<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td>Read <em>Moose on the Move</em></td>
<td>Read <em>Moose on the Move</em> again to increase fluency.</td>
<td>Read <em>Moose on the Move</em> again to increase fluency.</td>
<td>Read <em>Maria Recycles</em> again to increase fluency.</td>
<td>Write a summary about how animal overpopulation can negatively affect environments.</td>
</tr>
<tr>
<td></td>
<td>Write a summary about what you’ve read.</td>
<td>Write a sentence for each vocabulary word.</td>
<td>Answer questions 1-5 on page 7.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Explain why Colorado exchanged Bighorn Sheep for Moose in 2007.</td>
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<td></td>
<td>Step 1:</td>
<td>Step 1:</td>
<td>1 x 11 = _____</td>
<td>1 x 12 = _____</td>
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<td>2 x 11 = _____</td>
<td>2 x 12 = _____</td>
<td>2 x 10 = _____</td>
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<td>3 x 11 = _____</td>
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<td>5 x 12 = _____</td>
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<td>6 x 12 = _____</td>
<td>6 x 10 = _____</td>
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<td>7 x 11 = _____</td>
<td>7 x 12 = _____</td>
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<td>8 x 12 = _____</td>
<td>8 x 10 = _____</td>
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<td></td>
<td></td>
<td>9 x 11 = _____</td>
<td>9 x 12 = _____</td>
<td></td>
</tr>
</tbody>
</table>
For the party, Chase put 5 chairs at the 6 small tables and 8 chairs at the 3 big tables. How many chairs did they use for the party?

There were 50 people waiting in line for a roller coaster. The roller coaster pulls up with eight cars empty. Each car can fit 2 people. How many people are still waiting in line?

<table>
<thead>
<tr>
<th>Step 1:</th>
<th>10 x 11 = ____</th>
<th>10 x 12 = ____</th>
<th>9 x 10 = ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2:</td>
<td>11 x 11 = ____</td>
<td>11 x 12 = ____</td>
<td>2 x 20 = ____</td>
</tr>
<tr>
<td></td>
<td>12 x 11 = ____</td>
<td>12 x 12 = ____</td>
<td>2 x 40 = ____</td>
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<td></td>
<td></td>
<td>2 x 60 = ____</td>
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<td></td>
<td>3 x 30 = ____</td>
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<td>3 x 50 = ____</td>
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<td></td>
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<td></td>
<td>4 x 60 = ____</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>4 x 20 = ____</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5 x 30 = ____</td>
</tr>
</tbody>
</table>
### Science

**Fossils:**
Think and write about fossils (the remains of animals that lived a long time ago):

- What do you think this fossil came from? How about these fossils?

If you found both these things in a rock quarry, what other fossils do you think you might find in the quarry?

Here are some additional fossils found in the same area. What do you think made these?

**Fossil Dig:**

**Need:** Fossil Dig sheets, tape, scissors

**Do:** Write your name. Cut along 2 dotted lines until you reach the stop signs. DO NOT CUT LAYERS APART. Put cut page on top of other page. Fold tape over both pages near the arrows.

"Dig for Fossils": Open Layer A. Examine fossils in this layer. Look at the traits of each fossil. Fill in #1 on handout. Also write your answers to the following: What kind of animal do you think each fossil was when it was alive? What trait or traits make you think that? Then fill in question #2.

Do the same for Layer B, and answer #3. Then write your answers to the following: Do you think the habitat changed between Layer A and Layer B? What's your evidence?

*SAVE for next day activity*

**Mystery Fossils:**

**Need:** Mystery Fossils, glue, scissors

**Do:** Cut out Mystery Fossils. Observe traits of Mystery Fossils. Sort them into 2 piles, one for Layer A and one for Layer B. Sort them as best you can according to their traits. Glue them in their fossil layer. Try not to cover the other fossils.

