

# Grade 5 E-Learning Packet



Name: \_\_\_\_\_



# English



# E-Learning Materials



Name: \_\_\_\_\_

Class: \_\_\_\_\_

## The Great Woolly Bear Hunt

By Craig W. Steele

2016

*Craig W. Steele has written for Highlights Magazine for Kids. In this poem, a speaker describes their search for a woolly bear. As you read, take notes on how the speaker describes woolly bears.*

[1] My mom and I are on a hunt to find a woolly bear.

We look in trees and under rocks while searching for its lair.<sup>1</sup>

We check my sandbox, both my swings, and underneath my slide,  
then peek beneath the back-porch steps —  
where do those woollies hide?

[5] We sift<sup>2</sup> through piles of crunchy leaves in autumn's chilly breeze  
and search around each lilac bush while crawling on our knees.



*"The Great Woolly Bear Hunt" by Jim Walling/  
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When I think I hear a growl, I jump and holler, "Eeeek!"  
Mom smiles and says, "That's just the wind. A woolly bear can't speak."

[10] And though we call them woolly bears, they are not bears at all  
but fuzzy-wuzzy caterpillars that show up in the fall.

At last, I spot one in the grass, with orange-and-black-striped fur.  
I pick it up to pat its head — I think I hear it purr.

Back on the ground, it crawls away and doesn't hesitate<sup>3</sup>  
to curl up tight beneath a bush, prepared to hibernate.<sup>4</sup>

1. a secret or private place that a person stays in
2. **Sift (verb)** to look through something carefully
3. **Hesitate (verb)** to pause before doing or saying something
4. to spend the winter in a resting state

Day 1

- [15] That bear will sleep through winter's freeze, then spin a silk cocoon and turn into a tiger moth beneath a springtime moon.

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## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the main theme of the poem?
  - A. The woolly bear frightens people because of its appearance.
  - B. The woolly bear is a unique creature with an interesting name.
  - C. The woolly bear is only a caterpillar for a short time.
  - D. The woolly bear is rare because it is a weak and helpless creature.
  
2. PART B: Which detail from the poem best supports the answer to Part A?
  - A. "then peek beneath the back-porch steps — where do those woollies hide?" (Line 4)
  - B. "And though we call them woolly bears, they are not bears at all" (Line 9)
  - C. "I spot one in the grass, with orange-and-black-striped fur." (Line 11)
  - D. "and turn into a tiger moth beneath a springtime moon." (Line 16)
  
3. How do lines 15-16 contribute to the overall meaning of the poem?
  - A. They suggest that woolly bears can be dangerous.
  - B. They prove that the speaker is afraid of woolly bears.
  - C. They show the similarities between woolly bears and real bears.
  - D. They explain the hibernation and life cycle of the woolly bear.
  
4. How does the woolly bear react when the speaker finds it?

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Name: \_\_\_\_\_

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## Hodja and the Hungry Coat: A Turkish Tale

By Gale Sypher Jacob  
2021

*Hodja is a famous character from Turkey, a country in both Asia and Europe. There have been hundreds of stories with important lessons written about Hodja. In this retelling of a famous folktale, Hodja attends a party. As you read, take notes on Hodja's actions.*

- [1] When Hodja arrived home late one fall afternoon, dirt clung to his patched trousers, his faded shirt, and his tattered<sup>1</sup> felt cap. He'd been laboring in the vineyards<sup>2</sup> since sunrise.

"Hurry! Change your clothes and bathe," said his wife, Fatima. "You'll be late for the grand banquet<sup>3</sup> at the Emir's!"<sup>4</sup>

"I can't be late," declared Hodja, washing his hands and splashing water on his face. "I'll have to go in these clothes."

Fatima frowned and brushed dirt from his trousers. Then Hodja climbed on Zeki, his little donkey, and waved goodbye.



*"Nasreddin (18th-century work)" by Unknown is in the public domain.*

- [5] As he approached the Emir's mansion,<sup>5</sup> Hodja admired the candles gleaming in the many windows. Music and bits of conversations drifted through the crisp air. Heavy footsteps and laughter echoed in the courtyard as the men arrived for the banquet. Hodja tethered<sup>6</sup> Zeki and joined the well-dressed crowd inside.

Servants circled the reception room carrying trays of sweetmeats and cups of tea. Hodja

1. **Tattered** (*adjective*) ragged or worn
2. an area where grapes are farmed
3. **Banquet** (*noun*) a fancy dinner
4. the title of an important Muslim leader
5. **Mansion** (*noun*) a large, expensive home
6. to tie up with a rope or chain

greeted other guests, but not one spoke to him in return. People turned their backs or swept past, barely glancing his way.

Soon the Emir announced that the banquet was ready. Groups of chattering guests pressed through the doorway and sat at low tables where soup was waiting for them. Hodja, not wanting to be jostled<sup>7</sup> in the crowd, stood waiting in a dark corner of the candlelit room.

The Emir glanced briefly in Hodja's direction and clapped his hands to call a servant. "Who admitted that dirty laborer in patched trousers?" the Emir whispered to the man. "Get rid of him."

The dark-eyed servant grabbed Hodja's arm and pulled him outside.

[10] "I'm going. I'm going," said Hodja. "But you may see me again."

He climbed on Zeki and plodded<sup>8</sup> home.

"What happened?" asked Fatima. When he told her, she cried, "Oh, my poor dear!"

"Don't worry," Hodja said. "I have a plan. Bring me basins of hot water and soap, my new shoes, and my best shirt, trousers, turban,<sup>9</sup> and coat."

He soaped and scrubbed himself, then donned his festive<sup>10</sup> clothes, a perfectly wound turban, and his fine coat.

[15] Fatima kissed him. "Is that still you, Hodja?"

"Yes, indeed," he replied. "And now I will return to the banquet."

As before, he tethered Zeki in the courtyard. Then he walked toward the house. In the doorway stood the dark-eyed servant who had thrown Hodja out.

The servant bowed. "Welcome. It is a pleasure to see you, effendi.<sup>11</sup> Allow me to escort<sup>12</sup> you."

Hodja smiled and followed the servant into the banquet room. Heads turned as he was led

7. to push, crowd, or bump into on purpose

8. **Plod** (*verb*) to move in a slow, tired, or heavy way

9. a long piece of cloth that is wrapped around the head, sometimes worn by Muslim men

10. intended for a feast or party

11. a Turkish title of respect meaning "sir" or "mister"

12. **Escort** (*verb*) to travel with someone to protect, guide, or guard that person, or to show respect

toward the Emir. Guests whispered.

- [20] "Come, Hodja Effendi," called the Emir, "sit here beside me in the place of honor. The soup is finished, but there will be other courses for your pleasure."

"Thank you," Hodja replied as he sat on a cushion at the low table.

Soon trays of lamb shish kebab, rice pilaf, vegetables, cheeses, and breads were passed. Hodja filled his plate. Then he picked up several pieces of lamb and a handful of rice and tucked the food into his left coat pocket.

"Eat, coat, eat!" commanded Hodja.

He picked up a fistful of vegetables, a slice of bread, and a wedge of cheese. He stuffed them into his right coat pocket.

- [25] "Eat, coat, eat!" commanded Hodja.

All the guests stared at him.

"Tell me, Hodja Effendi," said the Emir, "why are you feeding your coat?"

"When I came to your banquet wearing my work clothes, you threw me out," declared Hodja. "Now I'm wearing my fine coat, and you welcome me. It must be the coat, then, that you invited to your banquet, not me."

The Emir's face flushed<sup>13</sup> with shame.<sup>14</sup> Other guests lowered their eyes and stared at their laps.

- [30] "Ah, here comes dessert!" cried Hodja. "Before I leave, my coat would love to savor<sup>15</sup> pieces of sweet baklava and perhaps a cup of rich coffee."

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13. **Flush (verb)** to redden
14. **Shame (noun)** a bad feeling of having done something wrong
15. to enjoy the taste or smell of

Day 2

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Day 2

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. What is a lesson from "Hodja and the Hungry Coat: A Turkish Tale"?
  - A. Do not judge a book by its cover.
  - B. It is important to show off for others.
  - C. Treat people how you would want to be treated.
  - D. Share your riches instead of keeping them to yourself.
  
2. Which detail from the passage supports the idea that the Emir is unkind?
  - A. "Heavy footsteps and laughter echoed in the courtyard as the men arrived for the banquet." (Paragraph 5)
  - B. "'Who admitted that dirty laborer in patched trousers?' the Emir whispered to the man. 'Get rid of him.'" (Paragraph 8)
  - C. "'Come, Hodja Effendi,' called the Emir, 'sit here beside me in the place of honor. The soup is finished, but there will be other courses for your pleasure.'" (Paragraph 20)
  - D. "'Tell me, Hodja Effendi,' said the Emir, 'why are you feeding your coat?'" (Paragraph 27)
  
3. What is the meaning of "laboring" as it is used in paragraph 1?
  - A. to wake up
  - B. to give birth
  - C. to do a hard job
  - D. to talk to workers

4. How does the following quote add to the story?

*"I can't be late," declared Hodja, washing his hands and splashing water on his face. "I'll have to go in these clothes."* (Paragraph 3)

- A. It describes the setting.
- B. It explains the solution.
- C. It introduces the problem.
- D. It shows the Emir's character.

Day 2

5. What does the following sentence show about the Emir's feelings?

*"The Emir's face flushed with shame."* (Paragraph 29)

- A. He thought that Hodja was acting strange.
- B. He felt frustrated that the food was going to waste.
- C. He was worried that his guests did not like the food.
- D. He was embarrassed by how he treated Hodja earlier.

6. What do Hodja's actions show the reader about the kind of person he is?

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Day 2

## Discussion Questions

**Directions:** *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. This story brings up the ideas of being rich and being wise. What do you think is more important: to be rich or to be wise? Why do you think that?
2. In the story, Hodja is judged based on the way he looks. Do you think it is fair for the party guests to judge him? How do you think this made Hodja feel? How would you feel if you were in Hodja's shoes (or clothes!)?
3. In the text, the Emir kicks Hodja out of the banquet based on the way he looks. Later, he finds out that he made a mistake. How do you think the Emir feels about his mistake? How could he make things better with Hodja? How do you think he will respond in the future?
4. Hodja is a famous trickster character from Turkey. Many cultures tell stories that have tricky, or clever, characters that teach important lessons. Who are some other tricksters you can think of? How do the tricksters teach important lessons, like Hodja does in this story?





Name: \_\_\_\_\_

Class: \_\_\_\_\_

## How Earth's Air Came to Be

By Tracy Vonder Brink

2022

*In this informational text, Tracy Vonder Brink explains how Earth's present atmosphere came to be.*

***As you read, take notes on how cyanobacteria affect the air.***

- [1] If you could step into a time machine and travel back about 3 billion years, you'd have a big problem. No, it wouldn't be meat-eating dinosaurs — they didn't show up until much, much later. Your problem would be the air. You wouldn't be able to breathe. In fact, the air would be like poison to you.

When Earth formed, it didn't have the kind of air we breathe. Our atmosphere today is a mixture of gasses, including nitrogen and oxygen. Your body is made to use oxygen. But 3 billion years ago, the atmosphere was full of carbon dioxide and methane. Those are not gasses that today's people or animals can breathe.



*"Untitled" by Miguel A Amutio is licensed under CC0.*

There also wasn't much land back then. In fact, some scientists believe there might not have been any dry land at all. It's thought that the ancient oceans had two to three times more water than they do today. The continents were down too deep to rise above the sea.

What kind of life could survive a water world without breathable air? Bacteria. They were simple life forms, but they did something really important. They completely changed Earth's air.

- [5] The kind of bacteria that lived in the ancient oceans are called cyanobacteria (sai-a-now-bak-TEE-ree-uh). They were the main life form on Earth for more than 1.5 billion years. Like all living things, they needed food to live. They used sunlight to change water and carbon dioxide into sugars. Then they released oxygen as waste. It's a lot like the way today's plants take in sunlight and carbon dioxide and release oxygen.

The planet's oceans were full of cyanobacteria, and they all released oxygen. There was so much oxygen in the water that some escaped into the air. This happened over and over for millions of years. Finally, somewhere around 2 billion years ago, there was enough oxygen in the air that it became a major part of Earth's atmosphere.

That was bad news for cyanobacteria. All that extra oxygen was deadly to them. They began to die off. Sad for them, but good for us. It took another 1.7 billion years, but life forms that could breathe the new kind of air developed. Eventually, that led to animals — like the dinosaurs — and finally, us.

Cyanobacteria didn't die off completely, though. Today's cyanobacteria are sometimes called blue-green algae.<sup>1</sup> (That name isn't quite right, because they're bacteria, not algae.) Too many of them in a body of water sometimes end up as the slimy stuff known as pond scum.

We can also see some ancient cyanobacteria today, in layered rocks called stromatolites. Cyanobacteria often clump together. Their stickiness traps bits of minerals, rocks, and soil into layers. The layers build up and up. Over time, the layers turn to rock. A stack of cyanobacteria layers is called a stromatolite. It can take a long time for one to form. It may take 2,000 to 3,000 years to make one 3-foot (1 m) tall stromatolite.

- [10] If you visit the shallow waters of Hamlin Pool in Western Australia, you can see stromatolites. Some of the rounded, rocky stacks sit underwater. Others have grown tall enough that their tops are above the water's surface. Some are thought to be 3.5 billion years old! Even though the bottom layers are ancient, there are still living cyanobacteria on top. The Hamlin Pool stromatolites are considered to be living fossils.<sup>2</sup>

Life as we know it today wouldn't exist without those long-ago bacteria. The next time you take a breath, thank the cyanobacteria that started it all.

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1. living things that mostly live in water and make their food from sunlight
2. left behind traces of living things from an earlier time

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. What is one main idea of the text?
  - A. Cyanobacteria are the living things responsible for making Earth's air breathable.
  - B. Cyanobacteria are underwater rocks that turn oxygen into carbon dioxide.
  - C. Cyanobacteria are the reason dinosaurs are no longer on the planet.
  - D. Cyanobacteria are a life form that uses sunlight to make sugar.
  
2. Which best describes the author's point of view on cyanobacteria?
  - A. The author wants to live during the time cyanobacteria were alive.
  - B. The author believes that cyanobacteria are harmful to the planet.
  - C. The author hopes that more people will protect cyanobacteria.
  - D. The author thinks people should appreciate cyanobacteria.
  
3. Which of the following best describes how the information in paragraphs 5-7 of the text are arranged?
  - A. The author explains the series of events that changed Earth's atmosphere.
  - B. The author gives details about the dinosaurs that lived billions of years ago.
  - C. The author compares cyanobacteria to other living things from the same time.
  - D. The author asks and answers main questions about how Earth's air came to be.
  
