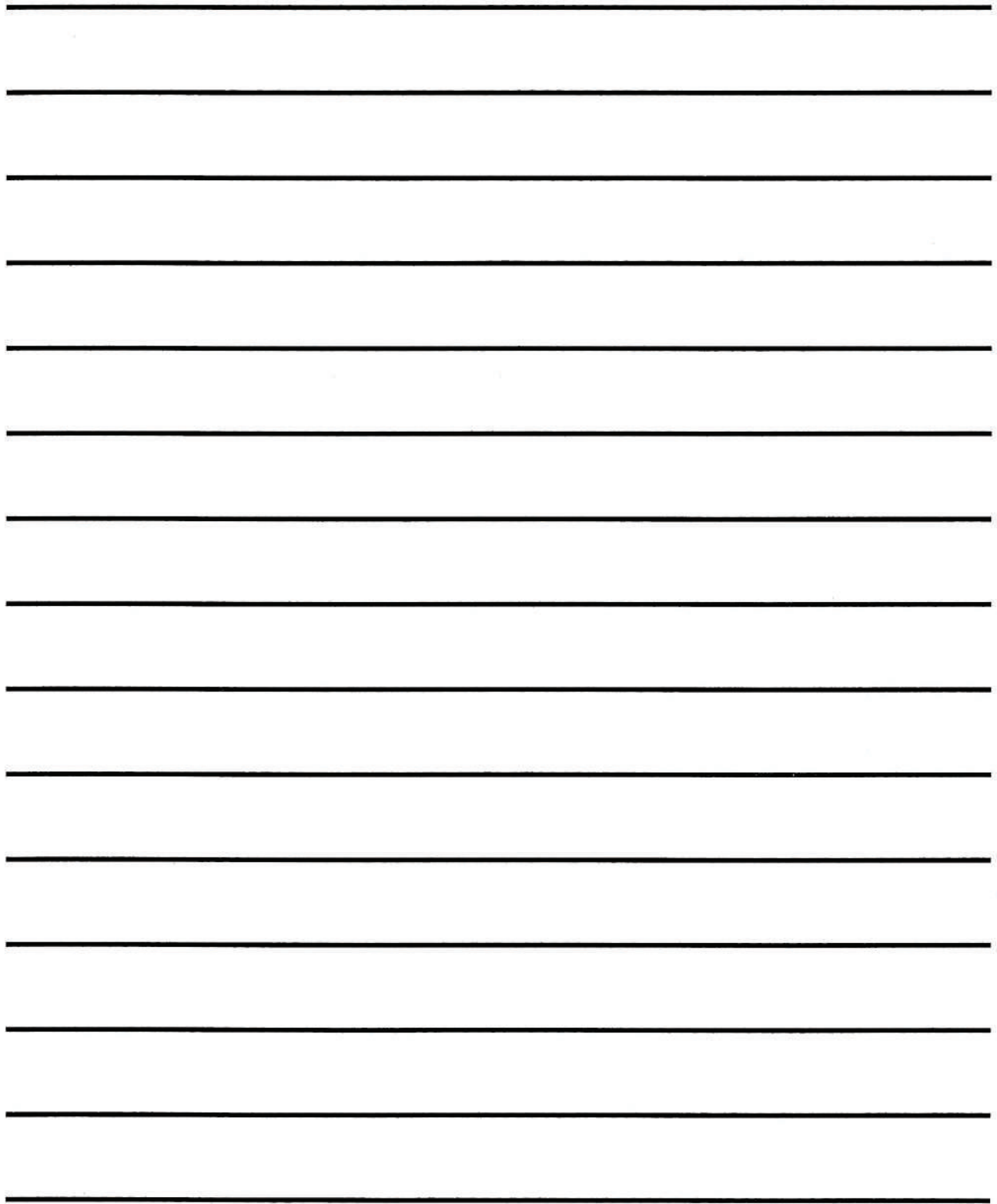
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