

Reading, Language Arts, and Social Studies

Sections 5A & 5B

Week 10/24/16-10/28/16

Home Learning	Upcoming Assessments
<u>Monday</u> 1. Vocabulary ws 71 2. iReady lesson	<u>Thursday 10/27:</u> Spelling Quiz <u>Friday 10/28:</u> Reading Comprehension (Skill: sequence)
<u>Tuesday</u> 1. Greek and Latin suffixes ws 77 2. Use your spelling words in a sentence	<u>iReady:</u> 45 minutes of iReady in addition to nightly hw.
<u>Wednesday</u> 1. The Bear Facts ws 76 2. Write your spelling words 3 times each	<u>I Funny:</u> The plan is to begin reading I Funny next week. Please be sure that your child has this book by the end of the week so they do not fall behind on the reading. The sooner all students have the book, the sooner we can begin reading it. Thank you. ☺
<u>Thursday</u> 1. Native American Homes reading comprehension	
<u>Friday</u> 1. 45 minutes of iReady HW by Sunday night.	<u>Spelling Words:</u> 1. jogging 6. applied 2. accepted 7. complicated 3. easing 8. threatened 4. referred 9. gnarled 5. forbidding 10. fascinated Quiz on Thursday
<u>Reading Vocabulary</u> 1. behaviors – ways that animals or human beings act 2. disappearance – a disappearance happens when something or someone can no longer be seen or found 3. energetic – an energetic person is active and full of life 4. flurry – if your school receives a flurry of phone calls, it receives many phone calls at once. 5. migrate – many birds migrate in the winter to escape the cold air. 6. observation – when you make an observation, you notice or carefully look at something. 7. Theory – a theory is an idea or opinion that has not been proven true. 8. Transformed – when he transformed the rusty, old car, he changed how it looked.	<u>Social Studies Vocabulary</u> 1. diversity – differences, such as those among different peoples 2. cultural region – an area where peoples share some ways of life 3. dugout – a boat made from a large, hollowed-out log. 4. pit house – a house build partly over a hole dug in the earth so that some of its rooms are under the ground 5. clan – a group of families that are related to one another 6. barter- to exchange goods with other people 7. potlatch – a special Native American gathering at which the hosts give away valuable gifts 8. totem pole – a wooden post that is carved with shapes of people and animals to show a family's history 9. arid – very dry 10. kachina – one of the spirits that are important in the religion of the Hopis and other Pueblo peoples 11. ceremony – a service performed for a special purpose, such as for a religion 12. hogan – a cone-shaped house built by covering a log frame with mud or grass 13. shaman – a religious leader and healer

Name _____

behaviors

disappearance

energetic

flurry

migrate

observation

theory

transformed

Write a complete sentence to answer each question below. In your answer, use the vocabulary word in bold.

1. What are some **behaviors** that are often rewarded? _____

2. What might cause the **disappearance** of animals in the wild?

3. What kind of work would be good for an **energetic** person?

4. When is there a **flurry** of activity in your school? _____

5. What kinds of animals **migrate** to or from the area where you live?

6. What is an **observation** you have made about the weather in your area?

7. In what school subject might you test a new **theory**? _____

8. How can an actor be **transformed** in a movie?

Name _____

A **suffix** is a word part that comes at the end of a word and changes its meaning. Here are some common Greek suffixes and their meanings:

- ist* means "someone who studies or specializes in something"
- graph* means "writing or drawing about something"
- logy* means "the study of something"

The Latin suffixes -*ation*, -*ence*, and -*ment* can mean "the action or result of."

Examples: A *botanist* is someone who studies botany, or plants.

Development means "the action or process of developing."

A. Identify the word in each sentence that contains a Greek or Latin suffix. Write the word on the line and circle the suffix.

