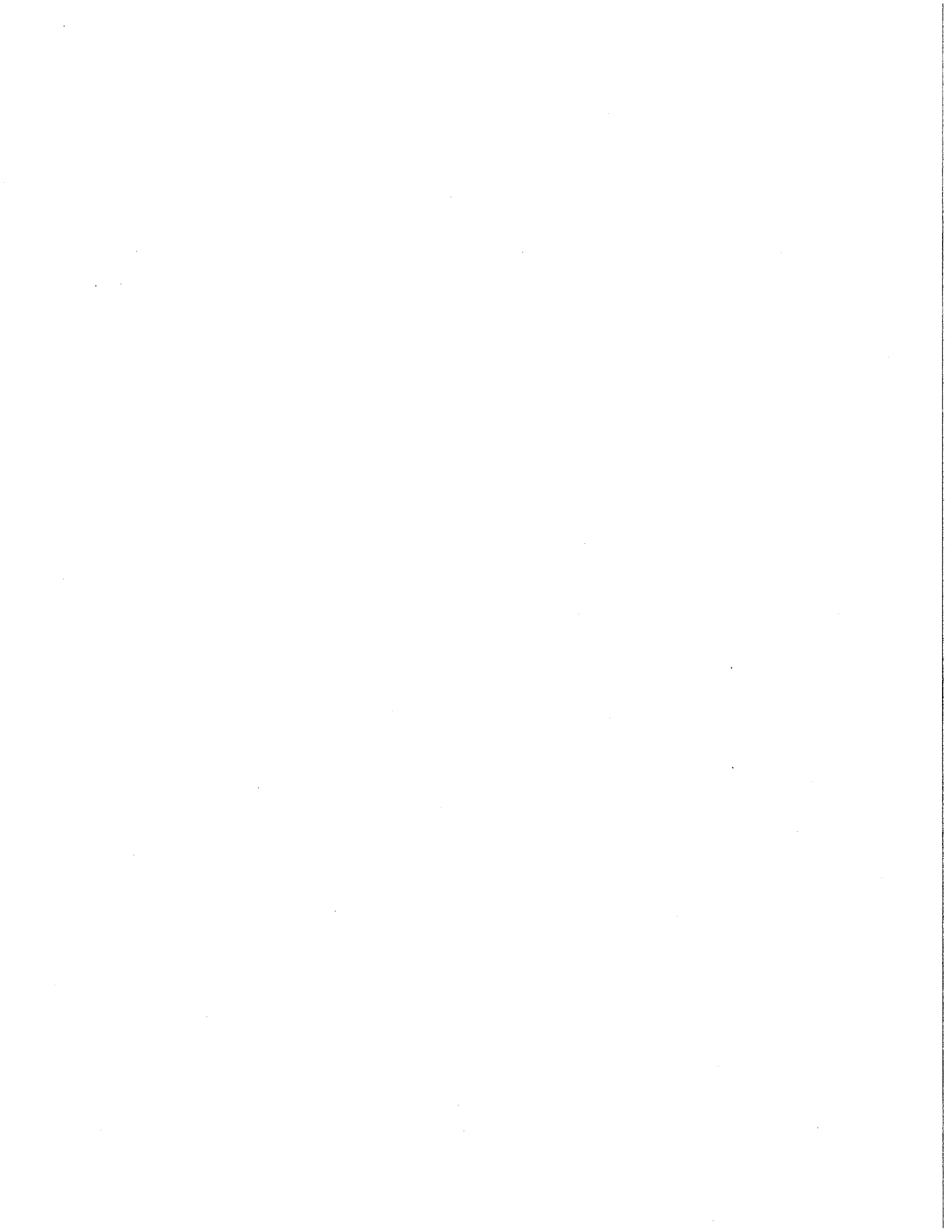




Acworth Elementary
5th Grade
Remote Learning Packet



A Message from our Superintendent:

We have been committed to keeping our community updated about the rapidly developing situation with COVID-19. Throughout the process, we have relied on the guidance from the Georgia Department of Health, Centers for Disease Control and Prevention, as well as, as our state leaders.

In accordance with Governor Kemp's guidance today and to best prioritize student and staff safety, effective Monday, March 16th, Cobb Schools will be closed.

The school closures include all school building activities, athletics/sports, extracurricular school activities, and trips.

While our school buildings will be closed, the education process will not stop. All staff will work remotely to best support students, including delivering digital and physical instructional resources to students while they're at home.

The decision to close schools was not easy. After already closing one school as a result of a positive case of COVID-19 and now the news of the first confirmed COVID-19 related death in Cobb County and Gov. Kemp's recommendations, we knew the time had come to transition students to digital learning and close our schools.

We know that you may have questions regarding how the school closure will impact you, and we will work to provide you the answers.

We will continue to keep our community updated on the next steps during the school closure process as we turn to our digital learning resources.

We know this is a very difficult time for our school families and the community. We will work together to get through this unprecedented time.

More information will be communicated on Friday, March 13 to all our families and staff.


“We made this decision in keeping with our commitment to prioritizing student and staff safety and in consultation with the Georgia Department of Health and the Governor's office.”