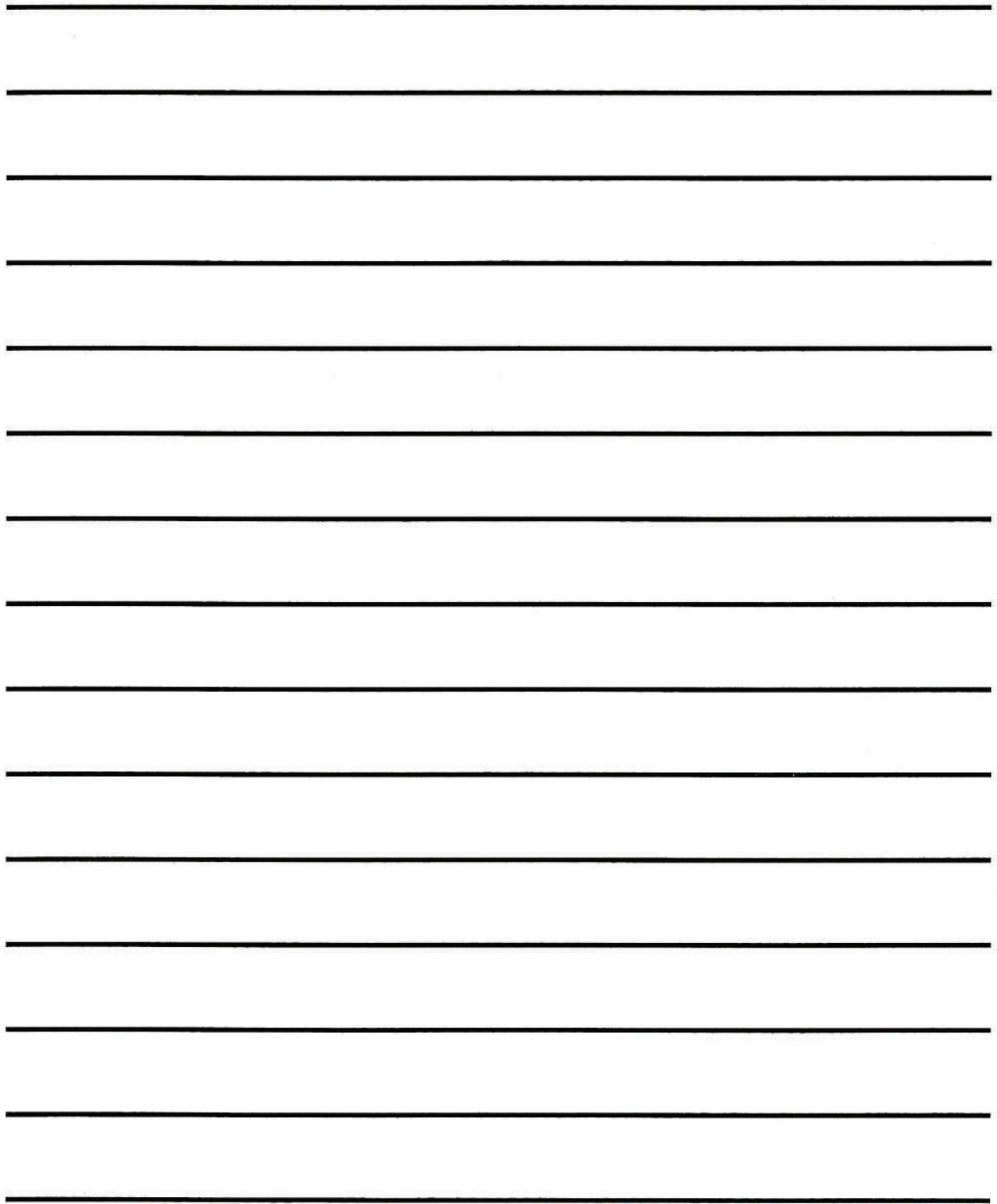
- | | | |
|--|-----|----|
