

# Mrs. DeCoite: Packet

Week 1: April 20-24

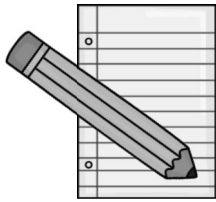
	April 20	April 21	April 22	April 23	April 24
Reading	Readworks: Good Night	Readworks: Good Night	Readworks: Good Night	Readworks: Good Night	Readworks: Good Night due
Writing	Paragraph of the week: Fictional Narrative Monday	Paragraph of the week: Fictional Narrative Tuesday	Paragraph of the week: Fictional Narrative Wednesday	Paragraph of the week: Fictional Narrative Thursday	Paragraph of the week: Fictional Narrative packet due
Math	Math lesson 16 Problem Set and Homework	Math lesson 17 Problem Set and Homework	Math lesson 18 Problem Set and Homework	Math lesson 19 Problem Set and Homework	Math lesson 20 Problem Set and Homework  Rip out lessons 16-20 and attach to packet for turn in.
Social Studies	Research the main events leading up to the revolutionary war. Facts sheets are in the packet.	Create a poster explaining 5 of the main events leading up to the revolutionary war. For each event: -explain in detail what happened -illustrate the event -include dates/important people ***be creative (you don't need large poster paper...tape copy paper together to make a poster)			Finish poster and present to family.  Fold poster and attach to packet for turn in.
Science	Blast Off Science pages 96-105 (lab is optional)	Blast Off Science pages 96-105 (lab is optional)	Blast Off Science pages 96-105 (lab is optional)	Blast Off Science pages 96-105 (lab is optional)	Blast Off Science pages 96-105 (lab is optional) Rip out and attach to packet

Packet Turn in date: 5/8 (You will turn in packets for weeks 1 AND 2)



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

Date: \_\_\_\_\_



**Organizer  
Assisted**

# Paragraph of the Week<sup>®</sup>

Over the course of this week, you will be writing a paragraph that describes what is happening in the plot diagram. You will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!

## Monday

What is happening in the organizer? Some rising action, the climax, and falling action is missing in this plot diagram! Fill in the grid with all the details you see, and the ones that are left out of the organizer. Include vivid adjectives and large events that are occurring. Use your imagination, but stay within the context of the organizer.

On the walk, they see something strange out of the corner of their eye.

The girl goes off to investigate, leaving the boy alone.

Ten minutes pass and the boy does not hear from the girl. She has disappeared!

### Exposition

A girl and boy are walking to school. It is a beautiful, crisp morning.

### Climax

### Rising Action

### Falling Action

### Resolution

The boy and the girl are safe at home, happy that everything worked out the way it did.

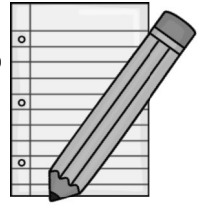
Setting	Characters
Events	Conflict
Inferences You Can Make	Climax

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

Date: \_\_\_\_\_

**Organizer  
Assisted**

# Paragraph of the Week®



Now that you have the topic of your paragraph, you will write the topic sentence, main body sentences (with explanations) and your closing sentence. Be sure that they are all on topic, as this is the rough draft of your paragraph.

**Tuesday**

Using the brainstorm you created yesterday, choose 3 of the events that are happening. They will become the rising action and climax of your story. Write a sentence for each. Then, write an explanation sentence for each giving more detail. Then write the topic/closing sentences, which should include the exposition and resolutions, to create an entire paragraph about your topic.

Exposition

Topic Sentence : \_\_\_\_\_

Event One : \_\_\_\_\_

Rising Action

Explanation : \_\_\_\_\_

Event Two : \_\_\_\_\_

Explanation : \_\_\_\_\_

Climax

Event Three : \_\_\_\_\_

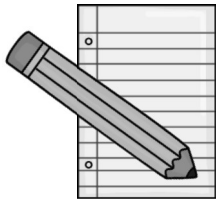
Explanation : \_\_\_\_\_

Falling  
Action/Resolution

Closing Sentence : \_\_\_\_\_

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

Date: \_\_\_\_\_



**Organizer  
Assisted**

# Paragraph of the Week®

When you revise and edit, you take what you have and "make it better". Use vivid adjectives, vary your types of sentences, and make your writing interesting to read.