4. The word "major" in paragraph 6 most closely means —
  - A. deadly.
  - B. hidden.
  - C. important.
  - D. unusual.

Day 3

5. How did cyanobacteria change the air on Earth over time?

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## On the Roof of the World

By Benjamin Koch

2015

*In this informational text, Benjamin Koch discusses his experiences in Tibet, a region in Central Asia. While in Tibet, Koch stayed with a group of people with no permanent home, known as nomads. As you read, take notes on how the author describes the Tibetan nomads' way of life.*

[1] A few summers ago, I was lucky to travel to Tibet, the "roof of the world." Tibet is a small country surrounded on all sides by gigantic snowy mountain peaks. For thousands of years, these towering mountains acted like a fence, keeping people from entering the country. That's one reason why explorers and writers have called Tibet the roof of the world. It's hard to get to. The other reason is Tibet's high elevation. When I climbed mountain passes<sup>1</sup> over 17,000 feet above sea level, I gasped for air. I was more than three miles high!



*"Nomads travel by foot or on horses alongside the yaks that carry all their supplies." by Scott Poupore-Haats is used with permission.*

Years ago, the people of Tibet were nomads — people without permanent homes. The ground in Tibet is much too rocky and thin to grow crops, so Tibetans centered their daily life and survival on the yak.<sup>2</sup> The yaks provided the nomads with nearly everything they needed — milk, butter, meat, and wool for clothes and ropes. Even yak dung<sup>3</sup> was used for fires.

Tibetan nomads would lead their herds of yak and sheep across pastures,<sup>4</sup> valleys, and mountainsides in search of the best grazing<sup>5</sup> lands. They did not live in permanent homes made of wood, brick, or stone.

Times are changing in Tibet, and more and more people live and work in villages and cities. But there are still nomads who survive on the high plateau<sup>6</sup> just as their ancestors did.

1. a route through a mountain range or over a ridge
2. a type of large ox
3. animal poop
4. land covered with grass
5. **Graze (verb)** to eat grass in a field

## Becoming a Modern Nomad

[5] Some friends and I were traveling with our teacher, Dudjom Dorjee, to Kham, in the eastern part of Tibet. Dudjom was born in Tibet and lived the first years of his life as a traditional nomad. Because of political problems, Dudjom's family had to flee<sup>7</sup> to India when he was still young. We were following Dudjom back to his birthplace and getting a taste of that ancient, nomadic way of life — with a few modern updates.

We had the advantage of automobiles — a luxury that nomads have happily survived without. When it comes time for a nomad family to move, they pack all their things into large backpacks that they strap over their yaks. A typical family might need from 30 to 50 yaks to carry all their supplies. My friends and I had more than 50 bags to carry. We stuffed them into a bus, while we piled into four-wheel drives.

## Problems Along the Way

When it comes to crossing rough country, yaks are the true all-terrain travelers. Many times, the nomads have to cross raging rivers. For the loyal and determined yaks, crossing is not a problem. But when we had to cross a river, our four-wheel drives turned out to be not so loyal or reliable. We got stuck in the muddy banks of the river, and it took at least a dozen people pushing to get us out.

When nomads arrive at their destination, they are so skilled at setting up their large yak-hair tents that they have them up in minutes. My friends and I, with our fancy super-modern tents, weren't quite as quick. At one campsite, I remember wrestling with one of my tent poles trying to pass it through the loops of my tent. Some smiling nomad kids approached and had me set up in no time, though they'd never seen a tent like that before.

Nomad families often compete to see who will be the first to have their tent up, a fire going, and hot tea poured.

## It's Cold Up There!

[10] The weather in Tibet is cold, and the brutal wind seems to show no mercy.<sup>8</sup> Sitting inside a nomad tent, though, you'd never know it. With a warm fire burning in the mud stove and the snug black walls of the tent, you are as comfortable as can be. This was not the case in the

6. an area of high, level ground

7. **Flee** (*verb*) to run away from a dangerous place or situation

8. to act forcefully towards someone; not go easy on someone



fancy modern tents my friends and I slept in. I remember shivering through my four sweaters, three pairs of pants, and blanket, listening to the chill rain hit my tent.

Tibetan children were especially curious about us “modern nomads” and sometimes came peeking into our tents!

## Having the Right Attitude

On this trip, I learned that it takes much more than snug tents and thick, hearty<sup>9</sup> tea to survive. You need the right attitude. Everywhere we traveled, the Tibetans were generous, happy, and curious. It might be a monk<sup>10</sup> warming my frozen hands in his fur robes. It might be a family of nomads taking a break to dance and sing in a circle, or a handful of kids watching me with beaming smiles.

Though their lives are full of challenges, the nomads never take their day-to-day problems too seriously. They know how impermanent<sup>11</sup> things are, including their homes. We modern nomads learned some of these lessons. Perhaps when we cross the raging rivers or face the cold bitter days of our lives, we'll do it with a lot more of the right attitude — the same attitude that shines from the bright smiles of the Tibetan nomads.

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9. **Hearty** (*adjective*) filling
10. a member of a religious community of men
11. **Impermanent** (*adjective*) not lasting; temporary

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement describes the central idea of the text?
  - A. Tibetan nomads know how to survive in difficult conditions and keep a positive outlook on life.
  - B. Tibetans nomads have learned to be thankful for what they have because they don't have much.
  - C. The number of nomads in Tibet is decreasing because it's not considered a fulfilling way of life.
  - D. Technology would help Tibetan nomads live fuller and more successful lives out in nature.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "Times are changing in Tibet, and more and more people live and work in villages and cities." (Paragraph 4)
  - B. "Some smiling nomad kids approached and had me set up in no time, though they'd never seen a tent like that before." (Paragraph 8)
  - C. "Nomad families often compete to see who will be the first to have their tent up, a fire going, and hot tea poured." (Paragraph 9)
  - D. "Though their lives are full of challenges, the nomads never take their day-to-day problems too seriously." (Paragraph 13)
  
3. Which of the following describes how the information in the text is organized?
  - A. The author describes how Tibetan nomads survived in the past and how they are surviving today.
  - B. The author describes who the Tibetan nomads are and then his personal experiences spending time with them.
  - C. The author details his experiences as a Tibetan nomad and then compares his experiences to other nomads.
  - D. The author compares what he liked and disliked about his experiences as a modern nomad.

4. Which of the following describes the relationship between the Tibetan nomads and the author and his friends?
- A. The Tibetan nomads were kind and helpful to the author and his friends during their time together.
  - B. The Tibetan nomads were suspicious of the author and his friends and their reasons for spending time with them.
  - C. The Tibetan nomads were excited by the author and his friends' visit and the helpful technology that they brought with them.
  - D. The Tibetan nomads looked down on the author and his friends as they didn't bring the right equipment.

5. How does the Tibetan nomads' way of living affect their view on life?

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## The Tiger Son: A Tale from China

By Retold by Sue Cowing  
2019

*"The Tiger Son" is a popular story in China that the writer Pu Songling (1640–1715) included in his book Strange Tales from a Chinese Studio. In this retelling, a widow — a woman whose husband has died — warns her only son to watch out for the tiger in the forest. As you read, take notes on the widow's feelings about the tiger.*

- [1] Hundreds of years ago, tigers roamed the forests of China. Almost everyone had seen one sometime in his or her life, and everyone knew someone who knew someone who had come to harm in a tiger's jaws.

In the village of Zhaocheng, a man who was too poor to marry lived with his widowed mother. He took good care of her, making repairs on her house and providing her food. But to hunt for their meat and firewood, he had to go into the forest beyond their village, and in that forest he had often seen a large tiger hunting and swimming in the stream.

The widow warned her son to be careful.

He laughed. "Don't worry, Mother," he said. "Wasn't I born in the Year of the Tiger? I will always return."



*"Untitled" by Ratanjot Singh is licensed under CC0.*

- [5] But one day as she waited for him, dusk<sup>1</sup> fell around her. Her son did not come home all night.

The next morning, some neighbors came running to tell her the terrible news. The tiger had pounced on her son and eaten him. All that was left of him were his bloody clothes.

The old widow's grief<sup>2</sup> was very great, but so was her anger. She went straight to the local

1. **Dusk** (*noun*) the time of day just before night
2. **Grief** (*noun*) deep sadness, especially over a loss of a loved one

magistrate<sup>3</sup> and beat on the drum at his gate with her cane, demanding that the tiger be arrested and put to death.

"I deeply respect your loss, Old Mother," said the magistrate, "but a tiger cannot be held responsible for what he does by nature. Shall we arrest bees for stinging?"

But the old woman would not leave until something was done. At last the magistrate asked his court, "Who will go and arrest this tiger?"

[10] A deputy<sup>4</sup> named Li Neng, who had had too much wine to drink, said that he would, and the old widow went home.

Of course Li Neng was just saying this to quiet the old lady, and he did nothing about the tiger. But the magistrate scolded him.

"You have given your solemn<sup>5</sup> word. As a matter of honor, you must go get the tiger and bring him here."

For weeks Li Neng searched for the tiger, but could not find him, much less catch him. The magistrate had the deputy beaten for his failure. Desperate,<sup>6</sup> Li Neng went to the village shrine<sup>7</sup> and threw himself on the ground. What was he to do?

Suddenly a large tiger appeared in the doorway of the shrine. This is surely the end of me, Li Neng said to himself. But I might as well die, since I cannot fulfill my duty.

[15] The tiger did not attack. Instead, he sat quietly, showing neither teeth nor claws.

Li Neng took a deep breath and said, "If... if you are the tiger who killed the widow's son, you must come with me. You are under arrest."

To his surprise, the tiger lowered his head so Li Neng could put a loop of rope around his neck.

The people of Zhaocheng were amazed to see the deputy returning to the village with the tiger walking behind him.

The magistrate quickly set up court and said to the tiger, "Did you eat the widow's son?"

3. a person who works for the government to make sure that rules are followed, like a judge
4. a person who works as a helper
5. **Solemn** (*adjective*) serious in appearance, sound, or mood
6. **Desperate** (*adjective*) having a great need
7. a holy place marked by a building or structure

Day 5

[20] The tiger nodded.

"How did you expect her to live after her to live after you killed her only son?"

The tiger closed his eyes.

"If you take a life, your own must be taken. That is the law..."

The tiger nodded again.

[25] To tell the truth, the magistrate was impressed<sup>8</sup> by the animal's show of remorse.<sup>9</sup>

"...but the law does not say how you must give your life. If you are willing to serve the old woman as her son, I will spare you."

The tiger nodded once more, solemnly.

So they released him and sent him on his way.

When the old widow learned of this, she was furious. "Now I have no son and no justice either," she said.

[30] But the next morning she awoke to discover a freshly killed deer at her gate. She kept some of the meat for her supper and traded the hide and the rest of the meat for things she needed.

The next day she found a fresh wild pig in the same place.

Day after day the tiger brought fresh meat to the widow. It was always more than she herself could eat, so she always had some to trade or sell. Before long she was living very comfortably, and she was grateful to the tiger. She began letting him into her garden in the mornings to rest in the shade. Soon no one in the village was afraid of him, in spite of his fierce appearance.

After several years, the old widow died. The tiger came to her graveside and bellowed piteously<sup>10</sup> for days. Then he left and was not seen again in those parts. The people of the village built a shrine to honor him, "The Shrine of the Ethical<sup>11</sup> Tiger," because he had been like a son to the old woman.

8. **Impress** (*adjective*) having a strong, good feeling about someone or something after seeing or meeting them
9. a show of deep sadness after having done something wrong
10. in a heartbreaking way
11. of or related to the ideas of doing right and wrong

# Day 5

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Day 5

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. What is the theme of the story?
  - A. We cannot change someone or something's true nature.
  - B. We often fear what we do not understand.
  - C. When we punish others, it often backfires.
  - D. When we admit mistakes, it is never too late to do the right thing.
  
2. Which line from the text best shows that Li Neng is lazy?
  - A. "A deputy named Li Neng, who had had too much wine to drink, said that he would, and the old widow went home." (Paragraph 10)
  - B. "Of course Li Neng was just saying this to quiet the old lady, and he did nothing about the tiger." (Paragraph 11)
  - C. "For weeks Li Neng searched for the tiger, but could not find him, much less catch him." (Paragraph 13)
  - D. "'If... if you are the tiger who killed the widow's son, you must come with me. You are under arrest.'" (Paragraph 16)
  
3. How do paragraphs 25-26 help the reader understand the story?
  - A. by showing how the problem will be solved
  - B. by describing what life was like in China
  - C. by teaching the reader how to behave
  - D. by explaining why the tiger is sad
  
4. As is is used in paragraph 29, "justice" most closely means —
  - A. to get a reward.
  - B. to pay for a crime.
  - C. to bring back to life.
  - D. to help someone in need.

5. How do the old widow's feelings about the tiger change from the beginning to the end of the story?

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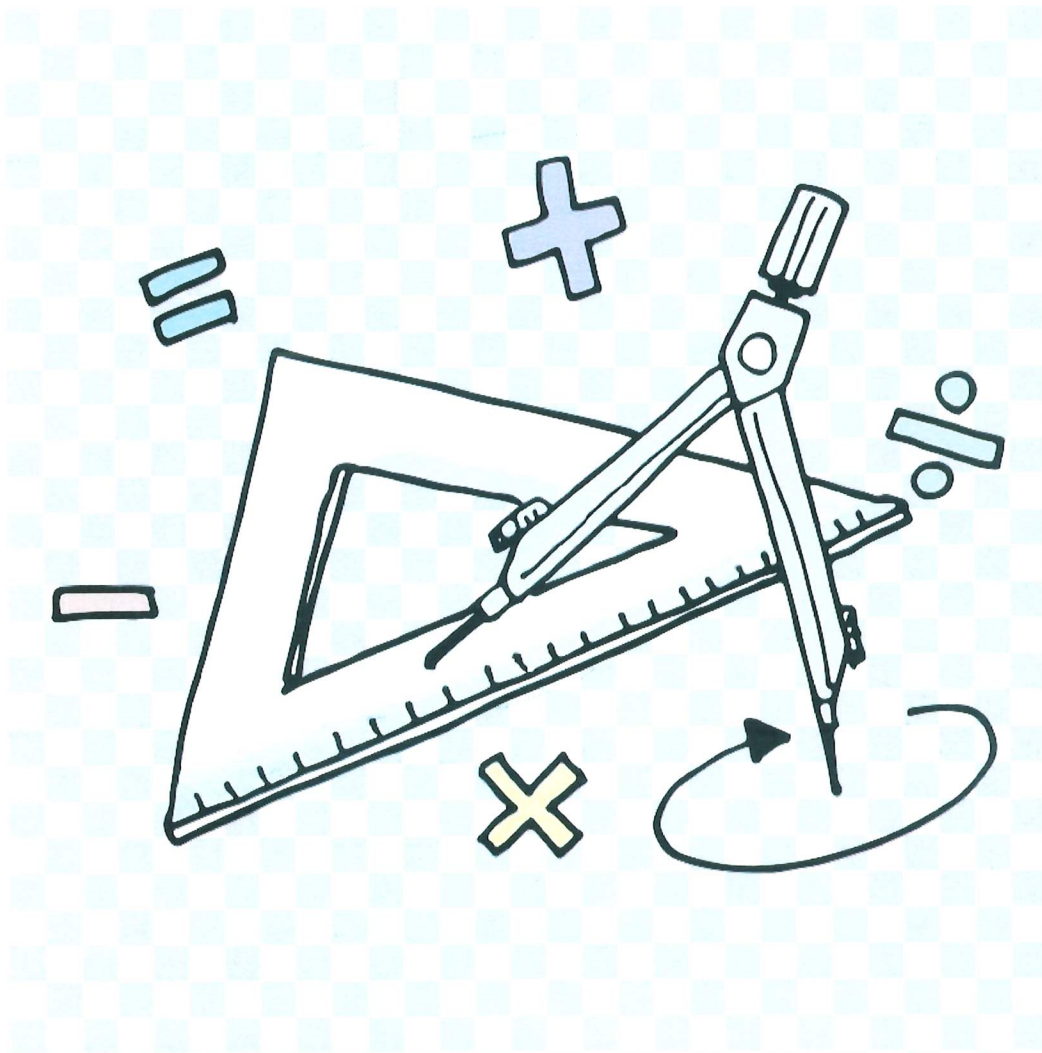
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# Math