— Superintendent Chris Ragsdale

CALENDAR OF LESSONS/MODULES

MARCH				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>16</p> <p>Reading: <u>Lesson 13: Determining Word Meaning</u> (pages 160-167)</p> <ol style="list-style-type: none"> 1. Read the information under "Getting the Idea" and fill in the needed answers. 2. Complete the Coached example passage and activities. 3. Complete the Practice 1 activity with passage. <p>Read 30 minutes every night</p> <p>_____ Completed my work and Reported to my teacher</p>	<p>17</p> <p>Math: <u>Unit 10 Divide by a 2 Digit Divisors</u> -Use page 51 to review how to complete the skill of Dividing by a Two-Digit Divisor -Use page 52 for practice</p> <p>Science: <u>Constructive Forces</u> Read the passage titled "Constructive Forces on Earth." Answer the attached questions</p> <p>_____ Completed my work and Reported to my teacher</p>	<p>18</p> <p>Writing: <u>Lesson 18 Writing a Response to Text</u> (pages 236-243)</p> <ol style="list-style-type: none"> 1. Read the information under "Getting the Idea" and fill in the needed answers. 2. Complete the Coached example passage and activities. 3. Complete the Practice 1 activity with passage. <p>Social Studies: <u>Eleanor Roosevelt Social Studies Passage</u></p> <p>_____ Completed my work and Reported to my teacher</p>	<p>19</p> <p>Reading: <u>Lesson 14: Different Points of View</u> (pages 172-181)</p> <ol style="list-style-type: none"> 1. Read the information under "Getting the Idea" and fill in the needed answers. 2. Complete the Coached example passage and activities. 3. Complete the Practice 1 activity with passage. <p>Science: <u>Destructive Forces</u> Read the passage titled "Destructive Forces on Earth." Answer the attached questions.</p> <p>_____ Completed my work and Reported to my teacher</p>	<p>20</p> <p>Math: <u>Unit 13 Divide Decimals</u> -Use page 66 to review how to complete the skill of Dividing Decimals -Use page 67 for practice</p> <p>_____ Completed my work and Reported to my teacher</p>

<p>23</p> <p>Reading: <u>Lesson 12: Comparison, and Problem and Solution</u> (pages 148-155)</p> <ol style="list-style-type: none"> 1. Read the information under "Getting the Idea" and fill in the needed answers. 2. Complete the Coached example passage and activities. 3. Complete the Practice 1 activity with passage. 	<p>24</p> <p>Math: <u>Unit 14 Add Fractions</u> -Use page 71 to review how to complete the skill of Adding Fractions -Use page 72 for practice</p> <p>Science: <u>Faults in Earth's Crust</u> Read the passage titled "Faults in the Earth's Crust." Answer the attached questions.</p>	<p>25</p> <p>Writing: <u>Lesson 19 Write a Narrative</u> (pages 248-252)</p> <ol style="list-style-type: none"> 1. Read the information under "Getting the Idea" and fill in the needed answers. 2. Complete the Coached example passage and activities. 3. Complete the Practice 1 activity with passage. 4. with passage. <p>Social Studies: George Washington Carver Read Works</p>	<p>26</p> <p>Reading: <u>Lesson 16: Integrate Information from Multiple Sources</u> (pages 200-209)</p> <ol style="list-style-type: none"> 1. Read the information under "Getting the Idea" and fill in the needed answers. 2. Complete the Coached example passage and activities. 3. Complete the Practice 1 activity with passage. <p>Science: <u>Physical and Chemical Changes in Matter</u> Read the passage titled "Physical and Chemical Changes in Matter." Answer the attached questions.</p>	<p>27</p> <p>Math: <u>Unit 15 Subtract Fractions</u> - Use page 76 to review how to complete the skill of Adding Fractions -Use page 77 for practice</p>

<p><u>Read 30 minutes every night</u></p>				
				
<p>___ Completed my work and Reported to my teacher</p>	<p>___ Completed my work and Reported to my teacher</p>	<p>___ Completed my work and Reported to my teacher</p>	<p>___ Completed my work and Reported to my teacher</p>	<p>___ Completed my work and Reported to my teacher</p>

Additional Digital Resources/ Academic Websites

Unit 10

Divide by a Two-Digit Divisor

Standard

Number & Operations in Base Ten

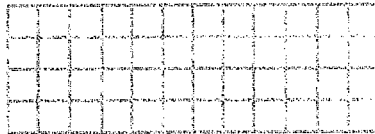
Perform operations with multi-digit whole numbers and with decimals to hundredths.

5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Model the Skill

- ◆ Write the following division problem on the board with the corresponding model.

$$48 \div 12$$



- ◆ **Ask:** What is the quotient of 48 divided by 12? (4)
- ◆ **Ask:** How did you find the answer? What basic facts did you think about to help solve this problem? ($4 \div 1$ and $8 \div 2$) How did you check your answer? (multiply 12 by 4)
- ◆ Assign students the appropriate practice page(s) to support their understanding of the skill.

Assess the Skill

Use the following problems to pre-/post-assess students' understanding of the skill.

$$980 \div 17$$

$$3,672 \div 18$$

$$8,030 \div 40$$

$$670 \div 62$$

$$4,543 \div 15$$

$$5,067 \div 29$$

Find the quotient for each problem.

1 $189 \div 21$

Decide where to place the first digit.

