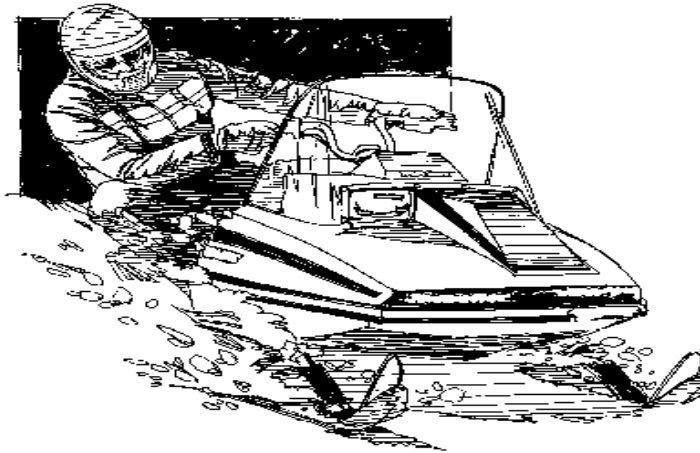


# **WINTER STUDENT ENRICHMENT PACKET Grade 5**



**Elementary Reading/English Language Arts and Social Studies**



**Detroit Public Schools Community District  
Office of Literacy  
Department of Curriculum and Instruction**



Adapted from Prince George's County Public Schools

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# FIFTH GRADE WINTER STUDENT ENRICHMENT PACKET

## Note to Students:

You've learned a great deal already this school year! It is important that you keep your brain active over the Winter Break. In this packet, you will find a calendar of activities to last until you return to school. When you're not sledding, or drinking hot chocolate, complete this packet so you will get off to a good start in the New Year!

## DIRECTIONS

*Complete each activity in the Winter Student Enrichment Packet. Write your responses in the spaces provided.*

## Parents are encouraged to assist in the following ways:

- Make a plan to complete the activities during the Winter Break.
- Provide a quiet space and time for your child to work on the Student Enrichment Packet.
- Help your child with the directions and completing the activities.
- Review and discuss your child's responses. Provide positive feedback and praise for sincere effort and independence.
- Encourage daily reading of 20-30 minutes of a self-selected book. Read to your child, listen to him/her read, or share the reading.
- Encourage fact practice and assist as needed.

**Thank you for helping your child to succeed!**

## Vocabulary Activities

**Directions:** As you read each sentence, use the other words in the sentence to help you figure out what the underlined word means. Then circle the answer you have chosen.

1. It is a delight to drive around and see the bright foliage in the fall. The trees paint the Maryland landscape with beautiful shades of red, yellow, and orange.

Foliage means \_\_\_\_\_.

- A. rocks
  - B. colors
  - C. leaves
  - D. flowers
2. We used candles and flashlights to illuminate our room at Camp Schmidt.

Illuminate means \_\_\_\_\_.

- A. darken
  - B. brighten
  - C. see
  - D. decorate
3. Firefighters wear special gear to shield their bodies from intense heat.

Shield means \_\_\_\_\_.

- A. prevent
- B. help
- C. injure
- D. protect

**Directions:** Read each sentence. Then choose the answer in which the underlined word is used in the same way. Circle the answer you have chosen.

4. My bedroom was cold because of a draft in the room.

In which sentence, does the word draft mean the same thing as in the sentence above?

- A. My teacher is going to read over the first draft of my research paper.
  - B. The President is going to draft everyone who is 18 years old into the military.
  - C. Congress will draft a bill to protect endangered animals.
  - D. We placed towels and blankets under the door to prevent a draft.
5. Some people raise their voices when they become upset.

In which sentence does the word upset mean the same thing as in the sentence above?

- A. Sue's sudden sickness upset her plans for the day.
- B. My parents were upset with me because of my poor grades.
- C. The Redskins upset the Dallas Cowboys last Sunday.
- D. The child upset the glass of soda that was on the table.

# At Home on the Ice

By Elizabeth Schleichert

- *Not even a chingful of snow bothers this harp seal pup. For her, ice is very nice.*

It's a good bet *you* wouldn't settle in here for a nap. But little Haley doesn't seem to mind! That's because Haley is a *harp seal* pup. And she's right at home here on the snow-covered frozen-over sea.

Haley was born in this frigid, windswept place. Good thing she has a thick coat of fur. Like your winter jacket, her fur helps keep the cold out and body heat in. It's also good that Haley spends her days mostly snoozing or resting. That means she's not using up a lot of energy. Instead, she's building up a thick layer of fat, which she'll soon need.