## Wednesday

Now that your paragraph is written, choose at least two sentences to enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.

Original Sentence : \_\_\_\_\_

\_\_\_\_\_

Revision : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

	Topic is narrow and manageable.
	The sentences are varied (complex, compound, simple)
	The sentences have different beginnings.
	The details support the main idea/topic sentence.
	The spelling, punctuation, and capitals are correct.
	Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)

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\_\_\_\_\_

\_\_\_\_\_

Revision : \_\_\_\_\_

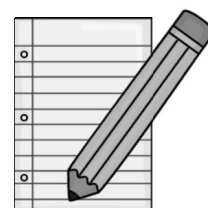
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\_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

# Paragraph of the Week®



# Thursday

It is time to put all of your work together in the form of a final draft. This is where you take your revisions, polish them up, and create a final product for your readers. Be sure to write neatly and check the rubric.

4	Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, includes setting, characters, conflict and a plot line, correct punctuation, correct spelling, neat and legible, on topic.
3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, includes setting, characters, conflict and a plot line, correct punctuation, correct spelling, neat and legible, on topic.
2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, may or may not include setting, characters, conflict and a plot line, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic.
1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, attempts to include setting, characters, conflict and a plot line but may not be successful, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# A Good Night

by ReadWorks



It happens every night-bedtime. But what if you're not sleepy? Should you still go to bed if you are just going to lie there with your eyes wide open?

It's a problem that has been around as long as there have been people trying to sleep.

For many, thinking about sleeping only keeps them awake. You might be excited by everything you did that day. You might be excited for what you know you're going to do the day after.

Maybe you can't sleep because you don't like sleeping all alone in your room. Maybe you have a nightmare that keeps coming back every time you close your eyes.

All of these feelings are normal.

One thing that can help is talking to a parent about what you're thinking about. If you're nervous about taking a test or upset about being teased at school, it can really help to tell somebody. Knowing that somebody has heard you can help your thoughts rest so that you can, too.

There's not just one reason why kids can't fall asleep, though. There are also different solutions.

If there's anything near you that makes you feel uncomfortable at night, be sure to ask your parents if they can help you solve the problem. For example, if a picture looks strange in the dark or a leaky faucet's drops are noisy, maybe your parents can help move the picture or fix the leaky faucet.

It may not even make sense why something bothers you, but if it's keeping you from sleeping, it should be changed.

Another idea could be getting ready for bed earlier than usual. Try to take more time to wind down by taking a warm bath or listening to a bedtime story at least 30 minutes before you want to go to sleep.

It also helps to keep your bedtime routine and time the same every night. By keeping it the same, your body will get the message that it's almost time to sleep. Your body will know to start feeling tired.

If you don't want to wake up anyone but are still having trouble falling asleep, you can try to close your eyes and notice your breath. Are you breathing deep breaths, or are they short and shallow? If you are breathing short breaths, stay focused on your breath and remind yourself that you can control how you breathe. Concentrate on taking deep breaths.

It's important not to give up just because one solution didn't work and you're still awake. There are many different solutions you can try! It may be difficult for you to sleep some nights, but you likely also have some restful and good nights.



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

1. What can be difficult for people at bedtime?

- A. falling asleep
- B. moving a picture
- C. talking to a parent
- D. taking a warm bath

2. A problem described in the text is being unable to fall asleep. What is one solution?

- A. not talking to anyone about something that is bothering you
- B. staring at a picture that looks strange in the dark
- C. going to bed at a different time every night
- D. taking more time to wind down before bedtime

3. Read these sentences from the text.

Maybe you can't sleep because you don't like sleeping all alone in your room. Maybe you have a nightmare that keeps coming back every time you close your eyes.