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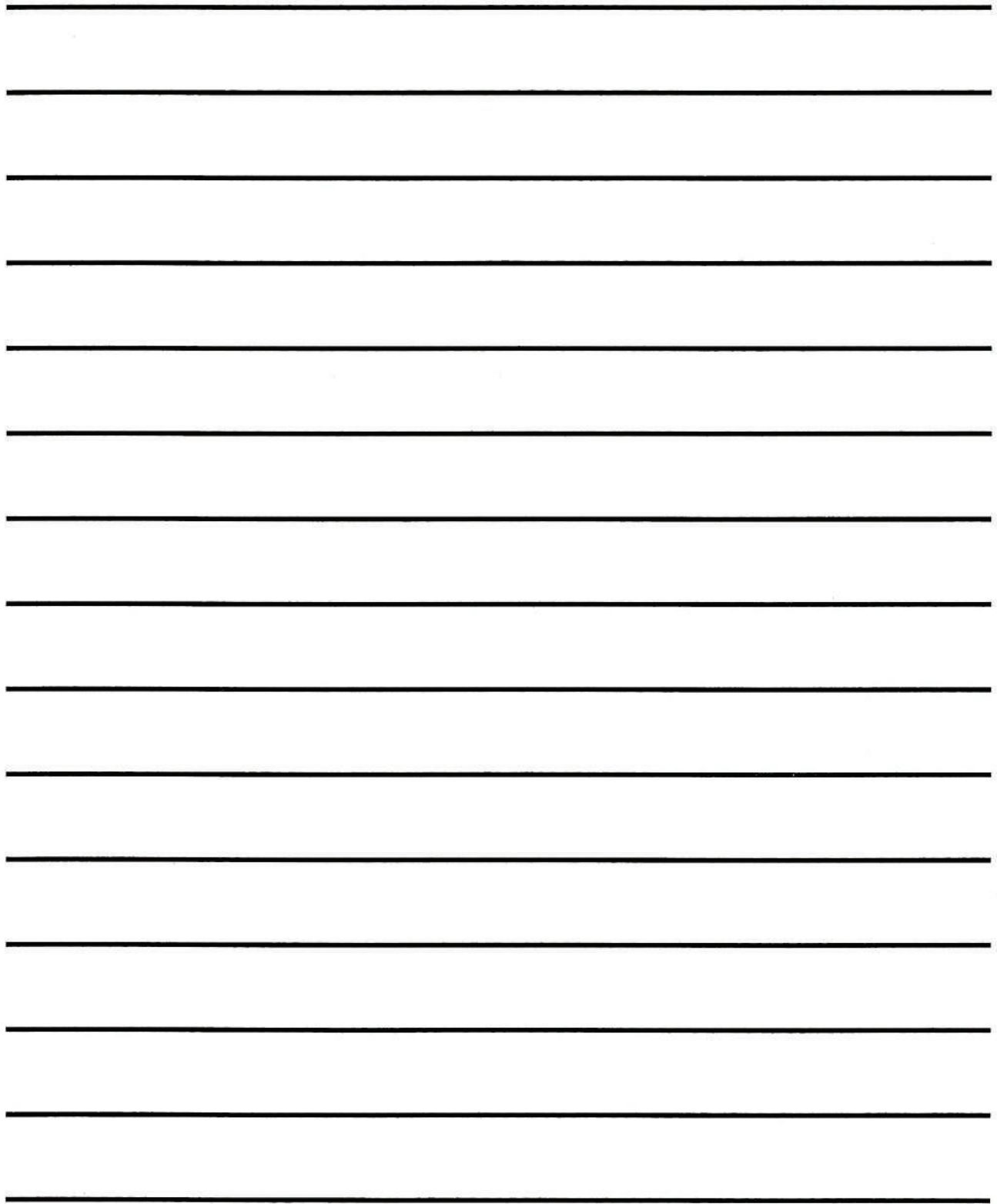