Harp seals are sometimes called saddleback seals because of the dark, saddlelike marking on the back and sides of their light yellow or gray bodies



**Harp Seal Pup: Sleeping on the Ice**

(Credit: Hiroyuki Matsumoto/Getty Images)

## Harp Huddle

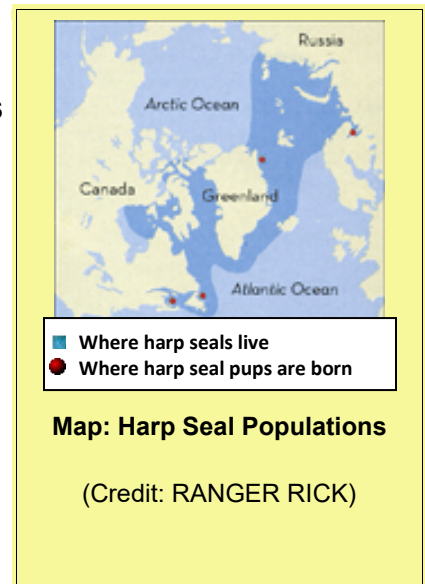
Haley's icy home lies off the coast of Canada. Harp seals spend relatively little time on land and prefer to swim in the North Atlantic and Arctic Oceans. These sleek swimmers cruise the chilly waters and feed on fish and crustaceans.

Harp seals are a highly migratory species, and have been known to travel great distances. Haley's mom was one in a group of harp seals that migrated here. To get to the ice, they swam more than 1,000 miles (1,600 km) south from their summer feeding grounds.

By the early spring, the moms here had hauled out onto the ice. They each gave birth to a single pup, and Haley was one of them.

## Growing Up and Out

- 5 At birth, Haley weighed 24 pounds (11 kg) and had a yellow-white coat. But she didn't stay that size for long. Now, about every three hours, she is filling up on Mom's milk. It is extra rich, with more than 10 times the fat in cow's milk. So Haley is gaining about five pounds (2.2 kg) a day. Before long, her coat will turn white, she'll triple her weight, and turn into a roly-poly blimp! Harp seals can grow up to be 1.7 to 2.0 m (5 to 6 feet) long and weigh from 140 to 190 kg (300 to 400 pounds).



- 6 Your mother would be really worried if you got that fat. But Haley needs to put on weight. Why? Her white fur coat won't keep her warm in the chilly ocean, where she'll soon be living. But a thick layer of blubber (fat) will do the trick, working as a cozy dive suit in the frigid water.

## Hanging with Mom

- 7 Haley hunkers down near Mom. She doesn't go off and play with the other pups on the ice. (Harp seal pups mostly ignore each other.) At times, Mom may dive down through a nearby crack in the ice and grab a small snack such as a fish.
- 8 When Mom surfaces again, Haley is waiting—and seems happy to see her!

## Surviving on Her Own

- 9 When Haley is just 12 days old, Mom suddenly leaves—for good. So soon? Is Mom a meanie? Well, no. That's the harp seal way of raising pups! The weather is getting warmer and the drifting ice where baby and Mom have been living will soon start to break up, so the two can't linger there. Besides, except for maybe a quick snack, Mom has hardly eaten while nursing and has lost a lot of weight. So, off she goes to get her fill of fish. She then has to find a mate, molt (shed her coat), and finally migrate back north again.



**Harp Seal: Nursing Pup**

(Credit: Bill Hickey/Riser/Getty Images)

After Mom leaves, Haley, too, will shed her white baby coat. She'll grow a new one, a silvery-gray coat with irregular dark spots, that's better suited to life in the water. Before long—*plop!*—she'll disappear down into her new watery home. *Bye, Haley!*

RANGER RICK

Dec. 2007, Vol. 41, No. 12, pp. 6-10

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**Directions: Answer the questions below after you read “At Home on the Ice.”**

6. Paragraph 7 is *mostly* organized by:
- A. problem and solution
  - B. main ideas and details
  - C. chronological order
  - D. cause and effect
7. What is the author's purpose for writing this article?
- A. to inspire people to learn more about seals
  - B. to entertain people with a story about a baby seal
  - C. to persuade people to keep baby seals safe
  - D. to inform people about the life of a baby seal

8. Which idea best paraphrases the main idea of the section "Growing Up and Out?"
- A. Haley drinks her mother's milk every three hours.
  - B. Haley gains weight fast to protect her in the cold water.
  - C. Haley weighed very few pounds when she was born.
  - D. The milk Haley gets from her mom helps her gain weight.

9. Read this sentence from paragraph 9 of the passage.

The weather is getting warmer and the drifting ice where baby and Mom have been living will soon start to break up, so the two can't linger there.

What does linger mean in the sentence above?