1. Carver went on to become a farm chemist. _____
2. Carver showed skill as an artist. _____
3. Carver's teams ran tests in soil management. _____
4. In 1914 Carver published information about his research. _____

B. Circle the word in each group that matches the definition provided.

1. someone who studies biology

a. biography

b. biologist

c. bilingual

2. the action or result of arranging

a. arrangement

b. arrange

c. arranger

3. the study of the cosmos

a. cosmetics

b. cosmonaut

c. cosmology

Name: _____

Spelling HW

Write your spelling words in a sentence. *(If I really like your sentence, I may choose it for our spelling quiz 😊)* Be sure to highlight or underline the spelling word and to use your best handwriting.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

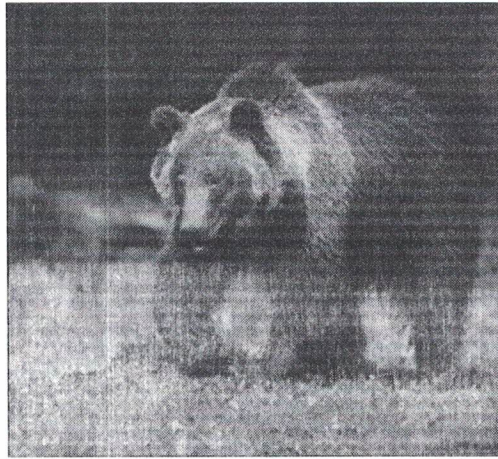
9. _____

10. _____

Name _____

The Bear Facts

Frank Craighead and his twin brother John grew up near Washington, D.C. They learned a great deal about nature from their father. The brothers later used this experience to create survival courses for the military. After World War II, Frank and his brother studied grizzly bears in Yellowstone Park. Frank developed radio collars to track bears as they roamed from place to place. His observations made him an expert on bear behavior.



Comstock Images/Alamy

Frank Craighead studied grizzly bears. He helped protect their habitat.

Answer the questions about the text.

1. How can you tell that this text is a biography?

2. What evidence from the text suggests that Frank Craighead thought of new ways to study wildlife?

3. How are the events from Frank Craighead's life presented in the text?

4. What additional information does the photo caption provide about Frank Craighead?

Name: _____

Spelling HW

Write your spelling words three times each. Be sure to use your best handwriting. ☺

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

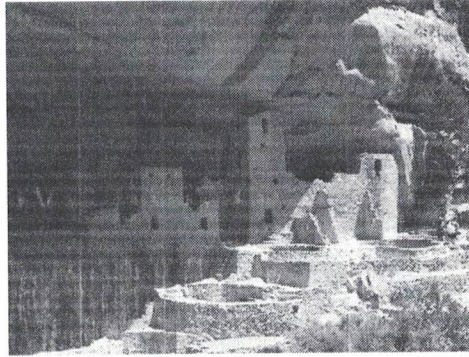
7. _____

8. _____

9. _____

10. _____

Native American Homes



Before Columbus!

Before the arrival of European explorers and settlers, there were already incredibly diverse groups of Native Americans all across North America. This period in Native American life and culture is called the pre-Columbian era.

It is important to remember that Native Americans had established customs, beliefs, traditions, and general ways of living well before European influences began to spread across the continent.

It's a Bridge! A Land Bridge!

Most anthropologists who study pre-Columbian cultures believe that the ancestors of modern Native American peoples migrated from Asia, across the Bering Strait, and south through what is present day Alaska, Yukon, and British Columbia. This was possible because sea levels had dropped around 300 feet during the Ice Age, between 12,000 and 60,000 years ago.

Anthropologists call the prehistoric land bridge Beringia. They believe it was open at several points: 50,000 to 60,000 years ago, 40,000 to 45,000 years ago, 28,000 to 33,000 years ago, and 13,000 to 23,000 years ago.

How Did Native Americans Live?

Anthropologists are careful to consider the different cultural reasons why Native Americans built different styles of housing, as well as reasons having to do with available resources, climate, and the landscape.

All in the Family

The Iroquois living along the St. Lawrence River in the Northeast woodlands built longhouses hundreds of feet long so that all members of the same clan could live together. Clans were organized *matrilineally*, which means that when an Iroquois man and woman

married, the new husband would join his wife's household. This is the opposite of most European societies, in which new wives would join their husbands' families. When a new Iroquois husband joined his wife's family, the clan simply made the longhouse longer by adding more bent saplings to the frame and elm bark slabs to the roof. A clan's family totem would be displayed on the doorway.

A House by the Sea

In the Pacific Northwest, Native American commitment to building with wood was much more extensive. Using different stone, bone, and shell tools, native peoples would cut, carve, and smooth red-cedar boards to be attached to heavy post and beam frames. Builders would include one or more rectangular levels as support for sleeping booths. The Haida people of the Pacific Northwest would stand totem poles in front of their houses as a way of displaying family histories and myths.