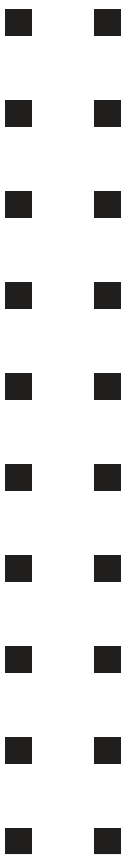




RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

SPECIALS



Printables



LEARNING MENU SPECIALS

GRADE 5

1

PE

Make Your Own Equipment
PART 2:

[PE Directions, Part 2](#)



2

PE

W.O.W (Workout of the
Week): Wednesdays with
Mrs. Person at 11:00:

<https://rsu57.zoom.us/j/298414629>



3

PE

Plank Cup Stack Challenge-
Click this link to try:

<https://bit.ly/2YKx8Sm>



4

Art

Perspective Letters

[Art directions May 11-15](#)



5

Art

Collagraph Prints

[Art directions, May 11-15](#)



6

Art

Positive and Negative
Space Paper Cut

[Art Directions, May 11-15](#)



7

Music

Rhythmic Composition
(Nature Version)

Using items that you find
outside (be creative), make
two measures (8 beats) of
rhythm. See instructions
from your music teacher for
more details.



8

Music

Word Synth - Experiment with
the word synth to create your
own mini song! Share what you
made by filling out your
teacher's survey which can be
found here:

<https://tinyurl.com/yb3aupgu>



9

Music

Boom, Snap, Clap

Watch the video linked below to
learn the body percussion
routine to *Boom Snap Clap*. Can
you do it correctly? How fast
can you go without making a
mistake? See if you can do it as
fast as Ms. Eddy and Ms. Smith!

<https://tinyurl.com/ybatqain>



10

Library

Read a nonfiction book on
birds or a type of bird on
Epic or Destiny Discover
(<https://bit.ly/3b7SxHV>) and
create a crossword [online](#) or
on [paper](#) using keywords
from the book.



11

SEL

[Stop, Name Your Feeling,
Calm Down](#)

[Calm Down Song](#)



12

SEL


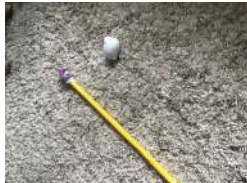

Create a "What to Do When
I'm Stuck" poster to keep
near my workspace



Make Your Own P.E Equipment **Part 2**

Objective: Last week you were asked to be creative and make your own piece of PE equipment with objects found at home. Now we are going to take it one step further. In our directions from last week we gave you three examples of homemade equipment ideas, a sock ball, a bat made out of a bottle, and a dancing ribbon. Remember these were only examples, we wanted you to be creative and make up your own idea. For this week's challenge, we ask that you try to use the equipment and create an activity or game.

Here are some examples:

Sock ball	<ul style="list-style-type: none">*Toss and catch 10 times*Toss to someone at home*Make more and try to juggle*Combine equipment and try hitting your sock ball with a homemade bat (outside of course)*Accuracy practice: how many times can you throw into a laundry basket successfully?
Bottle Bat	<ul style="list-style-type: none">*Hit a soft object with your bat (depending what it is make sure you do this in a safe place, maybe outside)*Create a game with your bat, how can we use your equipment in P.E next year?
Dancing Ribbon	<ul style="list-style-type: none">*Create a dancing routine with your dancing ribbon.*Describe how you made/attached your ribbon.
<p>Student Creations: These pieces of equipment were made from RSU 57 students. When you send us the pictures or activity, please add a description of how it is used or connected to P.E.</p> <p>For example; the Ball-in-Cup was created by a 5th grader and she discussed how hand eye coordination can be practiced and can improve her softball skills.</p> 	<p>Tag Game from 5th grader: Try to tag a person from the hips down with the sock and if you hit them from the shoulders up you have to do 50 sit ups and then it's the other person's turn.</p>  <p>Lacrosse Stick: 3rd Grade student, practices cradling a ball in his "basket."</p> 

Make sure to share your creative ideas with your P.E teacher: samanthaperson@rsu57.org, brianpenely@rsu57.org, janelfearon@rsu57.org

Make Your Own P.E Equipment **Part 2**

Make sure to share your creative ideas with your P.E teacher: samanthaperson@rsu57.org,
brianpenely@rsu57.org, janelfearon@rsu57.org

These lessons are available for two weeks. Art should be done for several half hour sessions. Please break the lessons up, returning to the work with fresh energy. It could be done over two weeks, or go on to one of the other lessons.

One Point Perspective 3-D Letters

One point perspective is a drawing technique, created during the Italian Renaissance, that gives artworks the illusion of depth and space. This tutorial will walk you through the basic idea of one point perspective by teaching you how to draw 3-D block letters.