# E-Learning Material



## 11/8 第一单元总复习：整数与四则运算

现在做

&gt; 写出数位

亿位			十万位		千位	百位	十位	个位
9	8	7	6	5	4	3	2	1

&gt; 四则运算

$10 - 4 + 5$	$16 \div 4 \times 2$
--------------	----------------------

重点一：八位数的数字

52,436,721

31,145,634

三千四百三十六万三千八百四十七

九千四百三十二万七千六百一十二

## 重点二：乘以十、百、千

$91 \times 10 =$

$26 \times 100 =$

$70 \times 1000 =$

$17 \times 10^2 =$

## 重点三：除以十、百、千

$800 \div 10 =$

$67,000 \div 1,000 =$

$1860 \div 60 =$

$360,000 \div 9,000 =$



## 重点四：两位数乘法与除法

$623 \times 32 =$

$417 \times 28 =$

$235 \div 32 =$

$368 \div 15 =$

## 重点五：四则运算

$42 + 30 \times 7 =$

$19 + 32 \times 2 =$

$48 \div 6 \times 17 =$

$96 \div 3 \times 2 =$

$40 \div (8 - 4) =$	$30 \times (80 - 65) =$
$(35 - 11) \times 2 =$	$(42 + 60) \div 6 =$

**重点六：四则运算文字题**

陈老师买了 4 台冰箱和 8 台洗衣机一共要 18,876 美金。每台洗衣机的价格要比冰箱贵 390 美金。

- 一台冰箱多少钱？
- 一台洗衣机多少钱？

画图：	算式：
计算：	答：

一群老师、学生、家长一起参加演唱会。所有大人付了 1,200 美金的门票，学生付了 540 美金的门票。一张大人的门票是 24 美金，老师比家长多 10 位。总共有多少家长参加了演唱会？

画图：

算式：

计算：

答：

11/8 作业

Introducing Math Grade 5 : Page 15-16, 84-85(4 pages)

## 11/9 第二单元总复习：分数和带分数

现在做

## ➤ 写等分数

$\frac{3}{4} = \frac{\square}{12}$	$\frac{3}{15} = \frac{9}{\square}$
$\frac{\square}{8} = \frac{48}{64}$	$\frac{5}{8} = \frac{10}{\square}$

## ➤ 同分母分数加减法

$\frac{1}{7} + \frac{3}{7} =$	$\frac{1}{4} + \frac{3}{4} =$
$\frac{2}{9} + \frac{5}{9} =$	$\frac{7}{11} + \frac{6}{11} =$

## 重点一：除法变分数、分数变除法

$5 \div 13 = \frac{(\quad)}{(\quad)}$	$8 \div 21 = \frac{(\quad)}{(\quad)}$
$\frac{8}{15} =$	$\frac{29}{9} =$

## 重点二：分数加法

$\frac{4}{8} + \frac{3}{8} =$	$\frac{2}{15} + \frac{9}{15} =$
-------------------------------	---------------------------------

$\frac{1}{10} + \frac{2}{5} =$	$\frac{8}{9} + \frac{9}{10} =$
$2\frac{1}{5} + 1\frac{1}{2} =$	$5\frac{1}{6} + 3\frac{1}{12} =$

## 重点三：分数减法

$\frac{5}{9} - \frac{3}{9} =$	$\frac{17}{18} - \frac{9}{18} =$
$\frac{1}{2} - \frac{2}{7} =$	$\frac{5}{6} - \frac{4}{9} =$
$4\frac{5}{9} - 3\frac{5}{6} =$	$3\frac{1}{5} - 2\frac{1}{2} =$

## 重点四：分数加减法文字题

林老师用了 $3\frac{5}{9}$ 公斤的面粉做蛋糕。赵老师比林老师少用了 $1\frac{7}{12}$ 公斤的面粉做蛋糕。赵老师用了多少公斤的面粉？

画图：

算式：

计算：

答：

小明计划用 $\frac{9}{10}$ 小时完成他的作业。但他只用了 $\frac{4}{5}$ 小时完成他的作业。他比计划要快多长时间？

画图：	算式：
计算：	答：
花花有 $3\frac{5}{9}$ 磅的苹果。她又买了 $2\frac{2}{3}$ 磅。她现在总共有多少磅苹果？	

画图：	算式：
计算：	答：

11/9 作业

Introducing Math Grade 5 : Page 102-104(3 pages)



## 11/10 第三单元总复习：分数的乘法与除法

现在做

## ➤ 写等分数

$$\frac{1}{4} = \frac{\times}{\times} =$$

$$\frac{2}{3} = \frac{\times}{\times} =$$

## ➤ 最简分数

$$\frac{4}{60} = \frac{\div}{\div} =$$

$$\frac{12}{30} = \frac{\div}{\div} =$$

## 重点一：分数乘法

$$25 \times \frac{1}{7} =$$

$$16 \times \frac{1}{9} =$$

$$\frac{7}{3} \times 21 =$$

$$\frac{9}{8} \times 40 =$$

$$\frac{1}{3} \times \frac{5}{8} =$$

$$\frac{2}{7} \times \frac{9}{11} =$$

$$\frac{7}{60} \times \frac{15}{56} =$$

$$\frac{2}{5} \times \frac{25}{14} =$$

$$1\frac{2}{3} \times 1\frac{1}{2} =$$

$$1\frac{5}{7} \times 2\frac{3}{5} =$$

## 重点二：分数除法

$$7 \div \frac{1}{3} =$$

$$6 \div \frac{1}{10} =$$

$$\frac{5}{6} \div 2 =$$

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

## 重点三：分数文字题

林老师买了 50 个橘子，吃掉了全部的  $\frac{3}{10}$ 。她吃了几个橘子？还剩多少橘子？

画图：

算式：

计算：

答：

五年级有 105 名学生，其中的  $\frac{2}{3}$  去上体育。多少五年级学生去上体育课？多少五年级学生没上体育课？

Day 3

画图：	算式：
计算：	答：

林老师花 6 天用完了  $\frac{3}{5}$  磅糖，如果林老师每天用一样多的糖，她每天用多少磅？

画图：	算式：
-----	-----

# Day 3

计算:	答:
林老师花7天用 $\frac{5}{6}$ 米绳子, 如果林老师每天用一样多的绳子, 她每天用多少米?	
画图:	算式:
计算:	答:

11/10 作业:

Introducing Math Grade 5 : Page 123-124 ,144-145(4 pages)

# 11/11 第四单元总复习：小数

现在做

将 9.3、4.52、7.247 填入表格

个位	十分位	百分位	千分位

把 4.87、4.876、4.885 标在数轴上标出来。



## 重点一：千分位

一、 $8.753 = (\quad \times 1) + (\quad \times 0.1) + (\quad \times 0.01) + (\quad \times 0.001)$

8 是 \_\_\_\_\_, 7 是 \_\_\_\_\_, 5 是 \_\_\_\_\_, 3 是 \_\_\_\_\_

二、 $17.249 = (\quad \times 1) + (\quad \times 0.1) + (\quad \times 0.01) + (\quad \times 0.001)$

1 是 \_\_\_\_\_, 7 是 \_\_\_\_\_, 2 是 \_\_\_\_\_, 4 是 \_\_\_\_\_, 9 是 \_\_\_\_\_

三、

1. 37.85 的 8 是\_\_\_\_\_
2. 263.894 的 2 是\_\_\_\_\_
3. 0.237 的 0 是\_\_\_\_\_
4. 2,465.3 的 2 是\_\_\_\_\_

重点二：小数的比较、排序、四舍五入	
$0.356 = \frac{(\quad)}{(\quad)}$	$\frac{3}{100} =$
$7.124 = \frac{(\quad)}{(\quad)}$	$\frac{15}{10} =$
$2.835 = \frac{(\quad)}{(\quad)}$	$\frac{72}{1000} =$
$10.375 = \frac{(\quad)}{(\quad)}$	$\frac{326}{1000} =$
$4.735 = 4 + \frac{(\quad)}{(\quad)} + \frac{(\quad)}{(\quad)} + \frac{(\quad)}{(\quad)}$	
$8.158 = 8 + \frac{(\quad)}{(\quad)} + \frac{(\quad)}{(\quad)} + \frac{(\quad)}{(\quad)}$	
1.351 _____ 1.153 (>或<)	7.987 _____ 7.978 (>或<)
5.2 _____ 5.21 (>或<)	0.098 _____ 0.908 (>或<)

从小到大排序: 6.826、6.286、6.628	
_____ < _____ < _____	
从小到大排序: 2.95、2.925、2.509	
_____ < _____ < _____	
从小到大排序: 0.424、0.343、0.443	
_____ < _____ < _____	
5.629 四舍五入到百分位 _____	7.899 四舍五入到百分位 _____
0.234 四舍五入到百分位 _____	1.232 四舍五入到百分位 _____
5.629 四舍五入到十分位 _____	8.999 四舍五入到十分位 _____

重点三: 小数、分数、带分数的比较	
$6.5 = \frac{(\quad)}{(\quad)}$	$7\frac{133}{250} =$
$0.125 = \frac{(\quad)}{(\quad)}$	$11\frac{97}{500} =$
$3.005 = \frac{(\quad)}{(\quad)}$	$3\frac{19}{40} =$
从小到大排序: $5\frac{19}{40}$ 、5.286、5.628	
_____ < _____ < _____	

Day 4

从小到大排序:  $3.724$ 、 $3\frac{1}{10}$ 、 $3.247$

\_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_

从小到大排序:  $7.241$ 、 $7\frac{17}{20}$ 、 $8\frac{1}{8}$

\_\_\_\_\_ < \_\_\_\_\_ < \_\_\_\_\_

11/11 作业:

Introducing Math Grade 5 : Page 70-71 ,74-75 , (4 pages)



## 1/3 小数估算

现在做

四舍五入到个位

$2.901 \approx$

$0.981 \approx$

$5.30 \approx$

四舍五入到百分位

$9.091 \approx$

$0.329 \approx$

$10.159 \approx$

数学生词

估算：大约、大概、左右、近似

gū suàn : dà yuē 、 dà gài 、 zuǒ yòu 、 jìn sì

文字题

林老师有一包巧克力，里面有 82 个，赵老师有一包软糖，里面有 64 个，请问林老师和赵老师的糖果加起来大约有几个？

跟老师做：估算小数的和	
$31.65 + 8.02 \approx$ $\downarrow \quad \downarrow$	31.65 四舍五入到个位是____ 8.02 四舍五入到个位是____ 31.65 + 8.02 大约是_____
$3.78 + 5.2 \approx$ $\downarrow \quad \downarrow$	3.78 四舍五入到个位是____ 5.2 四舍五入到个位是____ 3.78 + 5.2 大约是_____
自己做	
$12.9 + 3.26 \approx$ $\downarrow \quad \downarrow$	12.9 四舍五入到个位是____ 3.26 四舍五入到个位是____ 12.9 + 3.26 大约是_____
$14.9 + 25.23 \approx$ $\downarrow \quad \downarrow$	14.9 四舍五入到个位是____ 25.23 四舍五入到个位是____ 14.9 + 25.23 大约是_____

跟老师做：估算小数的差

$$7.13 - 5.7 \approx$$

$$\begin{array}{cc} \downarrow & \downarrow \end{array}$$

7.13 四舍五入到个位是\_\_\_\_  
 5.7 四舍五入到个位是\_\_\_\_  
 7.13 - 5.7 大约是\_\_\_\_\_

$$9.87 - 0.96 \approx$$

$$\begin{array}{cc} \downarrow & \downarrow \end{array}$$

9.87 四舍五入到个位是\_\_\_\_  
 0.96 四舍五入到个位是\_\_\_\_  
 9.87 - 0.96 大约是\_\_\_\_\_

自己做

$$24.59 - 19.68 \approx$$

$$\begin{array}{cc} \downarrow & \downarrow \end{array}$$

24.59 四舍五入到个位是\_\_\_\_  
 19.68 四舍五入到十位是\_\_\_\_  
 24.59 - 19.68 大约是\_\_\_\_\_

$$11.09 - 1.86 \approx$$

$$\begin{array}{cc} \downarrow & \downarrow \end{array}$$

11.09 四舍五入到个位是\_\_\_\_  
 1.86 四舍五入到个位是\_\_\_\_  
 11.09 - 1.86 大约是\_\_\_\_\_

跟老师做：估算小数的乘积	
$2.74 \times 4 \approx$ $\downarrow \quad \downarrow$	2.74 四舍五入到个位是____ 2.74 × 4 大约是_____
$39.23 \times 48 \approx$ $\downarrow \quad \downarrow$	39.23 四舍五入到个位是____ 48 四舍五入到十位是____ 39.23×48 大约是_____
自己做	
$2.12 \times 4 \approx$ $\downarrow \quad \downarrow$	2.12 四舍五入到个位是____ 2.12×4 大约是_____
$21.68 \times 61 \approx$ $\downarrow \quad \downarrow$	21.68 四舍五入到个位是____ 61 四舍五入到十位是____ 21.68×61 大约是_____

跟老师做：估算小数的商

$$23.64 \div 3 \approx$$

$$\downarrow \quad \downarrow$$

23.64 四舍五入到个位是\_\_\_\_\_

23.64 $\div$ 3 大约是\_\_\_\_\_

$$40.4 \div 5 \approx$$

$$\downarrow \quad \downarrow$$

40.4 四舍五入到个位是\_\_\_\_\_

40.4 $\div$ 5 大约是\_\_\_\_\_

自己做

$$17.73 \div 9 \approx$$

$$\downarrow \quad \downarrow$$

17.73 四舍五入到个位是\_\_\_\_\_

17.73 $\div$ 9 大约是\_\_\_\_\_

$$20.93 \div 7 \approx$$

$$\downarrow \quad \downarrow$$

20.93 四舍五入到个位是\_\_\_\_\_

20.93 $\div$ 7 大约是\_\_\_\_\_

Day 5

练习题:

$6.3 + 3.52 \approx$	$14.24 + 5.78 \approx$
$2.45 - 0.54 \approx$	$34.84 - 15.09 \approx$
$6.47 \times 8 \approx$	$14.97 \times 6 \approx$
$17.82 \div 3 \approx$	$63.72 \div 6 \approx$

