Monday

**English Language Arts: ELAGSE5RL3**
Print and begin *Comparing and Contrasting Characters in a Drama*

**Math: MGSE5.G.4**
Print and complete *Introduction: Classify Two-Dimensional Figures*

**Physical Education: PE5.2.a**
Locomotor Movements: Spend 20 min practicing the locomotion patterns of hopping, galloping, running, sliding, skipping, and jumping. Try 3-5 min of one movement, then switch. Look at the criteria for each locomotor movement on the chart. What movements do you need to improve on? Spend an extra 3-5 min practicing the movement that is the most challenging to you.

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Tuesday

**English Language Arts: ELAGSE5RL3**
Complete *Comparing and Contrasting Characters in a Drama* from Monday

**Math: MGSE5.G.4**
Print and complete *Classify Two-Dimensional Figures Practice*

**Art: VA5.CR.1**
(Students may use pencils, coloring pencils, crayons and/or markers in a sketchbook or on a piece of paper.) Following last week’s theme of man-made and natural objects imagine a scene that includes robots that are made of natural objects. Create a drawing that includes at least three robots. Give at least one robot natural textures such as leaves, fur, grass. Write a paragraph that describes the robots and what they are doing.

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Wednesday

**English Language Arts: ELAGSE5RL4**
Print and complete *Language and Meaning*

**Math: MGSE5.G.3**
Print and complete *Introduction: Understand Properties of Two-Dimensional Figures*

**Physical Education: PE5.2.a and PE5.3.f**
Tabata Fitness 2.0: Like last week but check out the new moves! Perform each move below, alternating 20 seconds of all-out effort with 10 seconds of rest. Repeat the same move for 8 rounds, for a total of 4 minutes. Then perform the next move on the list, following the same directions. You should complete the entire list of moves in 24 minutes. List of moves: Curl Ups, Invisible Jump Rope, Planks, Jog in Place, Push Ups, Mountain Climbers (From a plank position, you'll alternate bringing one knee to your chest, then back out again, speeding up each time until you’re "running" against the floor).
## Thursday

<table>
<thead>
<tr>
<th>Subject</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts:</strong> ELAGSE5RL3</td>
<td>Print and begin <a href="#">Comparing and Contrasting Settings and Events</a></td>
</tr>
<tr>
<td><strong>Math:</strong> MGSE5.G.3</td>
<td>Print and complete <a href="#">Understand Properties of Two-Dimensional Figures Practice</a></td>
</tr>
<tr>
<td><strong>Music:</strong> ESGMS.RE.1</td>
<td>Print and complete <a href="#">Listening Notes</a></td>
</tr>
</tbody>
</table>

## Friday

<table>
<thead>
<tr>
<th>Subject</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts:</strong> ELAGSE5RL3</td>
<td>Complete <a href="#">Comparing and Contrasting Settings and Events</a> from Thursday</td>
</tr>
<tr>
<td><strong>Math:</strong> MGSE5.G.4 and NGSE5.G.3</td>
<td>Print and complete <a href="#">Organize Polygons on a Venn Diagram</a></td>
</tr>
<tr>
<td>Print and complete <a href="#">Organize Triangles on a Venn Diagram</a></td>
<td><strong>Physical Education:</strong> PE5.1.b and PE5.3.f</td>
</tr>
<tr>
<td>You’ve made it through week 2 of your remote learning! It’s time for a dance party!!! You’re going to make this party ROCK by creating your very own dance. You’ll create a dance for 8 counts (beats) using the <a href="#">Dance Card</a> to give you movement ideas. Now it’s time to practice! Start the music and let everyone perform their dance moves at the same time! Then, let’s put our moves together. First, your family member or friend will perform her/his dance for 8 counts. Next, you’ll take a turn and perform yours. Continue through all your family or friends’ moves. Next, teach each other your dance moves, put them in a sequence and then complete the entire dance all together! Keep the music pumping and dance! <strong>Tips:</strong> Practice counting 8 beats by clapping and counting to aloud to the music. Next, jump up and down while counting aloud to the music. Finally, jump up and down for 8 counts, clap for 8 counts, and then repeat until everyone understands how to count 8 beats of music.</td>
<td></td>
</tr>
</tbody>
</table>
Introduction

Lesson 5 Comparing and Contrasting Characters in Drama

Learning Target

When you compare and contrast what characters in a drama do and say, you can better understand how they move the story along.

Read

In a drama, or play, you can learn about characters by reading or listening to the spoken dialogue between the characters. You can also read the stage directions, which are short notes that tell what a character is doing on stage.

You can get to know characters better by comparing and contrasting them. Identify what the characters do and say to each other, how they act, and how they look.