- A. remain
  - B. sleep
  - C. hunt
  - D. move
10. Choose a text feature from the article. Explain how the text feature helps the reader understand the article. Use details from the article to support your choice.

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# Social Studies

## Looking at Primary Sources

### Document 1

#### **Paul Revere's Ride**

On the night British soldiers began marching from Boston toward the towns of Lexington and Concord [Massachusetts]. The goal was to destroy the colonists' weapons stored there. Two colonists, Paul Revere and William Dawes, decided to warn the townspeople. This poem, written in 1863 by Henry Wadsworth Longfellow, tells the famous story of what happened that night.

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||| == == == == == == == == == == == == == == == == == == == == == == ==
||| Paul Revere's Ride |||
||| |||
||| Listen my children and you shall hear |||
||| Of the midnight ride of Paul Revere, |||
||| On the eighteenth of April, in Seventy-five; |||
||| Hardly a man is now alive |||
||| Who remembers that famous day and year. |||
||| |||
||| He said to his friend, "If the British march |||
||| By land or sea from the town to-night, |||
||| Hang a lantern aloft in the belfry arch |||
||| Of the North Church tower as a signal light,- |||
||| One if by land, and two if by sea; |||
||| And I on the opposite shore will be, |||
||| Ready to ride and spread the alarm |||
||| Through every Middlesex village and farm, |||
||| For the country folk to up and to arm." |||
||| == == == == == == == == == == == == == == == == == == == == == == ==

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**11. What plan did the colonists have to communicate if the British Invaded?**

**What evidence from the document can you use for support?**

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## Looking at Primary Sources

### Document 2

#### ***The Declaration of Independence***

In 1776, Congress asked Thomas Jefferson to write a Declaration of Independence. It would explain to Great Britain and the rest of the world why the colonies wanted independence.

“We hold these truths to be self-evident,  
that all men are created equal;  
that they are endowed [given] by their Creator  
with certain unalienable rights,  
that among these are life, liberty,  
and the pursuit of happiness.”

12. According to the Declaration of Independence, what are *three* “unalienable rights,” or rights that cannot be taken away?

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## Primary Sources Writing Prompt

**Directions:** Using the two documents, “Paul Revere’s Ride,” and the Declaration of Independence, provide evidence for how some of the colonists showed their unhappiness with Great Britain. Tell how the American colonists worked together against Great Britain to fight for independence. Write a poem that describes your pursuit of happiness. Write the poem as if you are a colonist.

**Document 1**  
*Paul Revere’s Ride*

*Evidence*

**Document 2**  
*Declaration of Independence*

*Evidence*

**POEM—The Pursuit of Happiness**

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## Talking in Their Sleep

by Edith M. Thomas

“You think I am dead,”  
The apple tree said,  
“Because I stoop,  
And my branches droop,  
And the dull gray mosses over me grow!

But I’m still alive in trunk and shoot;  
the buds of next May  
I fold away –  
But I pity the withered grass at my root.”

“You think I am dead,”  
The quick grass said,  
“Because I have parted with stem and blade!  
But under the ground,  
I am safe and sound  
With the snow’s thick blanket over me laid.

I’m all alive, and ready to shoot,  
Should the spring of the year  
Come dancing here –  
But I pity the flower without branch or root.”

“You think I’m am dead,”  
A soft voice said,  
“Because not a branch or root I own.  
I never have died, but close I hide  
In a plummy seed that the wind has sown.

Patient I wait through the long winter hours;  
You will see me again –  
I shall laugh at you then,  
Out of the eyes of a hundred flowers.

## Poetry Writing Prompt

**Directions:** In the poem, "Talking in Their Sleep," Edith M. Thomas wrote as if she were an apple tree during the winter. Write a poem that describes the winter landscape outside your home. In your poem, be sure to use what you learned from, "Talking in Their Sleep," as you write.

To create a well-written story:

- Write a beginning that gets the reader into the world of the poem and helps them understand what is going on.
- Use transition words to help readers understand when events happened.
- Use details (dialogue, description) to show exactly what happened in the poem and how the speaker was thinking and feeling.
- Write an ending, ideally one that connects to what the poem is really about.
- Include proper grammar, punctuation, and spelling.

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## Chief Luther Standing Bear

*from*

### My Indian Boyhood

By Chief Luther Standing Bear

*Chief Standing Bear lived from around 1868 until 1939. His **memoir** of his childhood, dedicated to "the boys and girls of America," was published in 1931. He wrote this book so that children of other races would better understand Sioux (Lakota) children.*

#### Vocabulary

**memoir:** a record or a journal of events

**Great Plains:** a region of land in central part of the United States that extends from Canada to Texas

**dignified:** of high honor, of high esteem

**cardinal principle:** very important rule of action or conduct

**territory:** an area (region) of land belonging to a state or nation

**plains:** a large area of level, usually treeless land

**tanning:** to make animal skin into leather

1 My parents belonged to that **Great Plains** tribe which is now called the Sioux [soo]. But before the white man came, we called ourselves the Lakotas. The first white men to come to this country thought they had discovered India, a land they had been searching for, so they named the people they found here Indians. Through the mistake of these first white settlers, we have been called Indians ever since.