$21 \overline{)189}$ Look at tens.
 $21 > 18$
 There are no tens or hundreds in the quotient.

$$\begin{array}{r} 9 \\ 21 \overline{)189} \\ - 189 \\ \hline \end{array}$$
 Divide.
 Multiply.
 Subtract.

2 $46 \div 23$ $23 \overline{)46}$

3 $600 \div 24$ $24 \overline{)600}$

4 $99 \div 33$ $33 \overline{)99}$

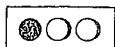
5 $855 \div 45$ $45 \overline{)855}$

6 $840 \div 21$ $21 \overline{)840}$

7 $9,476 \div 46$ $46 \overline{)9,476}$



Tell how you can use basic facts to find the quotient.



Unit 13

Divide Decimals

Standard

Number & Operations in Base Ten

Perform operations with multi-digit whole numbers and with decimals to hundredths.

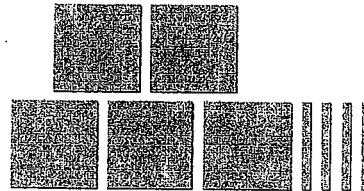
5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Model the Skill

◆ **Say:** *Today we are going to divide decimals using base-ten blocks.* Hold up a hundreds flat and explain that it will represent one whole. **Ask:** *What is a base-ten block? (one-tenth) What is a ones cube? (one-hundredth)*

◆ Write the following problem on the board.

$$5.4 \div 2 =$$



- ◆ **Ask:** *How can you divide 5.4 into two groups? (Possible answer: Put two wholes into each group; regroup 1 whole as 10 tenths and divide the 14 tenths into two groups of 7 tenths.) What is 5.4 divided by 2? (2.7)*
- ◆ Direct students to another problem. **Ask:** *How can you divide 2.5 into 5 groups? (Possible answer: Regroup each whole as 10 tenths so that there are 25 tenths. Then divide the 25 tenths into 5 groups with 5 each.) What is 2.5 divided by 5? (0.5)*
- ◆ Assign students the appropriate practice page(s) to support their understanding of the skill.

Assess the Skill

Use the following problems to pre-/post-assess students' understanding of the skill.

$7.2 \div 2$

$0.35 \div 0.7$

$0.3 \div 0.6$

$1.85 \div 0.05$

$1.8 \div 3$

$7.5 \div 1.5$

$9.6 \div 1.2$

$2.06 \div 1.24$

Find each quotient. Use models to help.

1 $0.8 \div 2 = \underline{\hspace{2cm}}$

$2 \overline{)0.8}$ Place the decimal point in the quotient directly above the decimal point in the dividend.

$2 \overline{)0.8}$
= _____



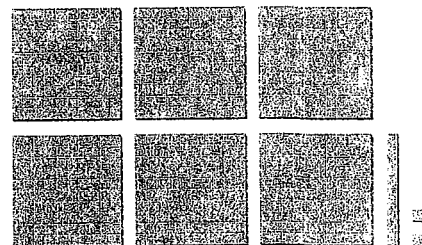
2 $1.5 \div 5 = \underline{\hspace{2cm}}$

$5 \overline{)1.5}$



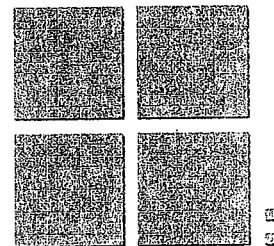
3 $6.12 \div 4 = \underline{\hspace{2cm}}$

$4 \overline{)6.12}$



4 $4.02 \div 0.3 = \underline{\hspace{2cm}}$

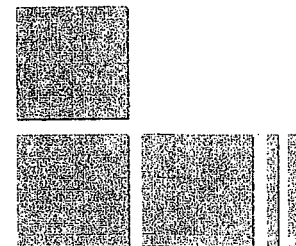
$0.3 \overline{)4.02}$



Think:
 $4 \overline{)32}$

5 $3.2 \div 0.4 = \underline{\hspace{2cm}}$

$0.4 \overline{)3.2}$ Change the divisor to a whole number by multiplying the divisor by a power of 10. Then multiply the dividend by the same power of 10.



6 $0.264 \div 0.06 = \underline{\hspace{2cm}}$

$0.06 \overline{)0.264}$



Circle the quotient that shows hundredths.

Unit 14

Add Fractions

Standard

Number & Operations—Fractions

Use equivalent fractions as a strategy to add and subtract fractions.

5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

Model the Skill

- ◆ **Say:** *Today we are going to add fractions. Write $\frac{1}{5} + \frac{2}{5}$ on the board. Ask:* *How do we add fractions that have the same denominator? (add the numerators) Have students look at the problem and discuss how they might add the fractions when the denominators are different.*
- ◆ Write $\frac{1}{3} + \frac{1}{6}$ on the board. **Ask:** *What can we do to write these fractions with a common denominator—denominators that are the same? How can we use equivalent fractions? Help students understand that when one denominator is a multiple of the other denominator, they can simply write an equivalent fraction. Review how to find equivalent fractions by multiplying ($\frac{1}{3} \times \frac{2}{2} = \frac{2}{6}$) or dividing.*
- ◆ Assign students the appropriate practice page(s) to support their understanding of the skill.