Write your best answers to the following:
- a) What is a trait in common for at least two fossils in Layer A?
- b) What is a trait in common for at least two fossils in Layer B?
- c) What kinds of fossils do you think you'd find if you dug deeper? Why?

**Changing Habitats:**

Think about your "Fossil Dig" activity and assume it was a real location such as Delaware. Recall that it looked like that habitat changed over time (from Layer B to Layer A). Write your best answer to the following:

Do you think habitats have changed in other parts of the world? How could you find out?

If you could dig down deep enough near where you live, what fossil creatures do you think you might find? Why do you think that?

### Social Studies

**How do we know about long ago?**

Use a separate sheet of paper to answer the following questions.

Imagine you went to sleep one night and woke up the next morning and the walls in your house were a different color.

**How do we know about long ago?**

What is an **Artifact**?

Artifact is something made by a person

What is a **document**?

A document is paper with written or printed information

**How do we know about long ago?**

Using the words **Artifact** and **Document**

- Draw a picture of an artifact.
- Use the word artifact in a sentence
- Write an example of a document

**How do we know about long ago?**

Trash Can Graphic Organizer and scenario (see attachment)

*make inferences about the people who use to live there using artifacts and documents.*

**How do we know about long ago?**

Use the Trash Can Graphic Organizer to answer the questions below:

Is it possible to know things about the people in the house without ever having seen or spoken with them? How?
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Sentence Example</th>
<th>How might historians know about what happened long ago if no one is still alive from that time period?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do you think happened over night?</td>
<td>See attached document.</td>
<td>Use the word <strong>document</strong> in a sentence.</td>
<td>How might historians know about what happened long ago if no one is still alive from that time period?</td>
</tr>
<tr>
<td>2. How do you know what happened if you were not there?</td>
<td>Look at the picture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. What can’t you learn from the evidence?</td>
<td>Is it a <strong>document</strong> or <strong>artifact</strong>? Circle your answer.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

See attached document.

Look at the picture

Is it a document or artifact? Circle your answer.

- Use the word **document** in a sentence.

How might historians know about what happened long ago if no one is still alive from that time period?
Artifact 1

Is it DOCUMENT OR ARTIFACT

Artifact 2

Is it DOCUMENT OR ARTIFACT
Now you are going to pretend that you are a historian. Historians study people and what their lives were like in the past. The trash is sitting outside of a house where someone or some people once lived. The person or people moved several days ago. Your task is to look at artifacts and documents in the “trash can” image and answer the questions on the “Trash Can History Graphic Organizer” (see below). Your answers must be based on the artifacts and documents that appear in the image.

**REMEMBER:** Historians make inferences about artifacts and documents that people leave behind. The artifacts and documents provide clues about what happened long ago.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>How do you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who</strong> lived in the house where the trash came from?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What</strong> are some things that the people in this house did?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>When</strong> do you think the people moved?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Where</strong> do you think the people spent their free time?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Why</strong> might some people think that adults lived in this house?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Moose on the Move
by Jeff Ives

Helicopters bring Utah's moose to their new home in Colorado.

It's a bird! It's a plane! Wait...it's a moose! Wildlife workers moved 24 moose from Utah to their new home in Colorado in 2007. The moose traveled part of the way hanging from helicopters. The helicopters safely transported, or moved, the animals to trucks for a six-hour drive.

More than 90 moose were brought to Grand Mesa, Colorado that way by the end of the 2000s. The idea for the project began when a Colorado man thought of bringing moose to Grand Mesa for the first time. "There was a big meadow full of willows, and it looked like there should be a moose standing there," Roger Shenkel told WR News. Shenkel shared his idea with officials at the Colorado Division of Wildlife (DOW).

The DOW spent years studying Grand Mesa's habitat. A habitat is the place where an animal or a plant naturally lives. When officials decided that the area was suitable for moose, the DOW workers set out to find some of the animals to live there.

Fair Trade

Utah needed more bighorn sheep, because their numbers had dropped. In exchange, or trade, for the 24 moose, Colorado sent 20 bighorn sheep to Utah. "Here in northern Utah, we have too many moose," Justin Dolling of the Utah DOW told WR News. "We made a trade."