Now the big Missouri River runs through the country that my people inhabited. The part of the tribe that lived on the east side of the river called themselves Dakotas, and those who lived on the west side of this stream called themselves Lakotas. And I was born a Lakota.

3 Later, when many white people arrived in this country, they saw that my tribe was a very powerful and independent one. We kept our land to ourselves by making all other tribes stay away from us. Our warriors were brave and noted for their skill in fighting. Therefore, they were feared by all other tribes.

The white people, seeing that we were feared by the tribes that surrounded us, began to fear us too, so they called us Sioux. The word "Sioux" is a French word and means "cutthroat." So that is how we became known as the Sioux. Some writers have called us the "Fighting Sioux"; others have called us the "Mighty Sioux." Our people were full of pride, but our women were quiet and gentle and our men were brave and **dignified**. We earned our right to pride, for it was a **cardinal principle** for the Sioux to be brave, and to be a coward was unforgivable...

The home of my tribe, the Western Sioux, was the **territory**, which is now called North and South Dakota, and all this land once belonged to my people. It was a beautiful country. In the springtime and early summer, the **plains**, as far as the eye could see, were covered with velvety green grass. Even the rolling hills were green, and here and there was a pretty stream. Over the hills roamed the buffalo and in the woods that bordered the streams were luscious fruits that were ours for the picking. In the winter, everything was covered with snow, but we always had plenty of food to last through the winter until spring came again...

- 5 A tipi was my first home. My earliest recollection is playing around the fire and being watched over by my Indian mother. As a baby I swung in an Indian cradle from poles in the tipi. I was the first son of a chief, and I was expected to grow up brave and fearless like my father. I was named Plenty Kill. My parents called me Ota K'te, for that was the way to say "Plenty Kill" in Sioux.

As I grew up, my father began to teach me all the things that a little Indian boy should know. When I was old enough to be put on a pony, he taught me to ride. He tied my pony to his with a rope, and I rode this way until I had learned to handle the pony myself. When I had learned to ride, I went on short hunts with him, and he taught me how to butcher small game. Finally, the eventful day came when I went on a buffalo hunt. That was an important day in my life when I went home to the tipi and told my mother I had killed a buffalo. She was proud of me and that made me happy.

- 7 I learned about the habit of wild animals and how to trap them. I learned to shoot birds with a bow and arrow and to roast them on the fire. I soon came to know much about the weather and how to prepare for the coming of winter by **tanning** skins for warm clothing. By knowing all these things, we had no fear of Nature, but on the contrary loved Nature. She seemed bountiful to us with all the things she had provided for our comfort. At this time we lived close to Nature and knew nothing but Nature. We observed everything in the outdoors and in this way learned many things that were good and helpful for us to know. The Indian knows that Nature is wise, and that by keeping our eyes open, we learn her wise ways.

From *Building A Nation* (Scott Foresman)

**Directions: After you read “Chief Luther Standing Bear,” answer the questions below.**

13. The overall tone of the selection tells the reader that Chief Luther Standing Bear was:

- A. happy
- B. nervous
- C. sad
- D. proud

What words or details support your response above? Write them in the space below.

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14. Read the sentence in the box below.

She seemed bountiful to us with all the things she had provided for our comfort.

In this sentence, bountiful means \_\_\_\_\_.

- A. nice
- B. money
- C. generous
- D. not enough

15. Which sentence best paraphrases the ideas of paragraph 7?

- A. Chief Luther Standing Bear learned to appreciate nature and all that it gives.
- B. Chief Luther Standing Bear tanned skins for clothing.
- C. Chief Luther Standing Bear learned to shoot birds with a bow and arrow.
- D. Chief Luther Standing Bear knew that Nature is wise.



16. In your opinion, what do you think would be the most important thing to know about understanding the life of Sioux (Lakota) children? In your response, use information from the selection to support your explanation. Write your answer in the space below.

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## Reading Log for Winter Break: Grade 5

Read for a minimum of 20 minutes each day of Winter Break.



Date	Title	Author	Pages Read	Minutes Read


**If time permits, reflect on what you have read. Record your questions, thoughts, ideas, or new learnings that you had while reading on a separate sheet of paper.**