Assess the Skill

Use the following problems to pre-/post-assess students' understanding of the skill.

$$\frac{1}{2} + \frac{1}{2}$$

$$\frac{1}{3} + \frac{2}{3}$$

$$\frac{1}{4} + \frac{1}{4}$$

$$\frac{3}{5} + \frac{1}{5}$$

$$\frac{1}{2} + \frac{2}{3}$$

$$\frac{4}{5} + \frac{1}{4}$$

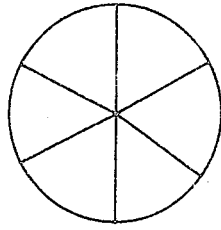
$$\frac{5}{6} + \frac{1}{3}$$

$$\frac{5}{7} + \frac{2}{5}$$

Write an equivalent fraction. Then find the sum.

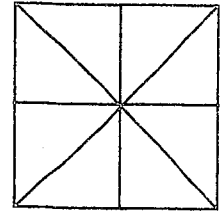
1

$$\frac{1}{6} + \frac{1}{2}$$



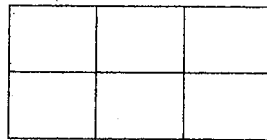
2

$$\frac{1}{8} + \frac{3}{4}$$



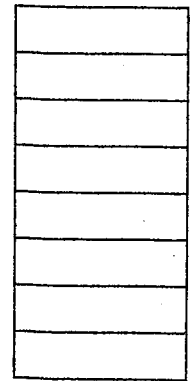
3

$$\frac{1}{3} + \frac{3}{6}$$



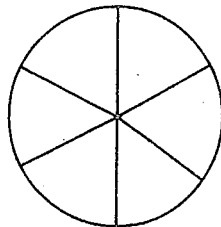
4

$$\frac{1}{4} + \frac{3}{8}$$



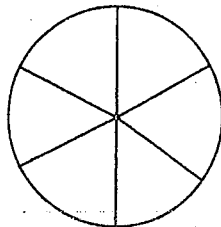
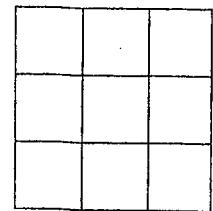
5

$$\frac{1}{2} + \frac{5}{6}$$

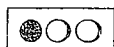


6

$$\frac{1}{3} + \frac{4}{9}$$



Tell how you add fractions.



Unit 15

Subtract Fractions

Standard

Number & Operations—Fractions

Use equivalent fractions as a strategy to add and subtract fractions.

5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

Model the Skill

- ◆ **Say:** *Today we are going to subtract fractions. Write $\frac{2}{5} - \frac{1}{5}$ on the board.*
- ◆ **Ask:** *How do we subtract fractions that have the same denominator? (Subtract the numerators.)*
- ◆ **Ask:** *What is the first thing we need to do to subtract fractions with unlike denominators? (Use equivalent fractions to write common denominators.)* Help students find an equivalent fraction for $\frac{1}{3}$ with a denominator of 6. ($\frac{2}{6}$) Review how to find equivalent fractions.
- ◆ Assign students the appropriate practice page(s) to support their understanding of the skill.

Assess the Skill

Use the following problems to pre-/post-assess students' understanding of the skill.

$$\frac{3}{4} - \frac{1}{2}$$

$$\frac{2}{3} - \frac{1}{3}$$

$$\frac{3}{4} - \frac{1}{5}$$

$$\frac{3}{5} - \frac{1}{5}$$

$$\frac{2}{3} - \frac{1}{3}$$

$$\frac{4}{5} - \frac{1}{4}$$

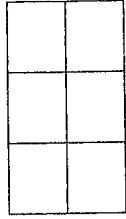
$$\frac{5}{6} - \frac{1}{3}$$

$$\frac{5}{7} - \frac{2}{5}$$

Write an equivalent fraction. Then find the difference.

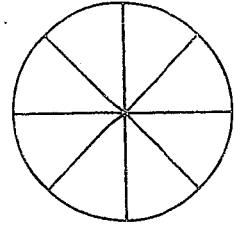
1

$$\frac{3}{6} - \frac{1}{3}$$



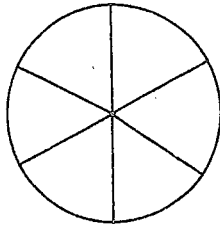
2

$$\frac{5}{8} - \frac{1}{4}$$



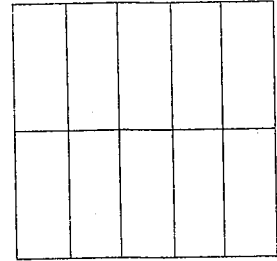
3

$$\frac{2}{3} - \frac{2}{6}$$



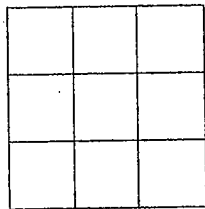
4

$$\frac{9}{10} - \frac{2}{5}$$



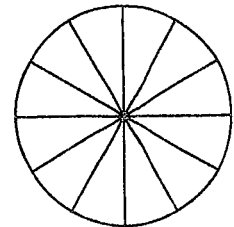
5

$$\frac{1}{3} - \frac{1}{9}$$



6

$$\frac{2}{3} - \frac{3}{12}$$



Tell how you subtract fractions.