1/3 作业:

5A Extra Practice and Homework page 171 & 172

Day 5

### 1/4 单位换算

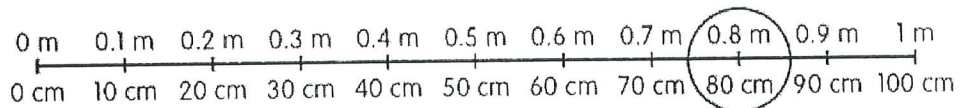
现在做

0.5 小时 = _____ 分钟	0.8 升 = _____ 毫升
1 小时 = 60 分钟	1 升 = 1,000 毫升
0.75 公斤 = _____ 公克	0.42 公尺 = _____ 公分
1 公斤 = 1,000 公克	1 公尺 = 100 公分

跟老师做：大单位转换小单位

0.8 公尺是 \_\_\_\_\_ 公分

方法一：



方法二：

1 公尺 = 100 公分

$$0.8 \text{ 公尺} = 0.8 \times \text{_____} \quad \boxed{0.8}$$
$$= \text{_____}$$

Day 5

<p>1.205 升是_____毫升</p> <p>1 升=1,000 毫升</p> <p>1.205 升=1.205 × _____</p> <p>          =_____毫升</p>	<p>0.5 公斤是_____公克</p> <p>1 公斤=1,000 公克</p> <p>0.5 公斤=0.5 × _____</p> <p>          =_____公克</p>
<p>自己做</p>	
<p>0.6 m = _____ × _____</p> <p>          = _____ cm</p>	<p>10.72 kg = _____ × _____</p> <p>          = _____ g</p>
<p>9.024 km = _____ km + _____ km</p> <p>          = _____ km + _____ m</p>	<p>20.25 L = _____ L + _____ L</p> <p>          = _____ L + _____ ml</p>

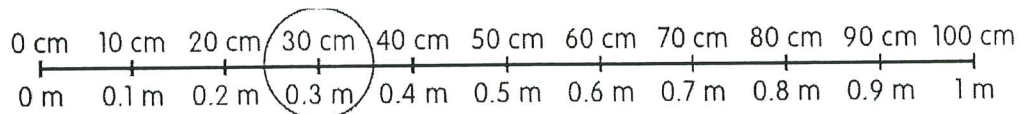


跟老师做：小单位转换大单位

1 公尺 = 100 公分

30 公分是 \_\_\_\_\_ 公尺

方法一：



方法二：

$$30 \text{ 公分} = 30 \div \underline{\hspace{2cm}} \quad \boxed{30}$$

$$= \underline{\hspace{2cm}} \text{ 公尺}$$

2,500 公克 = \_\_\_\_\_ 公斤

1,000 公克 = 1 公斤

2,500 公克 = 2,500 ÷ \_\_\_\_\_

$$= \underline{\hspace{2cm}} \text{ 公斤}$$

750 公尺 = \_\_\_\_\_ 公里

1,000 公尺 = 1 公里

750 公尺 = 750 ÷ \_\_\_\_\_

$$= \underline{\hspace{2cm}} \text{ 公里}$$

自己做

650 ml = \_\_\_\_\_ ÷ \_\_\_\_\_

$$= \underline{\hspace{2cm}} \text{ L}$$

8,850 m = \_\_\_\_\_ ÷ \_\_\_\_\_

$$= \underline{\hspace{2cm}} \text{ km}$$

Day 5

$9 \text{ kg } 5 \text{ g} = \underline{\quad} \text{ kg} + \underline{\quad} \text{ kg}$ $= \underline{\quad} \text{ kg}$	$28 \text{ km } 160 \text{ m} = \underline{\quad} \text{ km} + \underline{\quad} \text{ km}$ $= \underline{\quad} \text{ km}$
---	--

练习题

$251.7 \text{ cm} = \underline{\quad} \div \underline{\quad}$ $= \underline{\quad} \text{ m}$	$6,005 \text{ g} = \underline{\quad} \div \underline{\quad}$ $= \underline{\quad} \text{ kg}$
$135 \text{ kg } 90 \text{ g} = \underline{\quad} \text{ kg} + \underline{\quad} \text{ kg}$ $= \underline{\quad} \text{ kg}$	$28 \text{ km } 76 \text{ m} = \underline{\quad} \text{ km} + \underline{\quad} \text{ km}$ $= \underline{\quad} \text{ km}$

1/4 作业:

5A Extra Practice and Homework page 175

1/5 复习: 估算小数 / 单位换算

四舍五入

<p>8.493 四舍五入到个位是_____。</p> <p>8.493 四舍五入到十分位是_____。</p>
<p>4.268 四舍五入到个位是_____。</p> <p>4.268 四舍五入到十分位是_____。</p>

估算小数

<p>估算小数的和:四舍五入到个位</p> <p><math>31.65 + 8.02 \approx</math></p>	<p>估算小数的和:四舍五入到个位</p> <p><math>14.24 + 5.78 \approx</math></p>
<p>估算小数的差:四舍五入到个位</p> <p><math>9.45 - 1.54 \approx</math></p>	<p>估算小数的差:四舍五入到个位</p> <p><math>34.84 - 15.09 \approx</math></p>
<p>估算小数的积:四舍五入到个位</p> <p><math>6.47 \times 8 \approx</math></p>	<p>估算小数的积:四舍五入到个位</p> <p><math>14.97 \times 6 \approx</math></p>
<p>估算小数的商:四舍五入到个位</p> <p><math>6.49 \div 5 \approx</math></p>	<p>估算小数的和商:四舍五入到个位</p> <p><math>17.82 \div 3 \approx</math></p>

Day 5

估算:四舍五入到十分位 $12.42 + 12.64 \approx$	估算:四舍五入到十分位 $1.45 \div 5 \approx$
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大单位转换小单位

$16.02 \text{ m} = \underline{\quad} \times \underline{\quad}$ $= \underline{\quad} \text{ cm}$	$10.57 \text{ L} = \underline{\quad} \times \underline{\quad}$ $= \underline{\quad} \text{ ml}$
$2.068 \text{ kg} = \underline{\quad} \times \underline{\quad}$ $= \underline{\quad} \text{ g}$	$5.41 \text{ m} = \underline{\quad} \times \underline{\quad}$ $= \underline{\quad} \text{ cm}$
$15.002 \text{ kg} = \underline{\quad} \times \underline{\quad}$ $= \underline{\quad} \text{ g}$	$8.025 \text{ L} = \underline{\quad} \times \underline{\quad}$ $= \underline{\quad} \text{ ml}$

小单位转换大单位

$6,005 \text{ g} = \underline{\quad} \div \underline{\quad}$ $= \underline{\quad} \text{ kg}$	$19,820 \text{ ml} = \underline{\quad} \div \underline{\quad}$ $= \underline{\quad} \text{ L}$
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# Chinese



# E-Learning Material



田字格字帖生成器 网址: [www.an2.net](http://www.an2.net)

zhǔ zhǔ zhǔ zhǔ zhǔ zhǔ zhǔ zhǔ zhǔ zhǔ zhǔ zhǔ

主 主 主 主 主 主 主 主 主 主 主 主

qí qí qí qí qí qí qí qí qí qí qí qí

题 题 题 题 题 题 题 题 题 题 题 题

qí qí qí qí qí qí qí qí qí qí qí qí

题 题 题 题 题 题 题 题 题 题 题 题

xī xī xī xī xī xī xī xī xī xī xī xī

吸 吸 吸 吸 吸 吸 吸 吸 吸 吸 吸 吸













# 看图写话



看图片写作文（10句话）

- 图片里面有谁？在干什么？他们有带什么食物？你觉得他们之后会做什么活动？

我的作文

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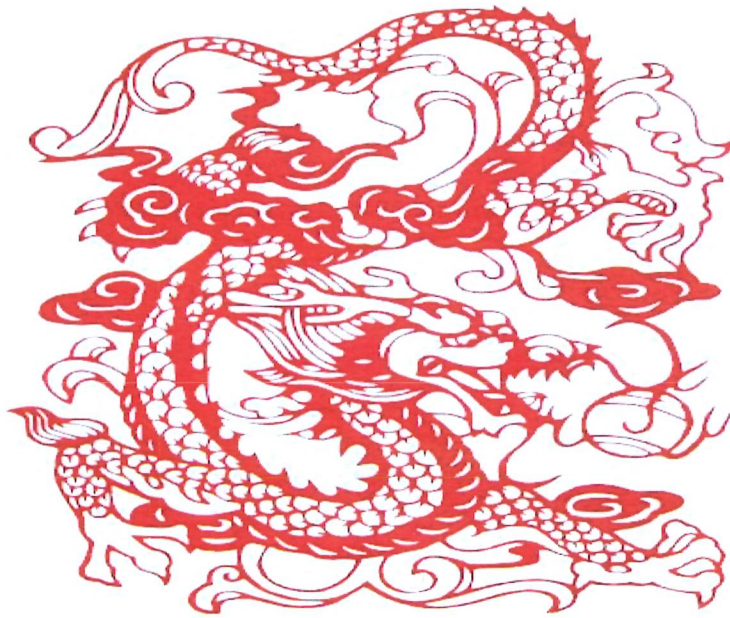
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Day 4.

# 英华学院 五年级中文课

## 《剪纸苦乐记》



姓名： \_\_\_\_\_

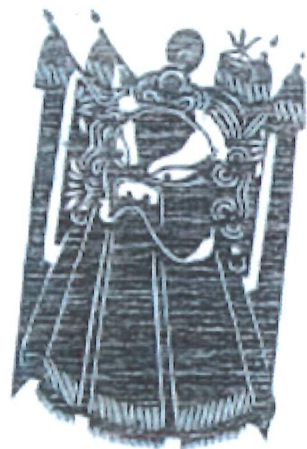
班级： \_\_\_\_\_



## 剪纸苦乐记

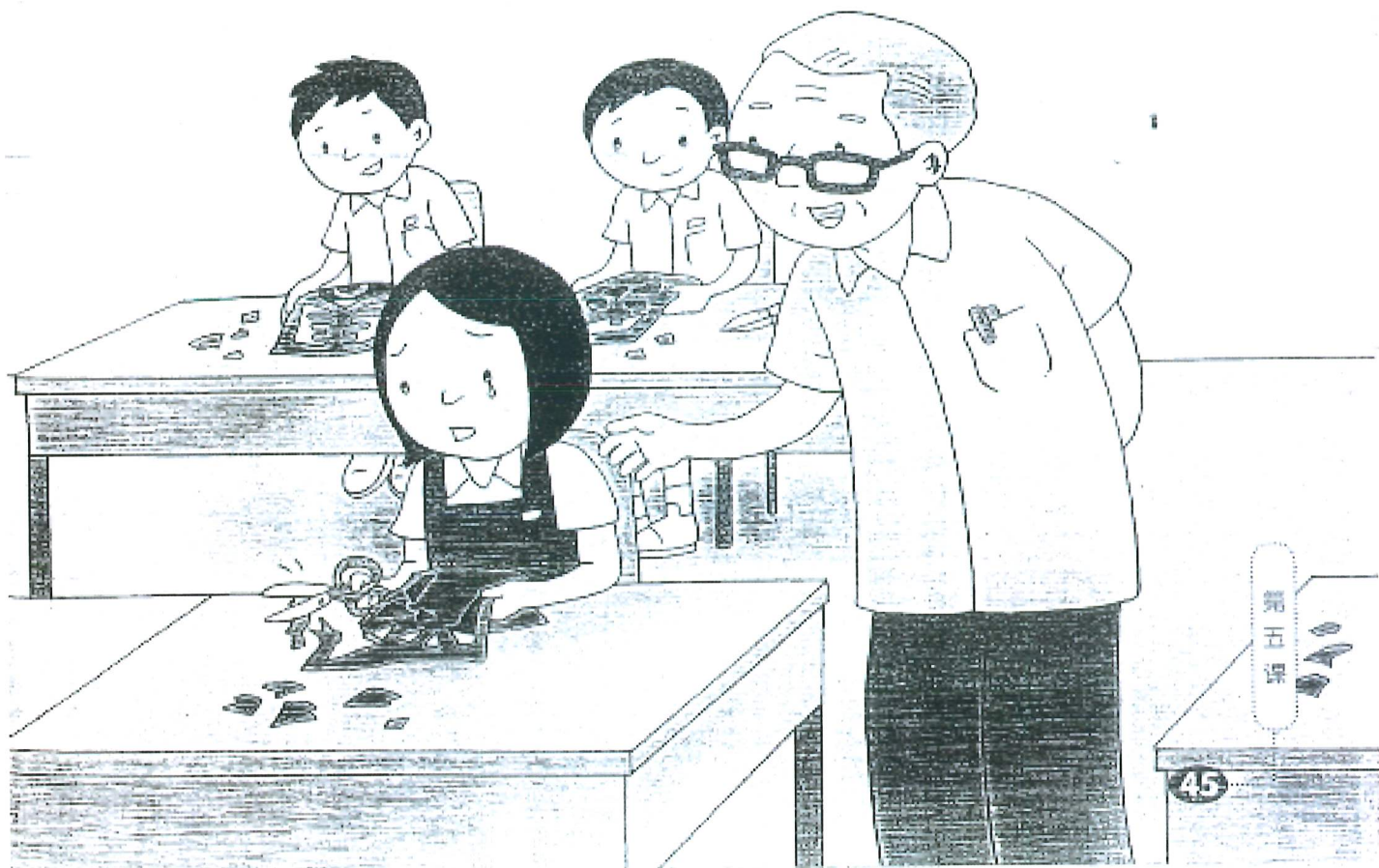
今天上午，剪纸艺术展开幕。我校展出了以“年”为主题的作品，吸引了很多参观者。看见人们都聚精会神地欣赏，我们心里美滋滋的。那可是我们花了两个月时间才完成的呀！

去年，学校请陈师傅来教我们剪纸。刚开始时，我对剪纸不感兴趣。但当我亲眼看见陈师傅剪纸时，一下子就被他吸引住了！陈师傅手拿一把小剪刀，把一张张红纸翻来折去，像变魔术般剪出了孙悟空、猪八戒、十二生肖、京剧脸谱等。我开始迷上了剪纸。





剪纸需要细心和耐心，不然很容易出错。那天，陈师傅给我们讲了“年”的故事后，我们就开始剪了：有的剪“年”闯进村子的情景，有的剪村民用爆竹赶走“年”的场面，有的剪欢庆春节的画面。我剪着剪着，不小心把爆竹剪断了，我难过得哭了起来。陈师傅看见了，立刻过来安慰我。在陈师傅的鼓励下，我又重新剪了起来。