Move On Out!

The nomadic lifestyle of Native Americans on the Great Plains known as the Lakota people encouraged the use of shelters that could be put up and taken down very quickly. Animal hides stretched over tent poles arranged in a cone, known today as a *tipi* (meaning "to dwell" in the Lakota language), was the shelter of choice for hunting societies that required a greater range of mobility.

A Difference in Neighbors

The American Southwest is a difficult environment to survive in, let alone live. The Pueblo Indians and the ancestors of present day Navajos endured the harsh landscape in two very different ways.

The Pueblo peoples of what are now New Mexico and Arizona built brick and stone structures, three-to-five stories tall, clustered around plazas. The units could be circular or rectangular. Circular structures were generally free-standing, while rectangular structures were attached on different sides. Pueblo homes further to the east were built using mostly adobe clay; water was drawn from the Rio Grande, and bricks were dried in the sun. Homes further to the west were built using sandstone available in the drier climate.

By comparison, the ancestors of today's Navajo people were semi-nomadic and built family homesteads spread out across the Painted Desert of the American Southwest. At the center of these ranches was the hogan, an east-facing structure historically built with whatever materials were available, a tradition of adaptation continued well into the present day. It is easy to imagine that these Navajo homesteads might have inspired white settlers to build ranches of their own on the western frontier.

Name: _____ Date: _____

1. What were the homes of the Iroquois called?

- A) totems
- B) *tipis*
- C) longhouses
- D) hogans

2. What does the passage list?

- A) different homes built by Native American tribes in different regions of America
- B) different beliefs of Native American tribes throughout America
- C) different lifestyles of Native American tribes throughout America
- D) different ways Native Americans hunted for food throughout America

3. The Pueblo Indians and the ancestors of present-day Navajos endured the harsh landscape of the American Southwest in two very different ways.

Which information from the passage supports this statement?

- A) Circular structures built by the Pueblo Indians were generally freestanding, while rectangular structures were attached on different sides.
- B) The Pueblo Indians built brick and stone structures. The Navajo Indians built ranches made with whatever materials were available.
- C) Navajo homesteads might have inspired white settlers to build ranches of their own on the western frontier.
- D) Pueblo homes further to the east were built using mostly adobe clay.

4. How could "tipis" have helped Native Americans secure food on the Great Plains?

- A) Tipis provided a stable, long-term shelter used to gather food on the Great Plains.
- B) Tipis provided a flexible shelter that allowed Native Americans to follow animals they hunted across the Great Plains.
- C) Tipis provided a flexible shelter that allowed Native Americans to plant crops across the Great Plains.
- D) Tipis provided a place for women and children to stay while the men hunted for food across the Great Plains.

5. What is the main idea of this passage?

- A) It is important to remember that Native Americans had established customs, beliefs, traditions, and general ways of living well before European influences began to spread across the continent.
- B) Different Native American tribes used different types of shelter to survive depending on their location, lifestyle, and available resources.
- C) The nomadic lifestyle of Native Americans on the Great Plains encouraged the use of shelters that could be put up and taken down very quickly.
- D) Most anthropologists who study pre-Columbian homes believe that the ancestors of modern Native American peoples migrated from Asia, across the Bering Strait.

6. Read the following section from the passage: “The **nomadic** lifestyle of Native Americans on the Great Plains encouraged the use of shelters that could be put up and taken down very quickly. Animals hides stretched over tent poles arranged in a cone, known today as a *tipi* (meaning “to dwell” in the Lakota language), was the shelter of choice for hunting societies that required a greater range of mobility.”

As used in the passage, the word “**nomadic**” is used to describe what type of people?

- A) people who stay in the same place to get food
- B) people who move frequently to get food
- C) people who use semi-permanent shelters to get food
- D) people who move irregularly to get food

7. Choose the answer that best completes the sentence below.

The Native Americans on the Great Plains moved easily _____ of the flexible shelter the tipis provided them.

- A) yet
- B) in contrast
- C) instead
- D) because

8. How did the Iroquois in the Northeast change their longhouse when a new Iroquois husband joined his wife’s clan?

9. Describe the shelters of the Lakota people.

10. Explain some of the factors that determined the type of housing built by Native Americans by using at least one example from the passage.