Name: _____

Physical and Chemical Changes in Matter

Your carpet is matter. Bath water is matter. You are made of matter. Everything in the world is made of matter. Matter is not created. It is not destroyed. It merely changes. Water does change from a liquid to a gas. It does this when it reaches boiling temperature. It can also evaporate at room temperature. It can evaporate even when it is cold outside. Matter freezes. It becomes a solid. It does this at different temperatures. Matter can change forms with a temperature change. Glue and wax freeze at room temperature. Water freezes at 0 degrees Celsius (32 degrees Fahrenheit).

There are several differences between a physical and chemical change in matter or substances. A chemical change cannot be reversed. A physical change can be reversed. A physical change in a substance doesn't change what the substance is. In a chemical change where there is a chemical reaction, a new substance is formed. Energy is either given off or absorbed.

A chemical change is any change that results in the formation of new chemical substances. At the molecular level, chemical change involves the making or breaking of bonds between atoms. Iron rusting forms iron oxide. The rising of bread consists of yeast converting carbohydrates into carbon dioxide gas. The souring of milk consists of the creation of a sour-tasting lactic acid. A result of tanning in the sun produces vitamin D and melanin from the body.

A piece of paper can be cut up into small pieces. It is still paper. This would be a physical change in the shape and size of the paper. Paper can be burned. It is broken up into different substances that are not paper. A cup of water can be frozen when cooled. It can then be returned to a liquid form when heated. A physical change rearranges molecules. It doesn't affect their internal structures. The whipping of egg whites consists of air being forced into the fluid. A fluffier substance is produced as a result. A compass needle can be magnetized. There is a realignment of groups of iron atoms when this is done. There is no real change within the iron atoms themselves. Water can be boiled. Water molecules are forced away from each other when the liquid changes to vapor. The molecules are still H_2O . Sugar can be mixed into water. This makes sugar water. This is a physical change. The water could be left out to evaporate. The sugar crystals would remain. A final example of a physical change occurs when potatoes are diced. The cutting usually separates molecules without changing them. A recipe for a cake is made with flour, water, sugar and other ingredients. They need to be baked them together. It would take extraordinary means to separate the various ingredients out to their original form. The mixture of ingredients creates a new product when combined with heat, so it is

a chemical change



Physical and Chemical Changes in Matter

1. Can a chemical change be reversed?
2. What is a physical change?
3. What is formed in a chemical change?
4. What is a chemical change?
5. What happens when iron rusts?
6. What happens with the rising of bread?
7. What does the souring of milk consist of?
8. What is a result of tanning?
9. What temperature does water freeze?
10. Is matter created?

Directions: What are three examples of physical and chemical changes in matter as cited in the passage.

PHYSICAL CHANGES

CHEMICAL CHANGES

Directions: What are the five most important facts about physical and chemical changes in matter? Write them in complete sentences below.

- 1.
- 2.
- 3.
- 4.
- 5.

Writing: Compare and contrast chemical and physical changes in matter. How would a scientist know if a change in a substance is chemical or physical?

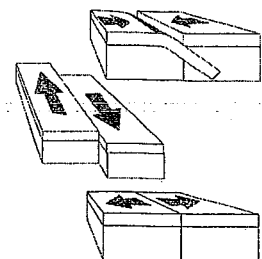
Name: _____

Faults in Earth's Crust

A fault is a fracture in the bedrock. Neither side is held together. Both sides are free to move independently of one another as a result of this. Faults are typically much larger than joints. They can cross several hundred miles. The fault plane is where the movement is located. Earthquakes and volcanoes cause many destructive changes to Earth's surface. This usually happens at plate boundaries. Rocks often bend and fold at a fault. Sometimes they lock together and jam along the fault. Stress builds up on the rocks as the plates strain against each other over many years. Finally, the rocks break. The plates shudder and jolt into a new position. This sudden movement causes Earth's crust to shake. It sends out shock waves of energy. These are known as seismic waves. A seismograph has sensors that detect and measure vibrations of Earth's crust. The seismograph produces a record of seismic waves. The waves recorded are called a seismogram. The movement of rocks along a fault is called faulting. The rocks crack or split into blocks during faulting. The blocks then continue to move in relation to each other. Sometimes this leads to more faulting.

There are different kinds of tectonic plate boundaries that cause faulting. Each plate boundary is caused by a different type of force applied in the region where the movement takes place. A diverging boundary occurs as sections of the crust move apart. Rocks are stretched until they snap. This causes one block to move down along a sloping crack. A converging boundary occurs as rocks are compressed as they come together. This causes one block to move up along a sloping crack as the other one moves down. A sliding boundary is found where rocks grind against each other. They move horizontally past each other. They go in opposite directions. Pressure builds up along the fault until the rocks break.

There are three types of faults: normal, reverse, or strike-slip. Strike-slip faults indicate rocks are sliding past each other horizontally. There is little to no vertical movement. Both the San Andreas and Anatolian Faults are strike-slip. Normal faults create space. Two blocks of crust pull apart. This stretches the crust into a valley. The Basin and Range Province in North America and the East African Rift Zone are two well-known normal faults. They are regions where the Earth's crust is spreading apart. Reverse faults are also called thrust faults. They slide one block of crust on top of another. These faults are commonly found in collision zones. Tectonic plates push up mountain ranges such as the Himalayas and the Rocky Mountains in these collision zones.