## Day 4

剪纸最难的是，有些细微的地方需要用小刀片一点儿一点儿地刻出来。最初，我刻得一点儿都不好，但我并不灰心，每天坚持练习。最终，我掌握了刻纸的技巧，剪出了满意的作品。

现在，我常常利用课余时间剪纸，有时候还当小老师，教同学们剪纸呢！

《剪纸苦乐记》小词典

<p>1 主题</p>	<p>拼音： 部首： 字体结构： 上下、左右、全包围、 半包围、独体字  上下、左右、全包围、 半包围、独体字</p>	<p>解释：主要内容。 <small>nèi róng</small>  课文中的句子：  造句：</p>
<p>2 吸引</p>	<p>拼音： 部首： 字体结构： 上下、左右、全包围、 半包围、独体字  上下、左右、全包围、 半包围、独体字</p>	<p>解释：引起兴趣，让人着迷。  课文中的句子：  造句：</p>
<p>3 聚精 会神</p>	<p>拼音： 部首： 字体结构： 上下、左右、全包围、 半包围、独体字  上下、左右、全包围、 半包围、独体字</p>	<p>解释：形容非常认真、专心的样子。  课文中的句子：  造句：</p>

Day 4

4 欣赏	拼音： 部首： 字体结构： 上下、左右、全包围、 半包围、独体字  上下、左右、全包围、 半包围、独体字	解释：享受美好的事物，常用于风景、画、音乐等。  课文中的句子：  造句：
5 美滋滋	拼音： 部首： 字体结构： 上下、左右、全包围、 半包围、独体字  上下、左右、全包围、 半包围、独体字	解释：形容心里高兴而在脸上表现出很得意的样子。  课文中的句子：  造句：
6 细心	拼音： 部首： 字体结构： 上下、左右、全包围、 半包围、独体字  上下、左右、全包围、 半包围、独体字	解释：细致认真。  课文中的句子：  造句：
7 耐心	拼音： 部首： 字体结构： 上下、左右、全包围、 半包围、独体字	解释：心里不急躁，不厌烦。  课文中的句子：  造句：

	上下、左右、全包围、半包围、独体字	
8 不然	拼音： 部首： 字体结构： 上下、左右、全包围、半包围、独体字  上下、左右、全包围、半包围、独体字	解释：如果不是这样，就会……  课文中的句子：  造句：
9 安慰	拼音： 部首： 字体结构： 上下、左右、全包围、半包围、独体字  上下、左右、全包围、半包围、独体字	解释：说好听的话，或做好的事，让不开心的人心情变得好起来。  课文中的句子：  造句：
10 鼓励	拼音： 部首： 字体结构： 上下、左右、全包围、半包围、独体字  上下、左右、全包围、半包围、独体字	解释：让人努力，不断进步。  课文中的句子：  造句：

11 灰心	拼音： 部首： 字体结构： 上下、左右、全包围、 半包围、独体字  上下、左右、全包围、 半包围、独体字	解释：因为失败而失去了信心和勇气。  课文中的句子：  造句：
12 坚持	拼音： 部首： 字体结构： 上下、左右、全包围、 半包围、独体字  上下、左右、全包围、 半包围、独体字	解释：不管有什么困难，也要一直做下去。  课文中的句子：  造句：
13 满意	拼音： 部首： 字体结构： 上下、左右、全包围、 半包围、独体字  上下、左右、全包围、 半包围、独体字	解释：因为得到了想要的而开心的样子。  课文中的句子：  造句：
14 课余	拼音： 部首： 字体结构： 上下、左右、全包围、 半包围、独体字	解释：上课以外的时间。  课文中的句子：  造句：

	上下、左右、全包围、半包围、独体字	
15 细微	拼音： 部首： 字体结构： 上下、左右、全包围、半包围、独体字  上下、左右、全包围、半包围、独体字	解释：细小，微小。  课文中的句子：  造句：

《剪纸苦乐记》 字词

	zhǔ tí				
1	主题				
	xī yǐn				
2	吸引				
	jù jīng huì shén				
3	聚精会神				
	xīn shǎng				
4	欣赏				
	měi zī zī				
5	美滋滋				

	xì xīn				
6	细心				
	nài xīn				
7	耐心				
	bú rán				
8	不然				
	ān wèi				
9	安慰				
	gǔ lì				
10	鼓励				
	huī xīn				
11	灰心				
	jiān chí				
12	坚持				
	mǎn yì				
13	满意				
	kè yú				
14	课余				
	xì wēi				



15	细微				
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阅读课文，回答问题：

### 第一段

**主题句：**

1 今天早上，学校有什么活动？

2 “主题”是什么意思？

3 人们喜不喜欢看剪纸？你怎么知道？

4 为什么“我”心里美滋滋的？

5 最近什么事让你心里美滋滋的？

6 什么东西会很吸引你？

阅读课文，回答问题：

Day 4  
第二段

主题句：

1 刚开始，“我”对剪纸的感觉是什么？

2 现在，“我”对剪纸的感觉是什么？

3 陈师傅都会剪什么东西？你觉得他剪纸剪得好不好，为什么？

4“迷上”是什么意思？

5 为什么“我”会迷上剪纸？

6 最近，你有迷上做什么事情吗？如果有，请问是什么？

Day 4

阅读课文，回答问题：

### 第三段

**主题句：**

1 如何才能剪纸剪得好？

2 同学们的剪纸都剪了什么故事？

3 那天“我”为什么哭了？

4 陈师傅是不是一位好老师？为什么？

5 为什么“细心”很重要？

6 你认识最耐心的人是谁？

7 最近有什么事让你难过吗？有人安慰了你吗？

阅读课文，回答问题：

Day 4

第四，五段

主题句：

1 剪纸最难的地方是什么？

2 刚开始时，“我”剪纸剪得怎么样？

3 最终，“我”剪纸剪得怎么样？

4 “我”为什么能剪出满意的作品？

5 “我”经常什么时候练习剪纸？

6 你课余时间经常做什么事？

7 你最坚持的事是什么？

## 《剪纸苦乐记》听力练习

## 一 根据老师念的句子，选出正确的拼音，并把序号写在括号里

1. ( ) (A) jiǎng zhǐ (B) nài xīn (C) xī rěn
2. ( ) (A) cóng xīn (B) kē wén (C) gǔ lì
3. ( ) (A) ān wēi (B) ān wèi (C) chén jì
4. ( ) (A) xī yǐn (B) xǐ yíng (C) lè qì
5. ( ) (A) cān guān (B) zōu mò (C) zhuō mō

## 二 听老师念词语的解释，选出正确的词，并把字母写在括号里







6. ( ) (A) 灰心 (B) 耐心 (C) 细心
7. ( ) (A) 脸普 (B) 脸谱 (C) 检普
8. ( ) (A) 美兹兹 (B) 安慰 (C) 美滋滋
9. ( ) (A) 主题 (B) 吸引 (C) 重新
10. ( ) (A) 满意 (B) 掌握 (C) 鼓励

## 三 根据听到的问题选出正确的回答，并把字母写在括号里

11. ( ) (A) 因为陈师傅会变魔术 (B) 因为陈师傅剪出了一个魔术  
(C) 因为陈师傅一下子就剪出了剪纸
12. ( ) (A) 大家聚在一起 (B) 精神高度集中  
(C) 不用说，也知道别人的意思
13. ( ) (A) 我十一岁。 (B) 今年我是十岁。 (C) 我是十一岁。
14. ( ) (A) 我知道，我带你去找她。 (B) 我不知道，我带你去找她。  
(C) 我知道，我带你去拿她。
15. ( ) (A) 我是能看清楚。 (B) 我不能看清楚聪明板。 (C) 我看不清楚。

《剪纸苦乐记》读写练习

一. 配对游戏：把图片的字母写在括号里。

A.		B.	C.	
D.		E.	F.	
G.		H.	I.	

1. ( ) 剪纸
2. ( ) 年兽
3. ( ) 魔术师
4. ( ) 爆竹
5. ( ) 猪八戒
6. ( ) 十二生肖
7. ( ) 孙悟空
8. ( ) 剪刀
9. ( ) 京剧脸谱

# Day 4

## 二. 看拼音，写字；看字，写拼音

	yú	xì		xī		xīn	shǎng
课			心		引		
jiǎn			wèi	měi	zī zī	nài	
	纸	安					心
gǔ	lì		rán	huī		jiān	chí
		不			心		
	tí	mǎn	yì	jù	jīng		shén
主						会	

## 三. 圈出下面拼音的中文字，并写在拼音下面。

寓	作	者	聚	贪	心	艺
黏	言	印	精	深	术	骄
吸	引	剪	会	展	期	傲
蜂	乐	纸	神	欣	弃	记
美	滋	滋	可	道	赏	动
机	信	心	是	理	主	获
参	观	者	篇	机	苦	题

1. jiǎn zhǐ

2. yì shù zhǎn

3. zhǔ tí

4. xī yǐn

5. cān guān zhě

6. jù jīng huì shén

7. xīn shǎng

8. měi zī zī

9. kě shì

四. 选出意思的词:

Day 4

- 1.(            ) 因为失败而失去了信心和勇气。            A.耐心    B.灰心    C.爱心
- 2.(            ) 把事物或别人的注意力引到自己方面来。A.吸引    B.西影    C.吸收
- 3.(            ) 表示如果不是上文所说的情况,就发生或可能发生下文所说的情况。  
                  A. 不然    B.因此    C.如果
- 4.(            ) 开心地、愉快地看。                    A.欣赏    B.心赏    C.欣爱
- 5.(            ) 下课后的时间。                    A.课上    B.课文    C.课余
- 6.(            ) 注意力很集中。            A.聚精会神    B.粗心大意    C.不在乎
- 7.(            ) 心里感觉很美好、很开心。            A.没意思    B.欣赏    C.美滋滋
- 8.(            ) 真是、实在是....                    A 可是    B 可以    C 好是

五. 下面每句话都有语法错误,请把正确的句子写在横线上

1 我不能听见他在说什么。

---

2 小明今年是上八年级了。

---

3 同学们写作业在教室。

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## Day 4

### 六. 填写适合的词:

满意 吸引 主题 欣赏 灰心 聚精会神

美滋滋 课余 耐心 鼓励

1. 去年英华新年表演的 ( ) 是讲“孝顺 xiào shùn”，就是告诉人们要对爸爸妈妈好。
2. 在老师的不断 ( ) 下，我终于不再紧张，走上舞台开始表演。
3. 我进教室的时候，她正 ( ) 地做功课，一点也没有注意到我进来了。
4. 听到许多人说我们学校的新年表演很好看，我们心里 ( ) 的。
5. 这次的演讲比赛，小明表现的非常自信，他对自己的表现很 ( ) 。
6. 他的书法写得很好， ( ) 很多人过来观看。
7. 人们在公园里一边聊天，一边 ( ) 美景。
8. 虽然小丽这一次考试没有考好，但是她并没有 ( ) ，而是更加努力地学习。
9. 莉莉经常利用 ( ) 时间来练习弹钢琴，她的梦想是成为一名钢琴家。
10. 钓鱼需要有 ( ) ，不然很难钓到鱼。

### 七. 造句

1. 不然

2. ...., 有的....., 有的....., 有的.....

3. 聚精会神

## 八. 阅读理解

昨天上午，科学展在博物馆开幕，展出了很多以“恐龙”为主题的画画作品。小陈从小就对恐龙很有兴趣，一下子就被展出的恐龙的图画吸引住了。这些图画有的是恐龙在天空飞的场面，有的是大恐龙和小恐龙在水里玩的情景，有的是恐龙在找食物的画面。每一张图画都是那么有趣，大家都在聚精会神地欣赏着。这时候，小陈的爸爸像变魔术般从口袋里拿出一只小恐龙玩具，小陈高兴地拿在手里，心里美滋滋的。

( ) 1. 科学展发生的地点是哪里？

- A. 天空                      B. 水里                      C. 博物馆

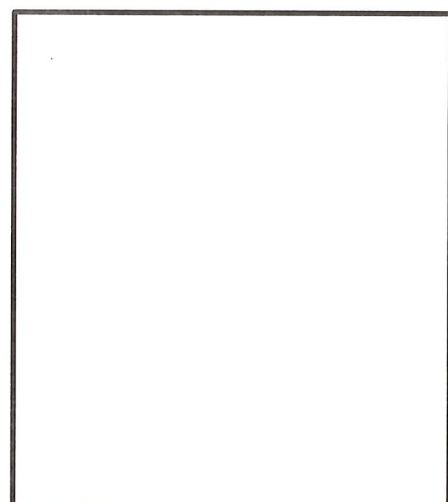
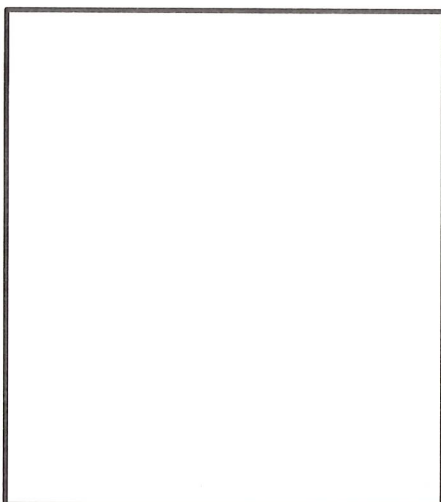
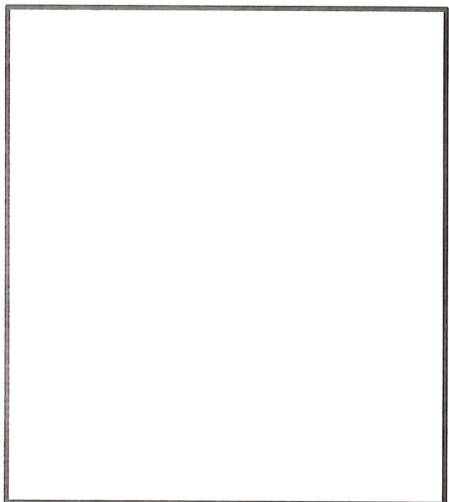
( ) 2. 科学展的主题是什么？