Read the cartoon below. Think about what the girl and boy look like, how they act, and how they interact with each other.

I think we should research penguins. What do you think?

Partners, I want you to work together to identify a topic for your science project.

I'm tired of doing work.
Think
What have you learned about comparing and contrasting characters? How are the boy and girl in the cartoon similar and different? What do they say and do? Use the Venn diagram to compare and contrast the characters.

Girl Only

Both

Boy Only

Traits
Confident, organized

Actions / Interactions

Traits
Unsure, disorganized

Actions / Interactions

Talk
Share your Venn diagram with a partner.

• What details from the cartoon did you use to compare and contrast the boy and the girl?
• How did your comparison help you better understand each character?
• How do you think the characters will interact next?

Academic Talk
Use these words and phrases to talk about the text.

• compare
• contrast
• drama
• stage directions
• dialogue
**King Alfred**

*retold by Richard Madsen*

**Cast of Characters:**
- **Alfred**, an English King
- **Cudred**, an old peasant man
- **Switha**, an old peasant woman

**Setting:** a humble cottage on a freezing night

**Narrator:** It is January 871. Danish warriors have invaded England. Alfred, an English King, has been separated from his army but seeks to rejoin them.

**Alfred:** [knocks at cottage door] Hello! May a traveler find safety on this cold night?

**Cudred:** [suspiciously] How do I know you are not some Dane in disguise?

**Alfred:** [nobly] I promise thee, my friend, I am no Dane. I am their sworn enemy.

**Cudred:** [sighs, then opens the door] Oh, very well, then. But you must sleep in the barn, not in the cottage. I suppose you must be hungry, then.

**Alfred:** Oh, yes! I’d thank you for a crust of even the coarsest bread.

**Cudred:** Bread? Bread is a luxury! We only have lowly oaten cakes, here.

**Alfred:** Oaten cakes! I have always wished to taste an oaten cake. [Cudred stares at Alfred in disbelief. They join Switha by the fire.]

**Cudred:** My wife, I’ve brought a guest to share our supper.

**Switha:** What? Who is this man? Why should I feed a beggar?

**Cudred:** We are not so poor that we must refuse food to the hungry.

**Switha:** You soft-hearted fool. You will bring us to ruin, as has our cowardly king.

**Cudred:** We must care for each other, Switha. Otherwise, what are we? [Cudred gives Alfred an oaten cake, then leads him to the barn.]

**Cudred:** The barn is small and cold, but it will keep you safe.

**Alfred:** For a traveler in my condition, your barn is a palace. I thank you.

**Cudred:** Sir, your speech is that of a nobleman. Are you an earl in disguise?

**Alfred:** [pauses, then decides] Good sir. I am Alfred, thy king. I am in hiding from the invading Danes. But soon I shall rejoin my army and set our country free.

**Cudred:** [kneels] My King! Sire, let us return to the cottage.

---

**Close Reader Habits**

When you reread the drama, underline any words or actions that make each character stand out.
In what ways are Alfred and Cudred similar and different?

**Think**

1. Complete the Venn diagram below. Use it to identify the similarities and differences in the traits, actions, and interactions of Alfred and Cudred.

![Venn diagram]

- Alfred Only
  - Traits
  - Actions / Interactions

- Cudred Only
  - Traits
  - Actions / Interactions

- Both
  - Traits
  - Actions / Interactions

Look at what you underlined about what the characters say and do.

**Talk**

2. How would Alfred’s interactions with Cudred have been different had Alfred not told the truth about who he is? Based on your discussion, decide whether you need to add or change any details in your diagram.

**Write**

3. **Short Response** Compare and contrast Alfred’s and Cudred’s traits, actions, and interactions. Include two details from the drama in your answer. Use the space provided on page 98 to write your answer.