Faults in Earth's Crust

1. What is a fault?
2. How long can faults span?
3. What do Earthquakes and volcanoes cause? Where?
4. What do rocks do at faults?
5. What happens over many years to rocks?
6. What happens as Earth's crust shakes?

Directions: Draw a picture of each of the following vocabulary words based on context clues used in the passage.

Normal Fault	Reverse Fault	Strike-Slip Fault
Diverging Boundary	Converging Boundary	Sliding Boundary

Directions: What are the five most important facts about the faults in Earth's crust? Write them in complete sentences below.

- 1.
- 2.
- 3.
- 4.
- 5.

Writing: Compare and contrast the three different types of faults. Where can these types of faults be found?

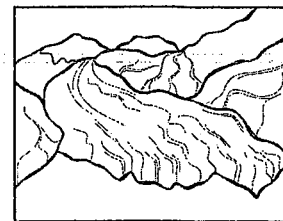
Name: _____

Constructive Forces on Earth

Different physical features make up the surface of Earth's rocky outer layer. This is called the crust. One might think that the land has always looked the way it looks today. This thinking is incorrect. This is because landforms are constantly changing. It has taken millions of years for landforms to become what they look like today. One might think that land does not have much geographic diversity. This thinking is incorrect. Land has a large variety of differing landforms. They range from beaches to mountains. They range from swamps to rolling hills. They range from valleys to plains. Land in the ocean ranges from deep canyons to seamounts found on the ocean floor.

Earth is always changing. Landforms on Earth were created through constructive processes and destructive processes. They can also be created through a combination of both. One might think that humans have no control over constructive or destructive processes. Human interaction can harness some of Earth's natural processes. This is only temporarily. It takes millions of years for landforms to become what they look like today. Humans can control flooding and reclaim beaches through technology. These are only temporary fixes. These fixes will eventually succumb to the forces of nature. Humans try to control these forces by conducting seismological studies. This is the observation of Earth's tectonic behavior. People can assist in flood control. This consists of the construction of dams and levees. People also utilize storm drain management. This is done to handle precipitation. Beach reclamation includes the restoration of Earth's coastal islands. This is another method of controlling and protecting the physical environment.

Constructive forces build and fortify the land. To construct is to build something up. There are many forces that build up features on the surface of the Earth. The process of sediment being carried causes new landforms. The deposition of sediment is found in formed features. They are found in deltas. They are found in sand dunes. Wind is responsible for the sand that is transported by the wind that creates sand dunes. Water is responsible for bits of soil and rock that can be carried downstream. They are then deposited. This creates deltas. Ice is responsible for glaciers that pick up and move rock and other materials. They then deposit it elsewhere. Volcanoes create islands. They do this through the deposition of magma inside volcanoes onto land. Magma on land is called lava. Tectonic plates are responsible for the development of mountains. Moving tectonic plates are also responsible for the folding or faulting of Earth's crust. It changes the crust's elevation.



Constructive Forces on Earth

1. What is another way of saying that constructive forces build and fortify the land?
2. What does it mean to construct?
3. What does the process of sediment being carried cause?
4. Where is the deposition of sediment found in?
5. What is wind responsible for?
6. What is water responsible for?
7. What is ice responsible for?
8. What do volcanoes create?
9. What are tectonic plates responsible for?
10. What does beach reclamation include?

Directions: What are examples of constructive forces on Earth?

Constructive Forces on Earth	a.
	b.
	c.
	d.
	e.
	f.
	g.

Directions: What are two misconceptions from the first paragraph? What are the proper conceptions?

Misconception:

Proper Conception:

Misconception:

Proper Conception:

Writing: How can you prove to someone that Earth is indeed always changing? How can you prove that the Earth has a diversity of physical geography on it?

Name: _____

Destructive Forces on Earth

Destructive processes wear down Earth's landforms. To destruct is to destroy. To destruct is to break down. Certain forces destroy features on the Earth's surface.

Weathering is the breakdown of the continents. The breaking down of these rocks and land due to forces such as wind and water is weathering. Rocks are washed down a mountain or down a stream due to rain. Soil is washed away. The ocean beats against a cliff. It breaks it apart.

Sediment that is moved elsewhere is called erosion. Arizona's Grand Canyon was formed by a destructive force. It was carved out by rushing river water. Water is one of the three agents of erosion. Erosion is a natural destructive process in which rock, soil, or sediment is displaced. To be displaced is to be worn away. The other two agents of erosion are wind and ice. Ice erodes in the form of glaciers. They form valleys. They form moraines. The third agent of erosion is wind. It carries grains of sand that wear away at rocks.

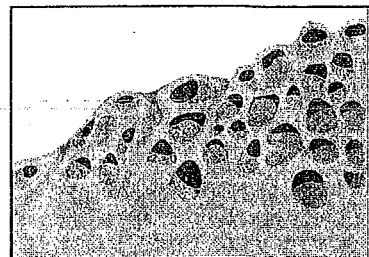
Mechanical weathering is the process of breaking big rocks into little ones. This process usually happens near Earth's surface. Temperature affects the land. Cool nights and hot days cause objects to expand and contract. That movement can cause rocks to crack. It can cause them to break apart. Roots and plants push into rocks. They break them apart. They act like wedges. They push the rocks apart. Little animals help by burrowing and digging through the ground.