- A. 玩具                      B. 剪纸                      C. 恐龙

3. 画线的词“聚精会神”是什么意思？

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4. 有三种图案的恐龙图画，请你画一画是哪三种图案



5. 为什么小陈心里美滋滋的？

## Day 4

### 作文：《\_\_\_\_\_苦乐记》

请写一篇作文，讲一讲你跟老师学习剪纸的过程。你也可以写一写你学习一门本领的过程（比如：学习小提琴，钢琴，骑车，滑雪，做蛋糕，练习中国新年表演，等等）。

#### 一 写作要求：

- 1 文章至少四段。
- 2 至少十个完整句子。
- 3 逻辑清楚，标点正确。

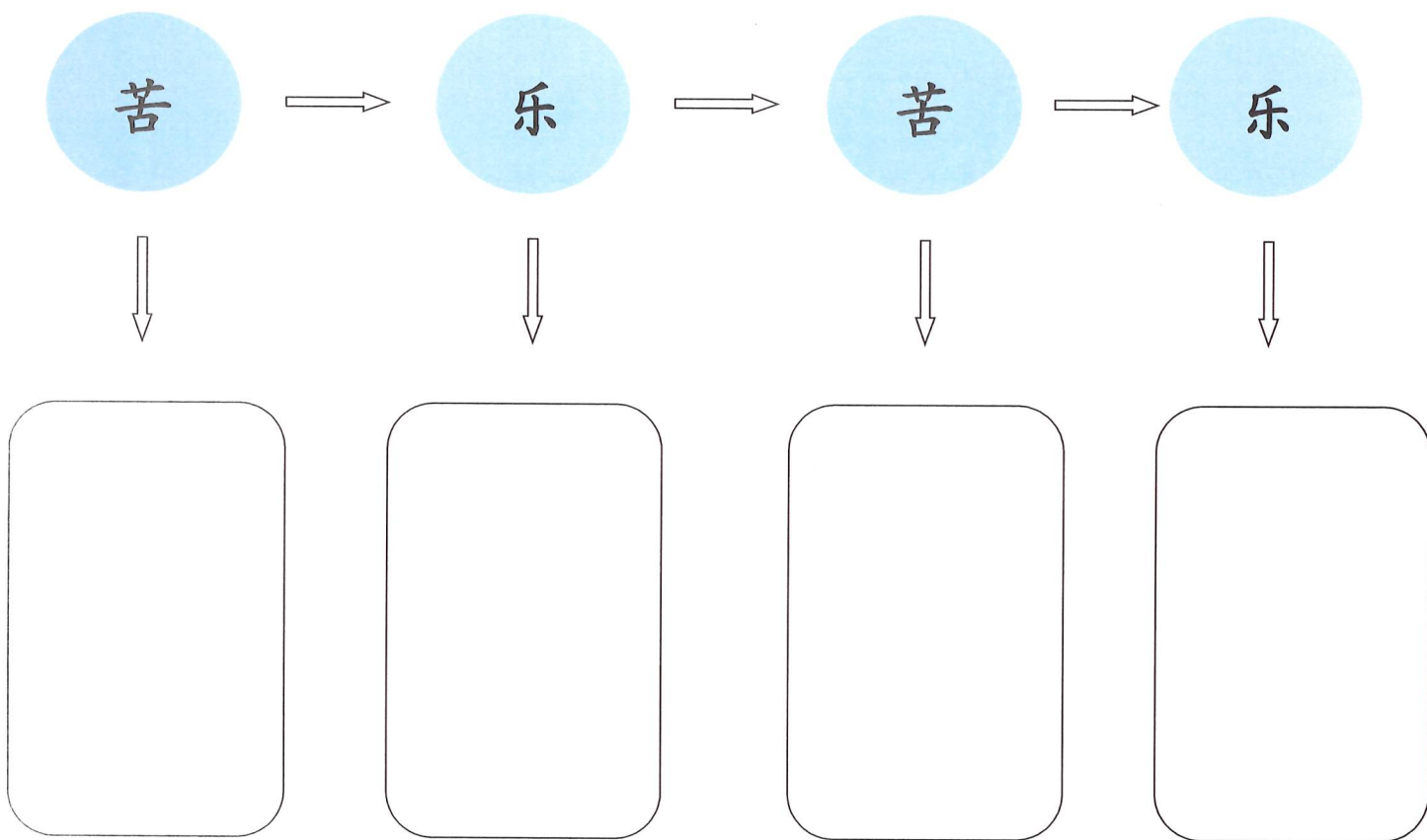
#### 二 可用连词：

首先，然后，接着，最后

第一，第二，第三……

不然，一下子，可是，

三 可以用下面的提示来帮助你组织你的作文。



参考范文：

### 学钢琴苦乐记

时光如梭<sup>suō</sup>，转眼间我已经和钢琴交了四年朋友。从一年级开始，妈妈就让我学了钢琴，至今也快四年了。在这四年中，琴声不但陪伴着我度过了无数个酸甜苦辣的日子，而且对我的成长帮助很大。

记得刚刚开始学琴的时候，我只有6岁。最初学弹琴并不是一帆风顺的。我的节奏总是弹得不准确，老师总是很耐心地安慰我，鼓励我，给我讲

解、纠正，慢慢地我的弹奏水平提高了很多，也懂得了认真做事情的重要性。每到放暑假的时候，就是我备战考级的时候。不管天气多炎热，外面有多热闹，这一切都与我无关。当我从老师手里接过闪闪发光的证书时，我终于懂得了“一分耕耘<sup>gēngyún</sup>，一分收获”的道理。如果有人说学琴很苦，我会说他的话没错。当我练习自己不喜欢的音阶和练习曲时，当我用同龄人玩游戏或看电视的时间练琴时，当我冒着严寒酷暑<sup>kùshǔ</sup>到老师家上课时，我的确感到学琴是“苦”的；但是当我陶醉在自己的琴声中，当我通过一次次音乐考级时，我又觉得学琴给我带来了极大的快乐。

学琴有苦也有乐。因为学琴的快乐，其中的苦也是值得的。

#### 四 参考问题，写作文。

第一段：剪纸是哪里的艺术？你跟老师学习了什么剪纸？剪纸都需要什么材料？

第二段：讲一讲你剪出作品的过程？（首先，然后，接着，最后……）

第三段：你觉得剪纸难不难？剪纸需要注意的地方是什么？如果想剪得好，需要怎么做？

第四段：你觉得剪纸苦的地方在哪里？剪纸乐的地方在哪里？

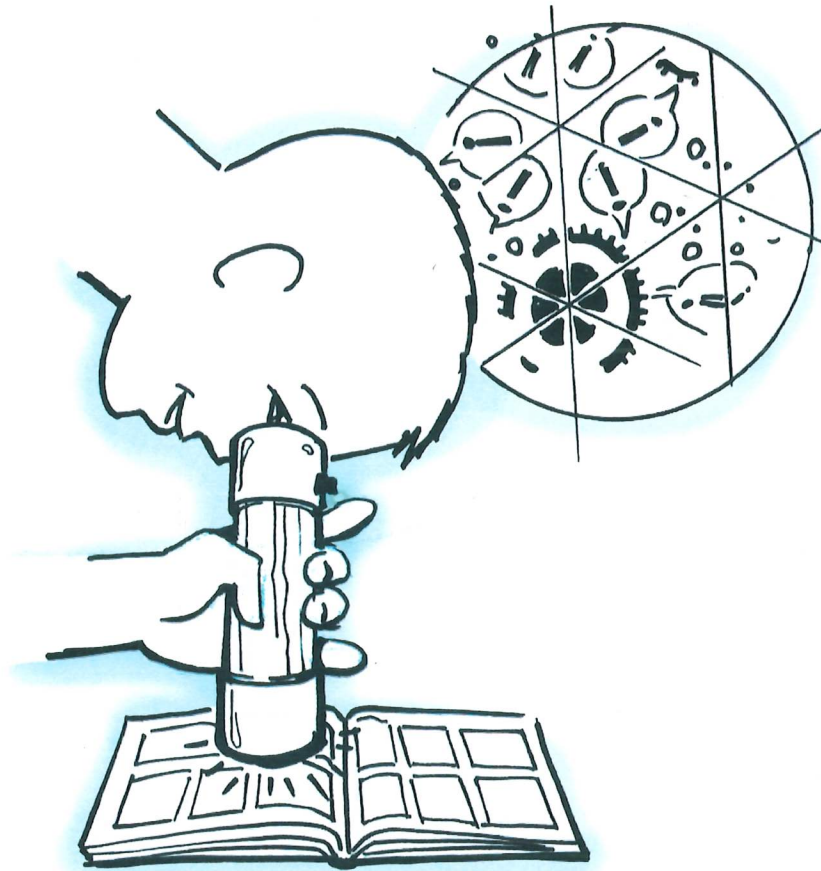
Day 5

爱读5本书





# Science



# E-Learning Material



# How Do Plants Reproduce?

Plants reproduce using spores and seeds. The path a plant follows as it begins life, grows, and reproduces is called its life cycle. Scientists sort plants into two major groups by looking at their life cycles.

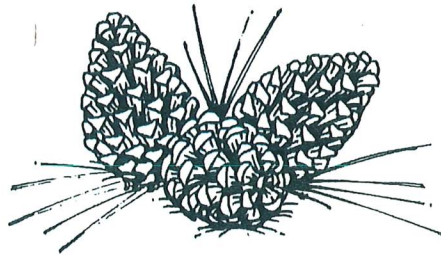
## Seedless Plants and Conifers

One group is the seedless plants, which reproduce with spores or other structures. Ferns are seedless plants that reproduce with spores. Spores are made on sporangia on the back side of the fern.



The other group is the seed plants, which reproduce with seeds. Scientists sort seed plants into two large groups: gymnosperms and angiosperms. Plants with seeds that are not hidden inside of fruit are called gymnosperms. Conifers, such as pine trees, are common gymnosperms. Conifer seeds grow inside cones.

Male cones make pollen, which contains sperm cells. Female cones have ovules, which contain eggs. Pollen cones send pollen into the wind. When pollen is delivered to eggs, the process is called pollination. Sperm cells fertilize the eggs to form zygotes, which will turn into seeds.



## Flowering Plants

The second group of seed plants is the angiosperms, also called flowering plants. Their seeds are protected inside flowers and fruits. Most plants in the world are angiosperms. Flowers are the organ angiosperms use for reproduction.

The male reproductive organ is called a stamen. It has a thin stalk and a rounded anther. The anther makes pollen.

The female reproductive organ of a flower is called a pistil. The pistil has three parts: the stigma, the style, and the ovary. The stigma is the sticky tip of the pistil. The style joins the stigma and ovary, which holds the ovules, or eggs. The petals of a flower protect the flower's reproductive organs.



In flowering plants, pollination happens after pollen lands on the sticky stigma. If the pollen is from the right kind of plant, the pollen makes a tube through which a sperm cell is sent to fertilize the egg. A zygote grows and turns into a seed.

As the seed grows, the ovary changes into a fruit, which keeps the seed safe. Fruits like apples and cherries are ovaries surrounding the seeds inside them.

Angiosperms grow in most places on Earth. Some even live in ocean water. Angiosperms have many kinds of structures that help them reproduce in the places they live.

## Pollination

Pollen can be moved in many ways. Self-pollination occurs when pollen moves from male to female parts on the same flower. Some plants, such as corn, send pollen into the wind. Plants such as sea grasses live in water, which carries pollen. When insects and other animals visit flowers, pollen sticks on their bodies and moves with them to other flowers.



## Moving Seeds Around

Like pollen, plant seeds can be moved in many ways.

**Wind** Some plants, like dandelions, have small, light seeds that can be carried by the wind.

**Water** Some plant seeds and fruits can be moved by water. These fruits and seeds have air inside of them to help them float in the water.

**Animals** Burrs are fruits that stick to the fur of animals. As an animal moves around, it carries the seeds to new places.

Many animals like eating sweet fruits. As an animal eats the fruit, some of the seeds may drop to the ground, where they may grow into new plants.

Animals that eat fruit also help spread seeds in another way. Some seeds pass through the body of an animal without being broken down. They are part of the animal's waste. Birds that eat fruit often spread plant seeds this way.



# How Do Plants Reproduce?

Match each definition to its term.

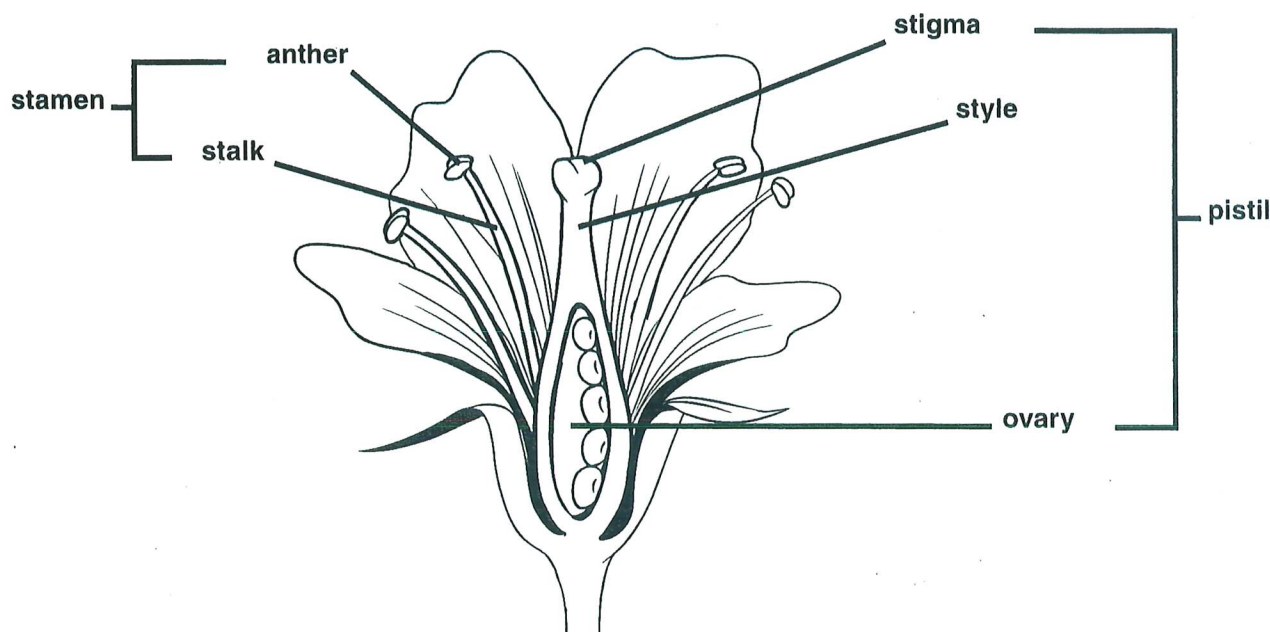
## Definitions

- \_\_\_ 1. a plant's generation, growth, and reproduction
- \_\_\_ 2. the first cell of a new plant
- \_\_\_ 3. plants with seeds in cones, not covered by protective fruit
- \_\_\_ 4. the process that delivers pollen to eggs
- \_\_\_ 5. plants that produce seeds that have a protective covering

## Terms

- a. pollination
- b. angiosperms
- c. life cycle
- d. gymnosperms
- e. zygote

Use the diagram to answer questions 6, 7, and 8.



- 6. The male part of the flower is called the \_\_\_\_\_.
- 7. The female part of the flower is called the \_\_\_\_\_.
- 8. Pollen from the stamen reaches the \_\_\_\_\_.





**9. Main Idea** What are the most numerous types of plants?

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**10. Vocabulary** Write a sentence or short paragraph using the terms *gymnosperms* and *angiosperms*.

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**11. Reading Skill: Compare and Contrast** What do sporangia, cones, and flowers have in common? How do they differ?

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**12. Critical Thinking: Apply** Explain why many gardeners plant flowers that attract bees and butterflies.

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**13. Inquiry Skill: Analyze Data** Give three reasons why angiosperms are the most successful plants on Earth.

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**14. Test Prep** All flowering plants produce seeds and

- A fruits.
- B other edible parts.
- C brightly colored petals.
- D sporangia.



# What Are Habitats and Niches?

## Habitats

Telling people your street address is a simple way to describe where your house is. All living things have an "address." A habitat is the area where an organism lives. Everything that an organism needs to live can be found in its habitat. Many different living things may share a habitat.