What can be concluded from this information?

- A. All kids have trouble sleeping for the same reason.
- B. There is more than one reason that kids can have trouble sleeping.
- C. Some kids like listening to stories at bedtime more than taking a warm bath.
- D. Some kids like taking a warm bath more than listening to stories at bedtime.

4. How can the problem of falling asleep be described?

- A. The problem of falling asleep is due to one reason for everyone.
- B. The problem of falling asleep happens every night at the same time.
- C. The problem of falling asleep has been around for a long time and affects many people.
- D. The problem of falling asleep only affects people who share a bedroom with someone else.

5. What is the text mostly about?

- A. why kids have trouble falling asleep and what they can do about it
- B. some different stories that parents like reading to their children before bedtime
- C. why some people get more nervous than others about tests in school
- D. different daytime activities that make kids too excited to fall asleep at night

6. Read these sentences from the text.

It also helps to keep your bedtime **routine** and time the same every night. By keeping it the same, your body will get the message that it's almost time to sleep.

What does the word "**routine**" mean in the sentences?

- A. something done over and over
- B. something that a person has never done before
- C. something that is likely to cause harm
- D. something that people do with others

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

Kids can have trouble sleeping for a variety of reasons, \_\_\_\_\_ feeling excited and being alone in a room.

- A. never
- B. although
- C. including
- D. in conclusion

**8.** Name one thing mentioned in the text that can keep people from falling asleep at night.

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**9.** Name one thing the text suggests that people can do to help them fall asleep at night.

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**10.** Imagine a friend of yours is having trouble sleeping. What would you say to your friend? Use information from the text to support your answer.

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## Events Leading to the American Revolution

### THE PROCLAMATION OF 1763

A “proclamation” is a formal announcement. In the Proclamation of 1763, the British announced that the land won during the French and Indian War—the land west of the Appalachian Mountains—would be reserved for the Native Americans. It was against the law for colonists to settle in that area.

The British wanted to prevent any more wars with the Native Americans. They hoped it would be easier to protect the colonists if they lived only in the lands east of the Appalachians.

The colonists were frustrated by the Proclamation of 1763. Not only were they now unable to move westward as they had hoped, but the Proclamation also made it clear that the British intended to maintain an even tighter control over the colonies than ever before.

## THE STAMP ACT

The British were in debt after the French and Indian War. They felt that the colonists should help pay for some of the expenses involved in defending the colonies from the French. The Stamp Act, passed in 1765, required the colonists to pay a tax on most printed materials, such as newspapers, pamphlets, marriage licenses, and playing cards. A colonist had to purchase a stamp and place it on any printed document to prove that he or she had paid the tax.

The colonists were very angered by the Stamp Act. They weren't upset just about having to pay the tax. They felt that their freedom had been threatened because they had no say in making the law. The colonists resented being taxed without their consent. Throughout the colonies, people responded in a number of ways:

- Groups such as the Sons of Liberty and the Daughters of Liberty stopped stamped papers from being unloaded at docks.
- Merchants organized a boycott of British goods. They agreed not to buy anything British.
- Representatives from nine colonies formed the Stamp Act Congress and declared that the stamp taxes could not be collected without the consent of the colonists. They demanded that Parliament repeal, or do away with, the act. Eventually, Parliament repealed the Stamp Act.

## THE BOSTON MASSACRE

On March 5, 1770, a mob of colonists in Boston began to harass British troops, taunting them and throwing snowballs. The situation soon got out of hand, and finally, the troops opened fire. Five colonists died.

Most colonists believed that the British soldiers were completely at fault. The enraged citizens of Boston called a town meeting to demand the removal of the British troops and to argue for the trial of the British soldiers for murder. The British agreed to the colonists' demands.

## THE INTOLERABLE ACTS

“To coerce” means to force someone to do something. The British passed the Coercive Acts in reaction to the Boston Tea Party. They hoped to force colonists to pay for the tea lost and to obey British rule. The Coercive Acts closed the port of Boston and imposed military rule on all of Massachusetts. The Massachusetts legislature and town meetings were suspended.