Chemical weathering includes the effect of weathering on molecules and atoms. The greater the surface area of an object means that there are more chemical reactions can take place. For these chemical reactions to happen in nature, moisture and heat must be present.

The impact of organisms is an example of biological weathering. They include the effect of animals and plants on the landscape. This is more than roots digging in and wedging rocks. Biological weathering is the actual breakdown of minerals in rocks. The breakdown is caused by living organisms.

An earthquake results from the sudden release of stored energy in the Earth's crust. It is caused by a strain on the fault lines of the Earth's crust. The earthquake occurs when the energy of the strain is released. Earthquakes cause shaking. They cause displacement of the ground at the Earth's surface. Earthquakes cause Earth's crust to break apart. It caused the crust to change shape. Tornadoes are destructive. Hurricanes are destructive. Volcanoes are destructive. Tsunamis are destructive.

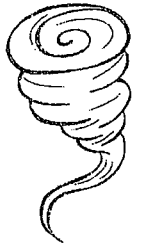
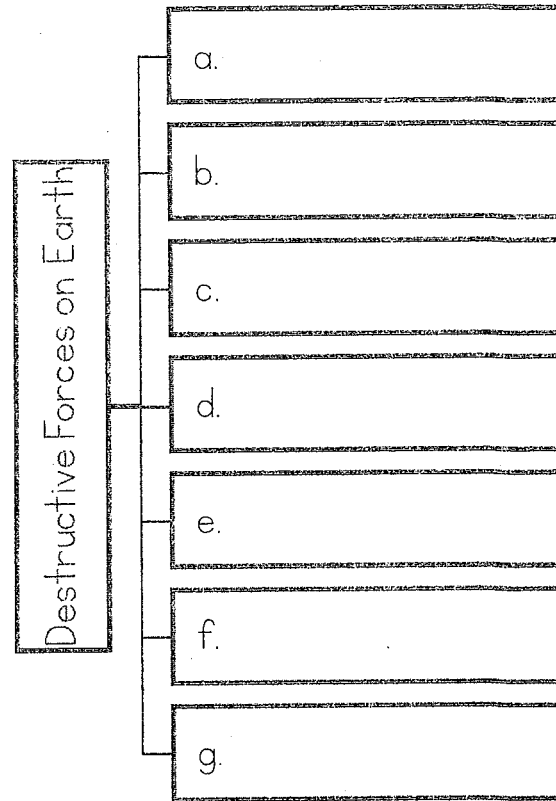
Destructive forces can also be constructive. Wind can carry sand away from one region. It moves it to another. It then constructs sand dunes. Water forms deltas. It does this by depositing sediment at the mouth of a body of water. The movement of tectonic plates can be constructive. They form volcanoes. They do this as plates converge or diverge. Iceland was formed by moving plates. Volcanoes are a destructive force. This is because their eruptions destroy trees. They destroy other landmarks. The magma volcanoes produce can be constructive. Lava dries on land to form mountains. Earthquakes and volcanic eruptions can occur simultaneously as the result of plate tectonics.



Destructive Forces on Earth

1. How would you define the meaning of destructive forces on Earth?
2. Describe the meaning of an earthquake.
3. How do roots act as a form of mechanical weathering?
4. How does temperature affect the land?
5. How can destructive forces also be constructive forces?

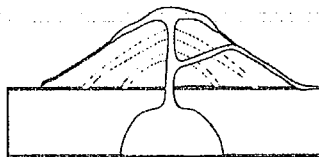
Directions: What are examples of destructive forces on Earth?



Directions: What is the topic of each of the eight paragraphs in the passage?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Writing: Compare and contrast mechanical, chemical, and biological weathering. Use information from the passage to make your comparisons.