## Niches

Organisms in a habitat have specific tasks. A niche is what an organism does in its habitat. A niche includes where the organism lives, how it reproduces, and how it stays safe. For example, on the savanna, the niche of a lion includes hunting zebra. The niche of a zebra includes eating grass.

Each group of organisms in a habitat uses resources in a different way. In the savanna, for example, zebras eat the grass. Lions do not eat the grass, but they lie on the grass. Birds use the grass to build nests. Using resources differently means there are enough resources for everyone.

## Adaptations

An adaptation is something that helps an organism survive in its environment. Some adaptations are physical. The sea turtle has flippers that help it move through water. The desert turtle has feet that help it move easily across the sand. Each animal's body has special parts to help it live in its habitat.

Other adaptations are things an organism does. A bat might adapt by sleeping through winter. This adaptation, called hibernation, allows bats to live in cold places.



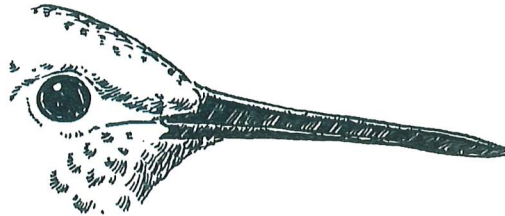
## Natural Selection

In the 1880s, a scientist named Charles Darwin suggested a way to explain adaptations. He said that some members of a species have features that help them live in their environment. The members with special features are more likely to survive. Then their babies inherit those features.



This process is known as natural selection. For example, birds of a certain species live on a beach and search for food among the rocks. Some of the birds have long, pointed beaks. They can easily pick up food from the cracks between the rocks. Other birds in the population have shorter, rounder beaks and cannot reach the food as well.

The birds with pointed beaks are more likely to stay alive. Their babies will also have pointed beaks. After several generations, many birds of this species will have the longer, more pointed beaks.

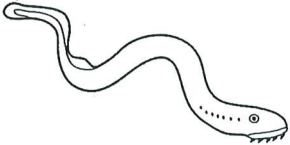
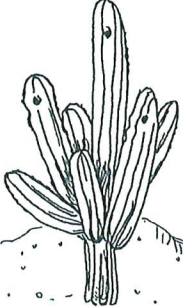



### Symbiosis

All living things depend on and affect one another. Some organisms develop close relationships. Symbiosis is a close, long-lasting relationship between two different organisms.

There are three kinds of symbiosis. In parasitism, one organism in the relationship is helped and the other is hurt. In commensalism, one organism is helped and one is not affected. In mutualism, both organisms are helped.

#### Kinds of Symbiosis

Parasitism	Commensalism	Mutualism
		
<p>This worm takes blood from its host. It is helped. Its host is hurt.</p>	<p>Owls live in this cactus. The owl is helped and the cactus is not affected.</p>	<p>Tiny shrimp can eat parasites on fish. The shrimp and the fish are helped.</p>



# What Are Habitats and Niches?

Write answers to the questions on the lines below.

1. What is a habitat?

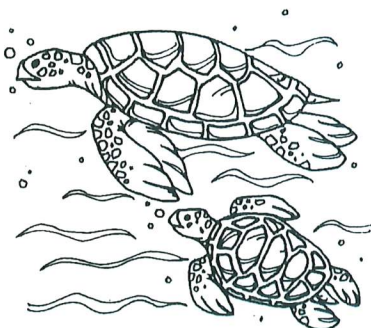
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2. What is a niche?

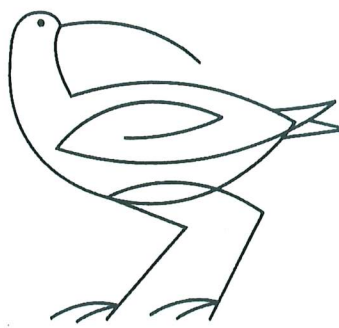
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3. Write at least one adaptation for each animal shown above.

4. What is symbiosis?

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5. What is parasitism?

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**6. Main Idea** Describe two different niches in a savanna habitat.

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**7. Vocabulary** What is mutualism? Describe how mutualism affects organisms.

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**8. Reading Skill: Compare and Contrast** According to natural selection, how do differences among organisms help develop adaptations?

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**9. Critical Thinking: Apply** How would you describe your niche in your family? How does it compare to an animal's niche in nature?

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**10. Inquiry Skill: Observe** Describe a type of symbiotic relationship that you have observed. Identify which organisms benefit and which are harmed, if any.

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**11. Test Prep** An organism's niche includes

- A where it lives.
- B how it protects itself.
- C how it reproduces.
- D all of the above.

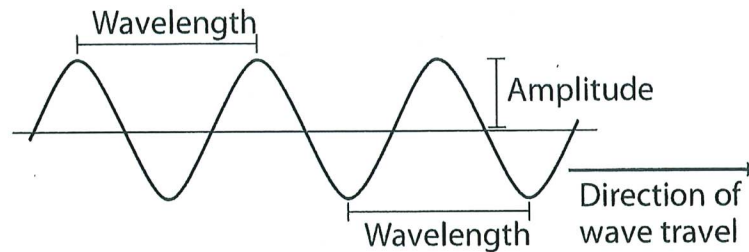


# How Are Sounds Made?

## Mechanical Waves

A mechanical wave forms when a disturbance causes energy to travel through matter such as air, water, or another medium. Mechanical waves can move only through matter. They cannot move through empty space.

Mechanical waves move in different ways. A transverse wave moves perpendicular to the direction that the medium moves. Part of the wave moves up as energy moves through it. As that part drops back down, it sends energy to the next part. Then that part moves up. The wave moves left to right.



Mechanical waves can also move as longitudinal waves. Particles move back and forth parallel to the direction the wave travels. A spring snapping back and forth creates longitudinal waves. Compression happens wherever particles in a longitudinal wave come together. Rarefaction happens wherever particles spread out.

Scientists measure wave amplitude, wavelength, and frequency. Amplitude is the height of the crests or troughs from the rest position of a transverse wave. Wavelength is the distance between two neighboring crests or troughs. Frequency is the number of waves that pass a point per second.

## Sound Waves

Sound waves are a type of longitudinal mechanical wave. Sound waves happen due to vibrations, or rapid back-and-forth movement of an object. Vibrations compress and spread apart the air molecules around them. The first molecules bump into other molecules. Then those molecules bump into other ones. In this way, sound waves spread out.



The tuba is a musical instrument. The tuba makes sound when air travels through it. When the player's lips vibrate, the air inside the tuba vibrates, too. The vibrating air moves through the instrument. This makes the metal vibrate. The sound that comes out is magnified.



Waves travel at different speeds through different materials. This is true of all types of mechanical waves, including sound waves. As a rule, sound waves move faster through solids and liquids than through gases. The temperature of the medium, especially gases, also affects the speed.

### Speed of Sound in Different Materials

Material	Speed (m/s)
Dry air	346
Fresh water	1,500
Wood (oak)	1,850

### Pitch

Objects vibrate and create sound waves with different properties. Pitch is how low or high you sense the sound to be. Pitch depends on the sound wave's frequency. The higher the frequency, the higher the pitch of the sound.

### Volume

Volume is how loud or soft a sound is. It is a measure of the intensity, or strength, of the vibrations that lead to sound. The amplitude of the sound waves determines intensity. Hearing loud sounds continuously can damage hearing.

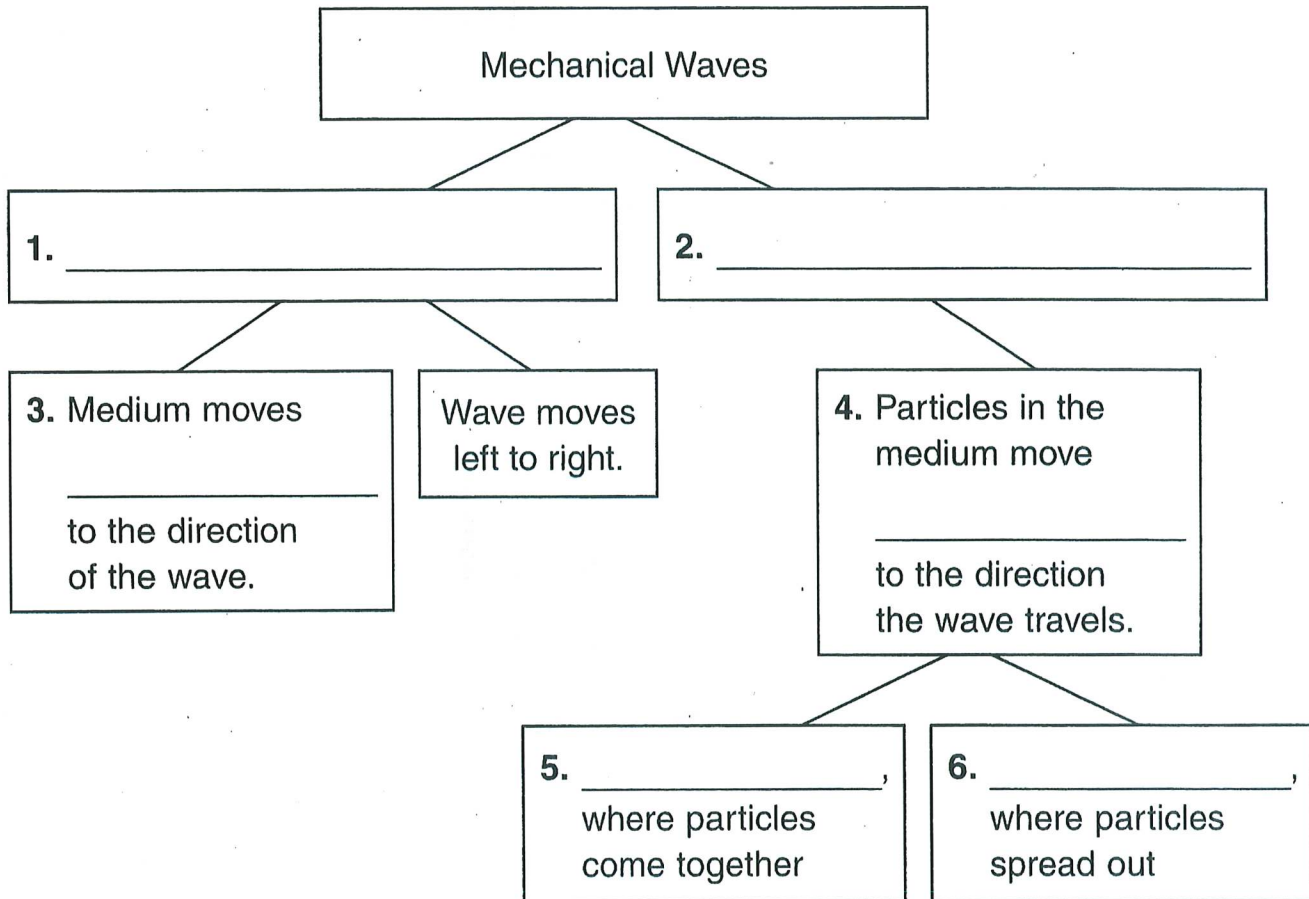
### Acoustics

Sound waves act in different ways when they move from one medium into another. When a sound wave strikes a surface, several things can happen. Sound may reflect off the surface. For example, sound waves hitting a hard surface like concrete will be bounced off. Sound waves can pass through a surface. Or the surface may absorb the sound. Acoustics is the study of how materials affect sound waves.



# How Are Sounds Made?

Fill in the blanks in the diagram using the terms *parallel*, *perpendicular*, *transverse wave*, *longitudinal wave*, *rarefaction*, and *compression*.



Match each definition to its term.

### Definitions

- \_\_\_ 7. number of waves that pass a point per second
- \_\_\_ 8. how high or low a sound is perceived to be
- \_\_\_ 9. how loud or soft a sound is
- \_\_\_ 10. study of how materials affect sound waves

### Terms

- a. frequency
- b. acoustics
- c. pitch
- d. volume





**11. Main Idea** What are sound waves, and how do they travel?

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**12. Vocabulary** What are vibrations? Give an example of an object that vibrates and describe the effect of the vibrations.

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**13. Reading Skill: Conclusions** Why is it important to wear ear protection if you are working with a loud device such as a jackhammer?

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**14. Critical Thinking: Synthesize** What effect can materials around your home stereo have on the music you play?

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**15. Inquiry Skill: Hypothesize** How might sound reflect off a hard, curved surface? Propose a hypothesis.

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**16. Test Prep** Waves observed moving up and down are examples of

- A longitudinal waves.
- B transverse waves.
- C compression waves.
- D electromagnetic waves.



# What Orbits the Sun?

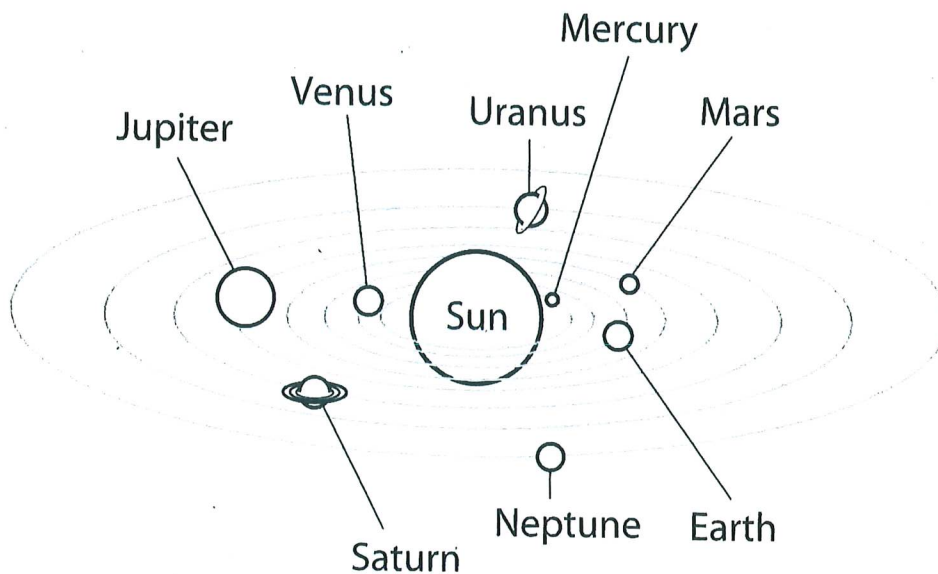
The Sun and the bodies that revolve, or travel, around it make up the solar system. Our solar system is huge, but it is only a tiny part of an enormous galaxy called the Milky Way.

## The Sun and Its Neighbors

The solar system is made up of the Sun and all the bodies that revolve around it. The solar system has eight planets, including Earth. A planet is a large body that revolves around the Sun. Planets do not make their own light. They reflect light from the Sun.

The Sun is the largest part of the solar system. The other bodies in the solar system are held in their positions by the Sun's gravity. Many planets, like Earth, have one or more moons. The solar system also has asteroids, comets, and meteorites.