Sam Adams, whose painting appears on this placard, helped to stir up colonial response to these acts. The colonists call the acts the “Intolerable Acts” because they did not feel that they could tolerate them. The taxes they had been battling were nothing in comparison to this harsh British crackdown on colonial rights. Although the acts applied only to Massachusetts, the other colonies rallied to protest them. The colonists feared that if such British actions were to continue, the rest of the colonies were in danger of losing their liberties as well. On the day the acts went into effect, flags throughout the colonies were flown at half-mast.

Meanwhile, in the towns surrounding Boston, “minutemen” began to store arms and to train for possible battle at a minute’s notice.

## LEXINGTON AND CONCORD

Parliament rejected all petitions for change that came from the First Continental Congress. In April, 1775, British troops left Boston and marched to nearby Lexington and Concord. They planned to seize stores of colonial gunpowder and arms and to capture the “rebel” leaders, Samuel Adams and John Hancock.

At Lexington, colonial minutemen—colonists who had joined the militia—met the British soldiers. No one knows who fired first, but when the smoke cleared, eight colonists were dead and ten were wounded. The Redcoats pushed on to Concord, where they were met by more minutemen. Then, while the British retreated back to Boston, minutemen fired on them from behind trees and fences. At day’s end, the British suffered 273 casualties, while the colonists suffered less than one hundred.

After the battles of Lexington and Concord, thousands of minutemen from the area gathered around Boston in anticipation of the next battle. The Second Continental Congress met and drafted a new appeal to the King. But they also selected George Washington to head the army of minutemen surrounding Boston. The Revolutionary War had begun.



## THE FIRST CONTINENTAL CONGRESS

As a result of the Coercive Acts, the colonies put aside their individual differences and, for the first time, agreed to work together to protect their collective rights. They felt they needed to present their complaints to the British as a unified group.

Representatives from 12 of the 13 colonies met and formed the First Continental Congress. They met in the building in Philadelphia that is featured on this placard. Distinguished men such as Samuel Adams, John Adams, George Washington, and Patrick Henry attended. After seven weeks, the Congress drew up the Declaration of Rights, as well as appeals to the King and to the British people. In addition, Congress called for a complete boycott of all trade with England. Both exports to and imports from England would cease. Violators were regularly tarred and feathered.

## THE BOSTON TEA PARTY

In 1773 Parliament passed the Tea Act, which gave the British East Indies company a complete monopoly of the American tea business—meaning that colonists could only buy tea from this company. No other company could compete with it.

Despite the fact that this act actually lowered the price of tea, the colonists still opposed it. They viewed the Tea Act as merely another example of England making a decision that concerned the colonists without consulting them.

To protest the Tea Act, the Sons of Liberty organized the Boston Tea Party. Dressed as Native Americans, colonists raided three British ships in the Boston Harbor. They smashed open 340 chests of tea and dumped them into the harbor, while a crowd of people watched in approval.

## THE TOWNSHEND ACTS

Charles Townshend, the new British Prime Minister, imposed a small indirect tax on glass, lead, paper, and tea. The tax was “indirect” because it was collected at the sea ports (such as the one you see on this placard) before the items reached colonial stores. Since the tax would then be included in the price the colonists paid at the stores—and not added onto the price like with the Stamp Act—Townshend hoped the colonists would not even notice they were paying a tax.

They colonists, however, recognized the indirect tax. They saw it as an unjust form of taxation without representation. As under the Stamp Act, they organized a boycott of British goods.

## THE QUARTERING ACT

“To quarter” means to give soldiers a place to stay. The Quartering Act required colonists to put British soldiers up in their homes. In addition, colonists had to provide fuel, candles, beer, and transportation for the troops.

The Quartering Act angered the colonists. They were suspicious of the troops. They believed that they had been sent to America not to protect colonists but to control them. The colonists also felt that the British should have asked for their approval before passing an act that affected their personal lives and their pocketbooks.