Animal Swap
Animal **overpopulation** can be a big problem. That happens when too many animals live in one area. Those animals can run out of food. Wildlife officials help solve the problem by moving animals to areas where they can find enough food. The map shows how some moose and some bighorn sheep were swapped to keep both groups of animals healthy.
**project**  pro·ject

**Definition**

noun
1. any activity that takes great effort or planning.

   *We're working on a new project at work. It will take several months to complete.*

2. a large group of homes, usually built with public money.

   *My grandparents are moving into a housing project for older people.*

verb
1. to make a good guess about something that is not known.

   *Can you project the cost of building the house?*

**Advanced Definition**

noun
1. any undertaking that requires great effort or organization.

   *The project of renovating the historic church will take years.*

   *His latest project is to put up shelves in the living room.*

2. an academic undertaking involving research.

   *She's at the library doing research for her science project.*

3. (sometimes pl.) a large group of residential buildings, usually built with public money.

   *The city is building a housing project for the elderly in this neighborhood.*

   *When my dad lost his job, we moved into the projects.*

transitive verb
1. to throw or cast forward or outward.

   *He projects the image of a hero.*

   *Her acting coach taught her how to project her voice.*

2. to plan or propose.
They're projecting a joint venture between their company and ours.

3. to estimate or develop in one's imagination.

Can you project the cost of this venture?

4. to externalize (a thought or feeling) and ascribe to another person or thing.

He says I look down on him, but he's simply projecting his own feelings of inferiority.

5. to cause (an image, light, or shadow) to extend forward or appear on a surface.

In movie theaters, a machine is used to project film images onto a large screen.

intransitive verb

1. to extend outward; protrude.

A balcony projects from the second floor.

2. to direct one's voice clearly and forcefully across a large space.

You will have to project in order for the audience to hear you.

3. in psychology, to attribute one's own thoughts or feelings to someone else.

Spanish cognate

proyecto: The Spanish word proyecto means project.

These are some examples of how the word or forms of the word are used:

1. Make an art project using odds and ends such as string, bottle caps, and scraps of paper.

2. The project protects millions of children in Africa from getting measles. Measles is a disease that causes a spotted rash, high fevers, and breathing problems.

3. As a first grader, the last thing on Kylie Copenhagen's mind was becoming an inventor. When she created a board game about ladybugs for a science project, the student from Pleasanton, California, thought it would be just a fun way to earn a good grade.

4. Mia Murphy was tired when she got home from school last Friday. It had been a long week—she was working on a computer project and had stayed late at school to finish her work. After stepping off the bus and trudging home, she plopped onto her chair in the kitchen.
**transport** trans·port

**Definition**

verb

1. to carry from one place to another.

*The boat transports cars across the water.*

noun

1. the act of carrying or transporting.

*The transport of supplies to the soldiers will require two helicopters.*

**Advanced Definition**

transitive verb

1. to convey from one place to another; carry.

*Ships transport the oil from the Middle East to the importing countries.*

*Trains transported the troops across the country.*

2. to move by strong emotions.

*She was transported by the beauty of the landscape.*

3. to convey to a foreign land as a punishment for a crime.

noun

1. the act or process of conveying or transporting.

*The transport of supplies to the soldiers was hampered by the flooding.*

2. a means of conveying or transporting.

*The subway is this city's public transport.*

3. the state of being moved by strong emotions.

*In his transport, he confessed himself to be a sinner and asked to be baptised.*

4. a ship or plane used to carry military troops or supplies.

*The transports have arrived with supplies.*
Spanish cognate

transporte: The Spanish word transporte means transport.