Week 1: Watch this video lesson on how to draw 3-D letters in perspective. All you need for materials is paper, pencil, (eraser!) and a ruler is very helpful!

<https://safeYouTube.net/w/IZ29>

Start your sketch!

Week 2: Add value (shading) to your letters. Will it be darker or lighter towards the vanishing point?



Collagraph Printmaking

A Collagraph is a method of creating a print (or a stamp) to make artwork. They can easily be made by using a simple piece of cardboard or wood as a base and gluing objects on top to create a design. This design is then used to create prints by painting and stamping the collagraph onto paper. Here are some examples of what collagraphs look like:



Week 1: Collect your materials! You can use foam stickers, yarn, puzzle pieces, cardboard (both as a base and scraps of cardboard to glue onto your base!), dried beans, pipe cleaners, bottle caps, etc.

Create your collagraph! Create a design by gluing your objects to your cardboard to create a “stamp”. Let the glue dry before using it!

Week 2: Use your collagraph as a stamp to create some prints! Apply paint to your collagraph stamp. You can stamp it on one paper and create a symmetrical design or you can use multiple paper to stamp your design.

Positive/Negative Space

Paper Cuts - Zentangle

Paper cut is a type of artwork that uses paper and scraps to create a composition. The spaces that are removed are called negative spaces. The paper being cut is the positive space. In this project, you will use ALL of your scraps to create a design. Do not throw away any scraps that you clip because you will be using them in your design. Here are some finished examples:



Week 1: Gather your materials! You will need: Two different color pieces of paper, scissors, glue, a pen or pencil. Start to work on one piece of paper and draw some shapes. Use the other piece of paper as your background to glue your cut piece of paper to. Your shapes can be organic (wiggly, curved) or geometric (straight, sharp, corners). Cut out your shapes from the side of your paper (avoid the cutting from the corners) and flip each shape next to the space that you cut it from. Glue it down.

Week 2: Start to draw your zentangle (use lines and patterns) in your open spaces.

Rhythmic Composition Using Household Objects

Use household objects (like silverware, toothpicks, popsicle sticks, sticks, etc) to create 8 beats of your own rhythm. Take a picture of your creation **or** take a video of yourself tapping and reading your rhythmic creation! Reach out to your music teacher if you need any help.

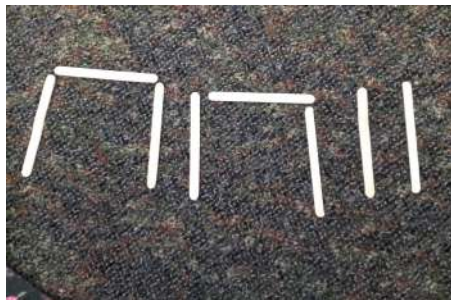
Waterboro: Use either ta/tadi/quarter rest ***or*** ta/tatute/dotted quarter rest

Alfred/Lyman: Use du/du-de

Line/Shapleigh: Use du/du-de

Example:

Can you tap and read this rhythm? How many beats long is this rhythm? How many more beats would this need to be complete?



Word Synth Directions

Click [here](https://creatability.withgoogle.com/word-synth/) (<https://creatability.withgoogle.com/word-synth/>) for the Word Synth and then click “Launch Experiment.” Your goal is to make a mini song that has meaning to you, screenshot your work, and then fill out the form below.

Some ideas:

- Input different words using the “Input Text” box and then hit “Update”
- Experiment with changing the pitch of your words to make a melody you like
- Experiment with the different voices and the amount of “sing”
- Experiment with changing the scale and root note
- Think about the words you choose and why you are choosing them

[Alfred/Lyman form \(Ms. Smith\)](#)

[Line/Shapleigh form \(Mr. Abbiati\)](#)

[Waterboro form \(Ms. Eddy\)](#)

Word Synth

* Required

1. Email address *

2. What is your Name? *

3. What words did you choose?

4. Why did you choose those words?

5. What were you thinking about when you created this song?

6. What Voice did you use?

Mark only one oval.