The Sun has strong gravity. The Sun's gravity keeps all of the planets and objects traveling around the Sun. The path that each object travels around the Sun is called its orbit.



## Moons

There are about 140 moons in the solar system. Moons are held in orbit by their planets' gravitational pull. Unlike Earth's Moon, some moons have an atmosphere. Some seem to have water or ice beneath their surface. One has volcanoes.



## Asteroids

An asteroid is a small, rocky object that orbits the Sun. There are millions of them in the solar system. Most of them orbit in a band called the asteroid belt located between Mars and Jupiter. Asteroids can be hundreds of miles, or only a few feet, across.

## Comets

A comet is a small orbiting body made of dust, ice, and frozen gases. Comets orbit the Sun. The orbits of most comets are elliptical. This means that the comet passes close to the Sun and then swings far away from it.

Comets have a cold center. When a comet comes near the Sun, part of it starts to glow. This is called a coma. Energy from the Sun makes the coma grow, and a glowing tail forms. The tail can be millions of kilometers long.

Some comets make one complete trip around the Sun in fewer than 200 years. These are called short-period comets. Long-period comets travel much farther away from the Sun. They may take 30 million years to orbit the Sun!

## Meteors

Have you ever seen a “shooting star”? These streaks of light are not moving stars. They are meteors.

A meteor is a streak of light caused by a chunk of matter that enters Earth's atmosphere and is heated by friction with the air around it. One of these chunks of matter is called a meteoroid. The meteoroid burns as it falls. This forms streaks of light in the night sky. Some meteoroids are large, like asteroids. Most are much smaller. Many are smaller than a grain of sand.

Sometimes many meteors can be seen at the same time. This is called a meteor shower. In some meteor showers, 50 meteors can be seen each hour. Meteor showers can last a few hours. Some last for a few days.

Sometimes a meteor stays together as it falls through Earth's atmosphere. When it hits the ground, it is called a meteorite. Most meteorites seem to come from the asteroid belt.

Large meteorites can hit Earth's surface. When they do, they form impact craters. These are like large bowl-shaped holes on Earth.



# What Orbits the Sun?

Write answers to the questions on the lines below.

1. What is a solar system?

\_\_\_\_\_

2. What keeps the planets and other bodies in orbit around the Sun?

\_\_\_\_\_

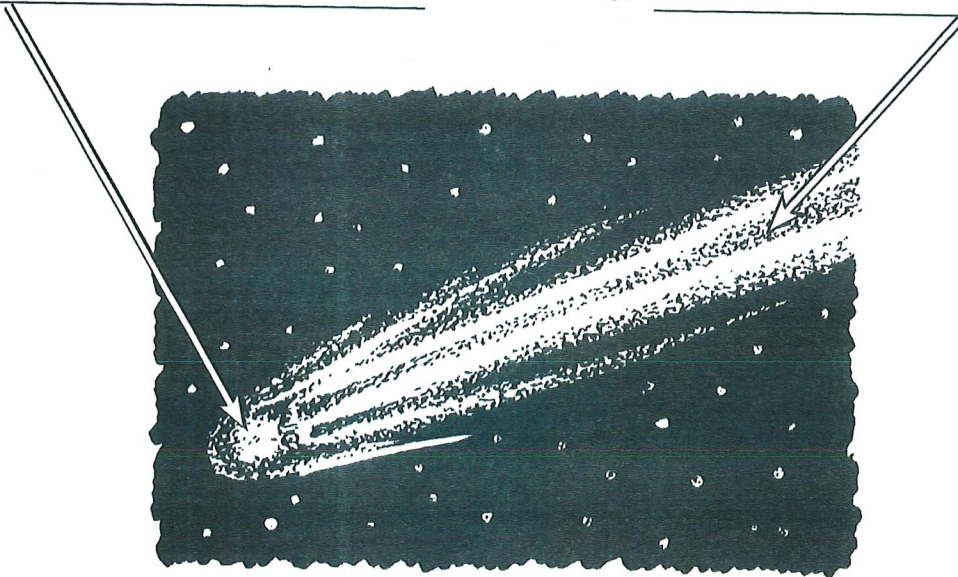
3. What is a coma?

\_\_\_\_\_

Label the nucleus and tail of the comet shown below.

4. \_\_\_\_\_

5. \_\_\_\_\_



6. What is the difference between a meteor and a meteorite?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





Name \_\_\_\_\_

Date Day 4

7. **Main Idea** What different types of bodies make up the solar system?

\_\_\_\_\_

8. **Vocabulary** Write a sentence correctly using the words *asteroid* and *comet*.

\_\_\_\_\_

\_\_\_\_\_

9. **Reading Skill: Structure** Make a brief outline that shows how these terms are related: *planets, moons, asteroids, the Sun*.

10. **Critical Thinking: Apply** Earth and its Moon formed at about the same time and from the same processes. Why do you think Earth's surface has fewer craters than the surface of the Moon does?

\_\_\_\_\_

\_\_\_\_\_

11. **Inquiry Skill: Research** How could you find out more about collecting meteorites?

\_\_\_\_\_

\_\_\_\_\_

12. **Test Prep** Small rocky objects that orbit the Sun between Mars and Jupiter are called

- A meteoroids.
- B meteorites.
- C comets.
- D asteroids.



# What Are the Three States of Matter?

A state of matter is the physical form that matter takes. Three states of matter are solids, liquids, and gases. All matter is made up of atoms and molecules. These particles are always moving. The state of matter depends on the movement and spacing of these particles.

For most solids, particles are held closely together and do not move around one another. In liquids, particles are close together, but they have space in which to move past one another. In gases, particles are spread far apart. Their arrangements have no order, and they bounce off each other and the sides of their containers.

## Solids

A solid is a form of matter that has a definite shape and volume. The way that particles in solids are arranged and the way they move back-and-forth in place gives solids their properties. One property is that solids keep their shape. If you move a solid or place it into a container, its shape will stay the same. Wood is a solid. A block of wood will keep its shape wherever you put it.

Particles in a solid are very close together, so it is hard to compress, or squeeze, them. This is why the shape of a solid does not change.

Another property of solids is that they have definite volume. That is, they take up the same amount of space wherever they are placed. The volume of a solid object stays the same unless you remove a part of the object.

Many solids might seem to change shape and volume. For example, you can squeeze a foam ball into a smaller volume. A pillow changes shape when you rest your head on it. In both cases, however, solid matter is surrounded by “pockets” of air. The air changes its shape and volume. The solid parts do not.

## Liquids

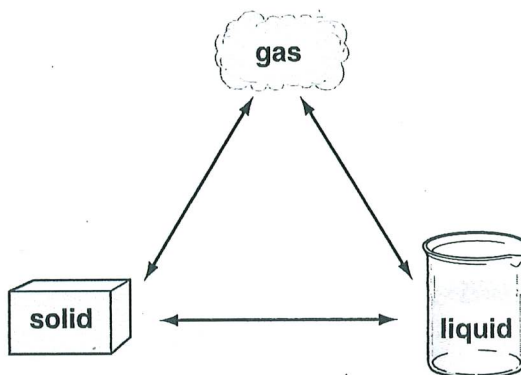
What shape is orange juice? You cannot say, because orange juice is a liquid. A liquid is a form of matter that has a definite volume but no definite shape. A liquid will change its shape to match the shape of its container. Think about what happens when you use a straw to drink orange juice from a container. The juice has one shape in the container and a different shape when it is in the straw.

Like solids, each liquid has a volume that does not change. Think about pouring a liquid into bottles of different shapes. Each time, the liquid takes on the shape of the bottle, but the liquid’s volume never changes. Liquids are not easy to compress or squeeze. Because the molecules are close together, liquids do not squeeze into smaller volumes very easily.



## Gases

A gas is a form of matter that has no definite shape or volume. The particles in gases move around freely and bounce off one another. When a gas is placed in a closed container, the particles spread out to fill the container. They take the shape of the container. Gas particles are easy to compress, so they can be squeezed into a smaller volume.



To understand how gases are compressed and take the shape of containers, think about helium gas. Helium gas is often compressed inside a metal tank. It takes the shape and volume of the tank. If you use the helium to fill balloons, the gas takes on the different shapes and volumes of the balloons.

## Changes of State

Matter can change from one state to another when energy is added or removed. Changes of states are always physical changes.

When energy is added to a solid, its temperature rises to a certain point. When the substance reaches its melting point, the solid melts, changing from a solid to a liquid.

When enough energy is added to a substance, a liquid is vaporized. Vaporization changes a liquid to a gas. Rapid vaporization is called boiling. The boiling point of a substance is the temperature at which it boils. Slow vaporization is called evaporation, which takes place on a liquid's surface. When energy is taken from a gas, condensation occurs. Condensation is a change of state from a gas to a liquid.

## Skipping a Step

Sometimes matter skips the liquid state! The process of changing from a solid to a gas is called sublimation. For example, "dry ice" is made of solid carbon dioxide, which does not melt into a liquid but becomes a gas when it heats up.

The opposite of sublimation is deposition, the change of state from a gas to a solid. When water vapor touches freezing cold surfaces, it changes into a solid called frost.



# What Are the Three States of Matter?

## Fill in the blanks.

1. The physical form that matter takes, such as solid, liquid, and gas, is called \_\_\_\_\_.
2. For most substances, particles are most \_\_\_\_\_ packed in the solid state.
3. A(n) \_\_\_\_\_ is a form of matter that has definite shape and volume.
4. A(n) \_\_\_\_\_ is a form of matter that has a definite volume, but no definite shape.
5. A(n) \_\_\_\_\_ is a form of matter that has no definite shape or volume.
6. What happens when energy is removed from a liquid?  
\_\_\_\_\_  
\_\_\_\_\_
7. What happens in evaporation?  
\_\_\_\_\_  
\_\_\_\_\_
8. What happens in sublimation?  
\_\_\_\_\_  
\_\_\_\_\_
9. What happens in deposition?  
\_\_\_\_\_  
\_\_\_\_\_





**10. Main Idea** What two factors determine the state of matter of an object or sample?

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**11. Vocabulary** Describe the processes of vaporization and condensation.

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**12. Reading Skill: Cause and Effect** When will a liquid evaporate, and when will it boil? Compare the two changes.

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**13. Critical Thinking: Evaluate** Why must a gas be kept in a closed container?

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**14. Inquiry Skill** A solid has undergone a physical change. What observations can you make to determine which change of state took place?

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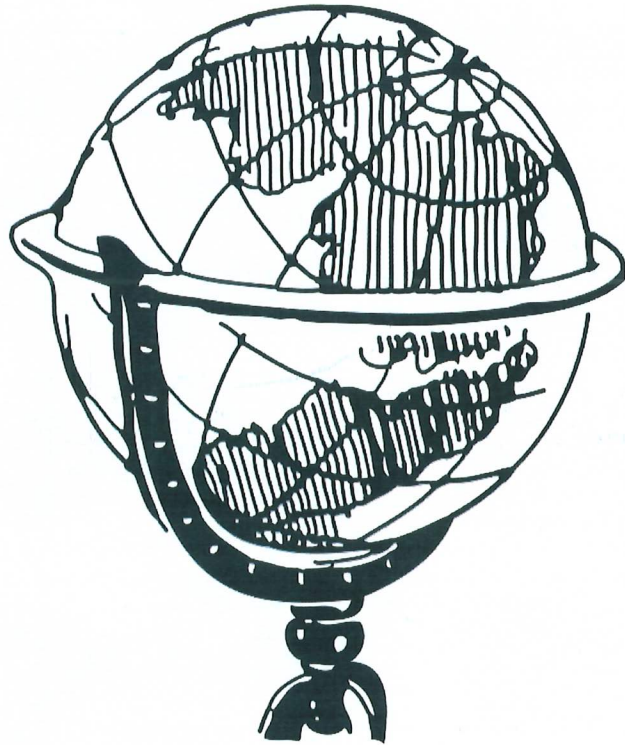
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**15. Test Prep** Solids and liquids are similar because both

- A are fluids.
- B are compressible.
- C have no definite shape.
- D have definite volume.



# **Social Studies**



## **E-Learning Material**



1. 如果你在一个非常缺水的地方生活，你的生活会和现在的生活有什么不一样？

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2. 对于缺水，我们可以做什么？

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请写下至少 8 个句子



请回答以下问题：

1. 世界上最大的大洲是？

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2. 世界上最小的大洲是？

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3. 南美洲在欧洲的什么方向？

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4. 世界上有几分陆地，几分海洋？

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5. 请你把大洲从小到大排顺序？

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6. 中国最长的河是？

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7. 热带和南温带的分界线叫什么？

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8. 水循环的四个过程是什么？

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9. 时区加减法的方法是什么？（东\_\_西\_\_）

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10. 世界上一共有几个时区？

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11. 美国有多少个时区？请你分别说出他们的名字

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12. 北纬 66.5 度是哪两个温度带的分界线

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一、连连看

1. 南美洲最大的湖泊		A. 里海
2. 世界上最大的咸水湖		B. 亚马逊河
3. 非洲最大的淡水湖		C. 马拉开波湖
4. 世界上最大的热带雨林		D. 维多利亚湖
5. 世界上最深的河流, 位于非洲中部		E. 刚果河
6. 是世界上第一长河		F. 尼罗河

二、寫一寫

1. 世界上最長的四條河流是什麼?

(                    ), (                    ), (                    ), (                    )

2. 印象最深的河流或湖泊是什麼? 有什麼特色?

(                    ), 它的特色是(                    )



Day 4 SST

早期人类一开始是过着\_\_\_\_\_、\_\_\_\_\_和\_\_\_\_\_、的生活，

但是因为食物的来源<sup>lái yuán</sup>不稳定<sup>wèndìng</sup>，所以得跟着食物和水源不断地\_\_\_\_\_，

但是到了大概 12,000 年以前，\_\_\_\_\_的开始发展，人类慢慢能<sup>shēngchǎn</sup>生产食

物，渐渐地改变了生活的方式：从不断地\_\_\_\_\_，变成了\_\_\_\_\_，

所谓“农业社会”就是用\_\_\_\_\_或\_\_\_\_\_的方法来当作食物的来

源，不用再依靠<sup>yī kào</sup>自然环境了。

Day 4 SST

但是应该在哪儿定居比较好呢？

聪明的人类决定在  定居下来，因为河边  pingtǎn 平坦，而

且河边的  也非常肥沃 fěi wò，河里还有 、、 类

能够成为食物的来源，更重要的是河流有足 zú gòu 够的水源来 ，促进 cù jìn

食物的生产，河流的水源成为稳定社会发展的基础 jī chǔ，形成  ”

(civilization)， “文明” 就是有相当 chéng dù 程 度的  与  发展的

地区。





世界的\_\_\_\_\_:

在历史上,有四个比较大的文明都和“大河”有关系,历史学家把它们称为“\_\_\_\_\_”,分别是非洲的\_\_\_\_\_、中亚的\_\_\_\_\_、南亚的\_\_\_\_\_,以及东亚的\_\_\_\_\_。

你知道四大文明古国在哪儿吗？请把它们在地图上写出来。<sup>1</sup>