These are some examples of how the word or forms of the word are used:

1. It also helps the body transport nutrients and remove waste.
2. The box will transport anyone within ten feet to that location.
3. And having both a river and an ocean made it easy for people to travel and transport goods.
4. They planned to convert the Normandie into a troop transport to carry American soldiers overseas, but on February 9, 1942, disaster struck.
5. Some experts think the boats were used to transport the body of the pharaoh Khufu, who built the Great Pyramid, after his death.
6. These fuels are used to make the blacktop and basketballs at recess, as well as generate the electricity for the lights all around you. Think of all the energy required to plant, grow, harvest, transport and cook your lunch, and you can start to understand that energy is a key to life!
1. Utah agreed to give Colorado moose because
   A. Utah had too many moose.
   B. Utah wanted to exchange moose for sheep.
   C. Utah wanted to help wildlife population.
   D. all of the above.

2. Overpopulation negatively affects animals because
   A. people get angry when an animal becomes overpopulated.
   B. animals have a hard time staying warm.
   C. animals can run out of food.
   D. animals do not like to be lonely.

3. The Colorado Division of Wildlife studied the area where the moose would live because
   A. they wanted to study the before/after effect of introducing moose into the environment.
   B. they wanted to be certain that there were no moose there.
   C. they wanted to make sure that there were no hunters there.
   D. they wanted to see if it was a habitat appropriate for moose.

4. The author included the map
   A. to show the reader where Colorado and Utah are.
   B. to show the reader the relationship between the United States and Canada.
   C. to show the reader what sheep and moose look like.
   D. to clarify the trade between Colorado and Utah.

5. If there's an overpopulation of moose in one place and sheep in another place, how might swapping them to different habitats make them healthier?
1) In Layer A, examine each fossil and then fill in the answers below.

<table>
<thead>
<tr>
<th>One trait this fossil has is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fossil 1</td>
</tr>
<tr>
<td>Fossil 2</td>
</tr>
<tr>
<td>Fossil 3</td>
</tr>
</tbody>
</table>

2) I think the fossils found in Layer A lived **ON LAND** / **IN THE WATER** when they were alive. I think this because...

3) For each fossil in Layer B, fill in the blanks below.

<table>
<thead>
<tr>
<th>One trait this fossil has is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fossil 4</td>
</tr>
<tr>
<td>Fossil 5</td>
</tr>
<tr>
<td>Fossil 6</td>
</tr>
</tbody>
</table>

4) I think the habitat **DID** / **DID NOT** change between Layer A and Layer B. I think this because...

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Mystery Science

Animals Through Time | M1
A Whale of a Find

by Pat Murphy

In 2010, workers were building a new lane on a highway in Chile. When they dug into the dry desert soil, they made a surprising discovery. The road workers found the fossil bones of dozens of whales. Along with the whales, they found fossils of seals and fish and other animals that had lived in the ocean long ago.

People who lived in a nearby town had found a few fossil whale bones there. People called that spot Cerro Ballena, which means “Whale Hill” in Spanish.

The road workers uncovered one of the biggest collections of fossil whales and other extinct ocean animals ever found. Scientists rushed to Whale Hill, knowing that they had very little time to save the fossils. In just a few months, the highway would cover the place where the fossils lay.

When scientists find fossils, they take a careful look at everything around the fossil bones before digging them up. Scientists look for clues about what happened to the animals. Often, the soil around the bones helps scientists understand how the animals died and what the place was like when the animals were alive.

At Whale Hill, scientists had to hurry. Scientists from the Smithsonian Institution used three-dimensional scanners to collect as much information as they could about the fossil skeletons while the bones were still in the ground. In just one week, these scientists created three-dimensional pictures of 40 different whale skeletons, including a group of two adult whales and a baby whale lying side by side in the ground.

Scientists think that the desert area was right on the coast, millions of years ago. The whales may have died when they were stranded in shallow water and could not swim back to sea.

Before the highway was complete, all the fossils were removed from its path and taken to museums that will preserve them. But there are still many more fossils near Whale Hill that no one has studied yet. Scientists think that hundreds of skeletons are still under the nearby desert, just waiting to be uncovered.