- ☐ Voice 1
- ☐ Voice 2
- ☐ Option 3
- ☐ Voice 4
- ☐ Voice 5
- ☐ Voice 6
- ☐ Voice 7
- ☐ Voice 8
- ☐ Voice 9
- ☐ Voice 10

7. What Scale did you choose?

Mark only one oval.

- ☐ Major
- ☐ Minor
- ☐ Pentatonic
- ☐ Chromatic

8. What was your root note?

9. Attach a screenshot of your mini-song! *

Files submitted:

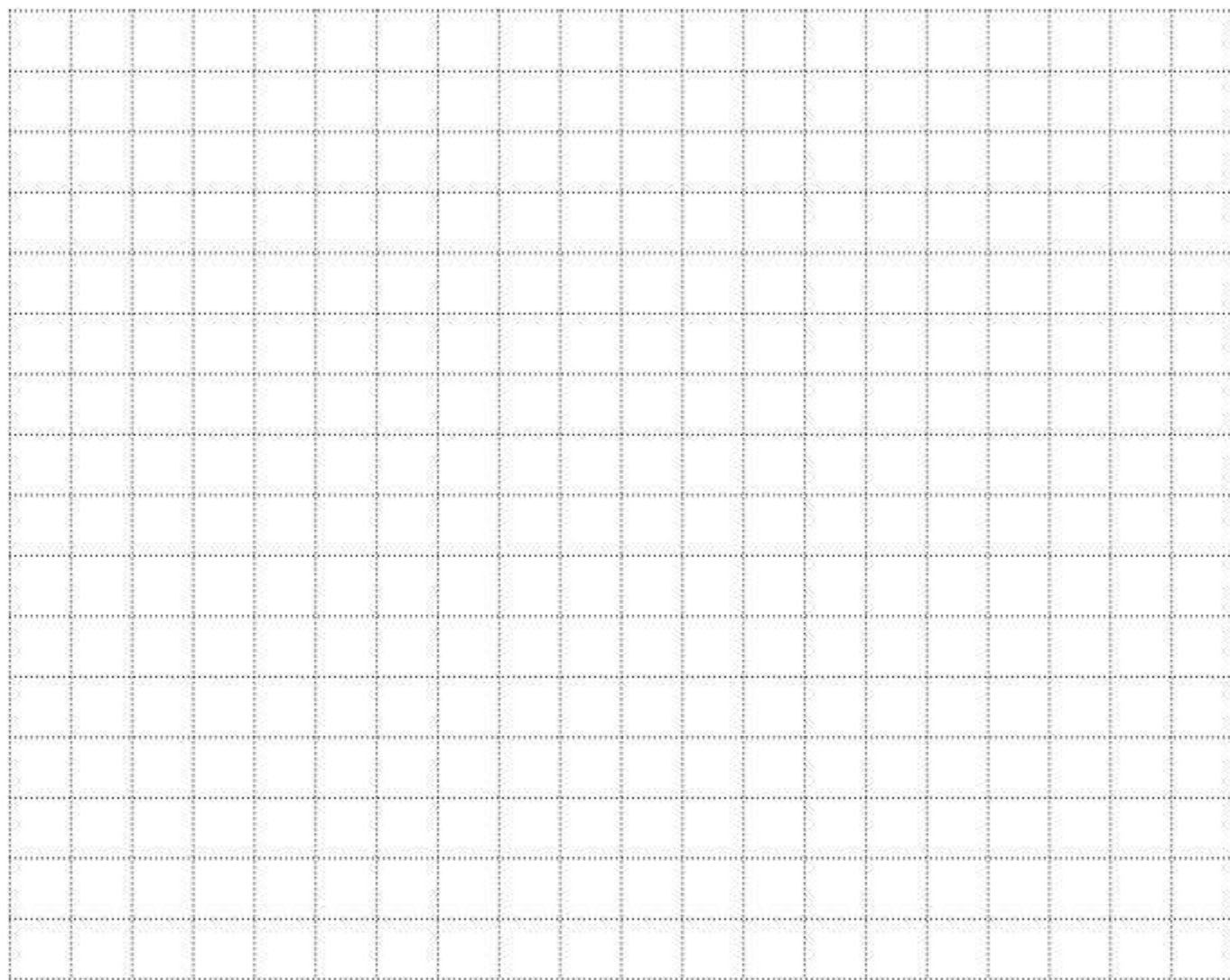
This content is neither created nor endorsed by Google.