Comprehension

Independent Practice Passage

Cause and Effect • Set 4

Graphic Organizer

Name _____

Eleanor Roosevelt

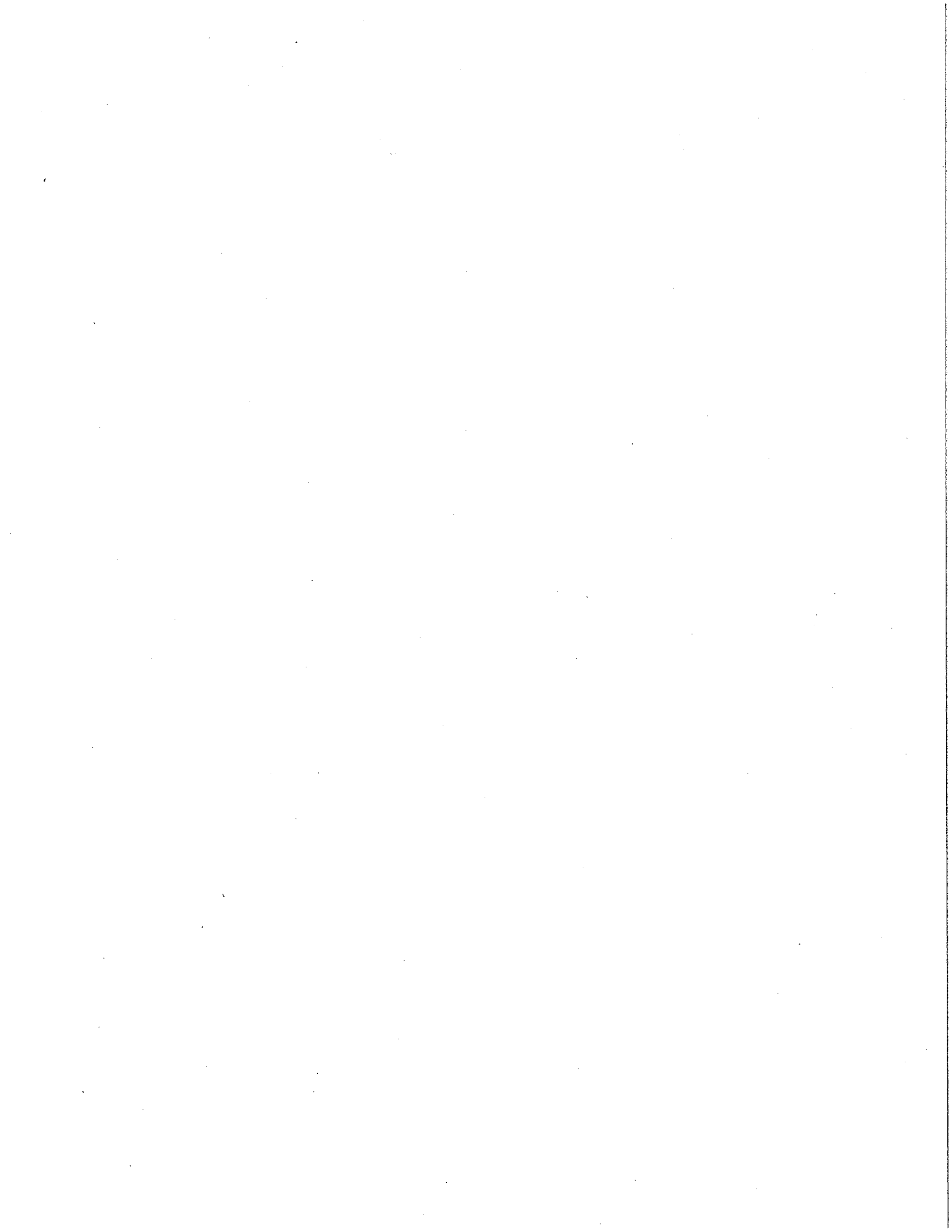
In the 1930s many people in the United States faced difficult times. The United States was in midst of the Great Depression. Millions of people had lost their jobs and homes. Programs were set up to help people.

In 1933, Eleanor became First Lady, or wife of the President of the United States. As First Lady, she traveled around the country to understand the effects of the Great Depression on the country's people. When she tried to get African Americans into a housing program, the directors refused. Eleanor saw how strong racism was and decided to fight it.

Eleanor invited African American leaders to the White House. She learned more about the problems facing African Americans during the visit. Eleanor used her position as First Lady to try to gain equal rights for African Americans. Eleanor continued fighting for equal rights for all people for the rest of her life.

Instructions: Fill in the graphic organizer with a cause-and-effect chain from each paragraph of the passage. On the back of this paper, use the cause-and-effect chains to summarize the passage in your own words.

Cause	Effect/Cause	Effect
	▶	
	▶	
	▶	



Famous African Americans - George Washington Carver

by ReadWorks



George Washington Carver was a distinguished African-American scientist, inventor, and researcher. He is best known for the many uses he came up with for the peanut. George Washington Carver performed scientific experiments on peanuts and made many useful products from them, including dyes, shampoo, and soap.

George Washington Carver was born a slave during the Civil War. He never knew his parents. When he was very young, Carver was freed from slavery. He wanted to get an education. He decided to work at lots of jobs so he could afford school. He worked as a cook and a janitor. He even took in laundry, washing clothes to make money.

In 1894, Carver received a degree in agriculture from Iowa State University. He was very talented in his field. He became a professor at the Tuskegee Institute in Alabama. There, he was a leading expert in agriculture. He conducted lots of experiments. He also worked hard to improve race relations. Today, he is remembered as an important inventor and educator.

Name: _____ Date: _____

1. George Washington Carver is most famous for working with

- A. cotton.
- B. peaches.
- C. peanuts.
- D. tobacco.

2. What did Carver do so he could afford to get an education?

- A. He invented peanut butter so he could sell it.
- B. He worked many jobs like cooking and laundry.
- C. He conducted scientific experiments.
- D. He became a professor at the Tuskegee Institute.

3. Based on the text, what can be concluded about what Carver thought about getting an education?

- A. Carver thought getting an education would have no impact on his life.
- B. Carver thought getting an education was going to be harmful to him.
- C. Carver thought getting an education was very important.
- D. Carver did not think getting an education was very important.

4. Read the sentences: "He became a professor at the Tuskegee Institute in Alabama. There, he was a leading expert in agriculture."

The word **leading** means

- A. very important
- B. starting to struggle
- C. as an assistant
- D. becoming forgotten

5. This passage is mostly about

- A. why peanuts were interesting to Carver
- B. Carver's life and accomplishments
- C. the different sciences that Carver studied
- D. Carver's different scientific experiments

6. Where did George Washington Carver become a professor?

7. Based on information in the text, describe George Washington Carver's character. Use information from the text to support your answer.

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

Carver worked many jobs _____ he could afford to go to school

- A. since
- B. so
- C. though
- D. because