Google Forms



CROSSWORD

TOPIC: _____ CREATED BY: _____



HORIZONTAL

VERTICAL

Name: _____

HUMMINGBIRD

Hummingbirds are considered one of the smallest birds in the world. There are over 300 species of hummingbirds! Did you ever wonder why they are called humming birds? That is because their wings move so fast they make a humming noise.

Hummingbirds can fly in all kinds of directions. They can fly up, down, forwards, backwards, and upside down! Hummingbirds are mostly found in North and Central America. A hummingbirds diet is nectar from flowers, tree sap, and even tiny bugs.

Hummingbirds need to eat 5-8 times an hour. That's a lot of eating!

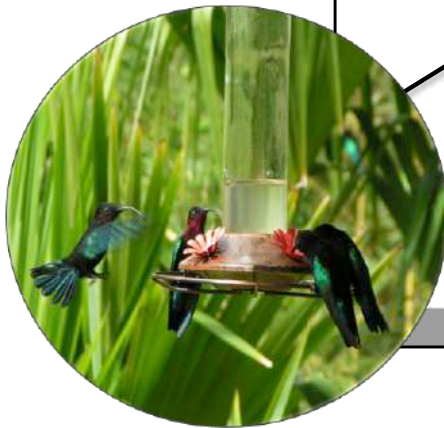
Fun Facts

Weight - They weigh about 4 grams

Size - They are between 2-4 inches

Lifespan - They average about 5 years of life

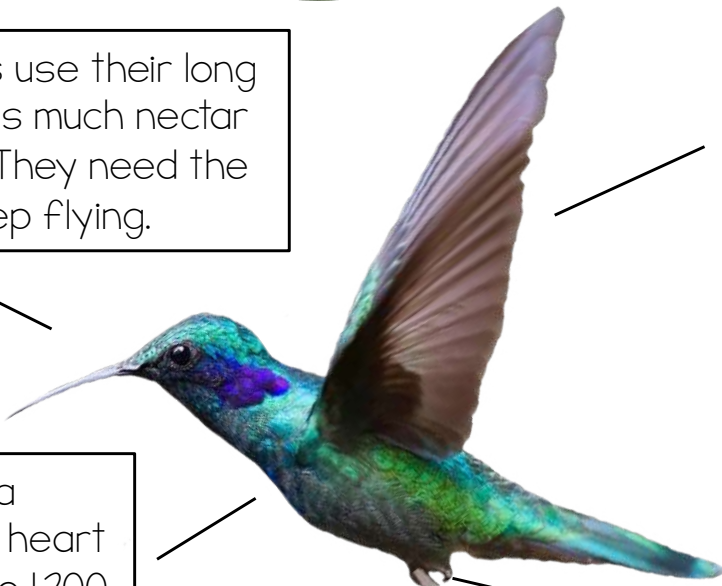
HUMMING BIRDS ARE FAST LITTLE BIRDS.



Hummingbirds use their long beak to eat as much nectar as they can. They need the energy to keep flying.

The wings on a hummingbird can flap up to 200 times in one second. That is so fast that it looks like a blur!

When flying, a hummingbirds heart can beat up to 1,200 beats in one minute!



Hummingbirds use lots of energy when they fly and need time to rest. They use their feet to perch and relax.

Take Control of Strong Feelings

Stop	Name Your Feeling	Calm Down
<p>You need to signal yourself to pause before you act!</p> <p>What will be your signal that lets you know you need to stop? A stop sign? A stop hand? A red or yellow light? A stop symbol?</p> <p>Check in with your body to see how it feels. Tense? Hot? Upset stomach? Racing heart?</p>	<p>When we name our feeling it lets our wizard (the thinking brain) take control over the lizard (our reacting brain).</p> <p>How many different types of strong feelings can you come up with?</p>	<p>Once our brain is back in wizard mode, we can use one of our calm down strategies.</p> <p>What strategies work best for you? Can you come up with a list of 5?</p>