**HINT** One way to start a compare-contrast answer is to tell how the characters are similar.
Cornelia and Her Jewels

by Wendy Munro

1 **SETTING:** Home of Cornelia [Enter Julia carrying a treasure chest.]
2 **Cornelia:** My dear Julia, I am so happy you have finally brought your jewels to show me.
3 **Julia:** [opens the chest] See, here is my pearl necklace.
4 **Cornelia:** How lovely! And what other gems have you? I greatly delight in seeing such beautiful jewels.
5 **Julia:** Oh, me, too! Here are some rubies. And this is my finest jewel—a diamond bracelet! I like it best of all. But Cornelia, where are your jewels? All of Rome knows how rich your famous father, Scipio, was. Surely he gave you many fine gems?
6 **Cornelia:** Oh no, dear friend. But hark! I think I hear my sons.
7 **Caius and Tiberius:** [running in] Mother! Dear Mother!
8 **Cornelia:** Tell me, Caius, what did you learn at school today?
9 **Caius:** We learned how Horatius guarded the bridge in the brave days of old. Wasn’t that very noble, dear Mother?
10 **Cornelia:** Of course, my darling. And what about you, Tiberius?
11 **Tiberius:** Our teacher told us of Grandfather Scipio and his great deeds during the war. Mother, how you must honor Grandfather!
12 **Cornelia:** Yes, my son, such a life is a fine example for the young.
13 **Caius:** I shall try to be a brave man someday, too, dear Mother.
14 **Tiberius:** And I shall also try to be worthy of our noble family.
15 **Cornelia:** Oh, my dear boys! Julia, they are my jewels, more precious than any gem.
16 **Julia:** How I am ashamed of my vanity, dear Cornelia! What are all the gems in the world compared with these noble boys?

**Close Reader Habits**

How do Julia and Cornelia feel about Cornelia’s jewels? Reread the drama. **Underline** sentences that show what each character thinks or feels.
Think  Use what you learned from reading the drama to answer the following questions.

1 Which comparisons of Julia and Cornelia are true? Select two options.
   A Julia thinks jewels are fun to admire; Cornelia does not.
   B Julia is from a noble family; Cornelia is not.
   C Julia does not talk about her children; Cornelia does.
   D Julia believes history is important; Cornelia does not.
   E Julia has many fine gems and jewelry; Cornelia does not.
   F Julia is impressed by Cornelia’s sons; Cornelia is not.

2 This question has two parts. Answer Part A. Then answer Part B.

Part A
How are Caius and Tiberius most similar?
   A They like learning how Horatius guarded a bridge long ago.
   B They enjoy history more than any other subject at school.
   C They respect their grandfather and want to be like him.
   D They think Horatius and Scipio were equally brave.

Part B
What sentence from the play best supports the answer in Part A?
   A “We learned how Horatius guarded the bridge in the brave
days of old.”
   B “Wasn’t that very noble, dear Mother?”
   C “I shall try to be a brave man someday, too, dear Mother.”
   D “What are all the gems in the world compared with these
noble boys?”

Talk

3 Describe how Cornelia and Julia each feel about Cornelia’s jewels.

Write

4 Short Response  Use evidence from the text to describe how Julia and Cornelia each feel about Cornelia’s jewels. Use the space provided on page 99 to write your answer.

HINT Sometimes two characters are more similar than they are different.
King Alfred

Short Response  Compare and contrast Alfred’s and Cudred’s traits, actions, and interactions. Include two details from the drama in your answer.

HINT One way to start a compare–contrast answer is to tell how the characters are similar.

Don’t forget to check your writing.
Write: Use the space below to write your answer to the question on page 97.

Cornelia and Her Jewels

4 Short Response: Use evidence from the text to describe how Julia and Cornelia each feel about Cornelia’s jewels.

Check Your Writing

☐ Did you read the prompt carefully?
☐ Did you put the prompt in your own words?
☐ Did you use the best evidence from the text to support your ideas?
☐ Are your ideas clearly organized?
☐ Did you write in clear and complete sentences?
☐ Did you check your spelling and punctuation?
PROLOGUE

Prologue Narrator: In 1920, Amelia Earhart took her first ride in an airplane and fell in love with flying. She was 23. Flying was extremely dangerous in those days and considered a man's job. Earhart decided to take lessons anyway. Within a few years, she was regarded as one of the country's best female pilots. In 1927, when a young man named Charles Lindbergh flew solo across the Atlantic Ocean and became an overnight sensation, Earhart was ready to make her mark too.

SCENE 1

Narrator A: It is 1928. Earhart is in New York City to meet with George Palmer Putnam, who has just published a book by Lindbergh. Putnam is looking for a female pilot to fly across the Atlantic.

Amelia Earhart: Pleased to meet you, Mr. Putnam.

George Palmer Putnam: I'll get right to the point, Miss Earhart. I'm told that you want to fly the Atlantic. Why?

Earhart: Why does a man ride a horse?

Putnam: Three women have died attempting the flight. If you make it, you'd be the first.

Earhart: I have a fondness for firsts, Mr. Putnam.
In June 1928, Earhart, Slim Gordon, and Bill Stultz flew this plane, named Friendship, across the Atlantic Ocean. This photo shows the plane off the coast of Wales, a country on the island of Great Britain.

10 **Narrator B:** Putnam explains that Earhart will become famous. But there’s a catch.

11 **Putnam:** Bill Stultz will be the pilot. You’ll be aboard.

12 **Earhart:** As a passenger?

13 **Putnam:** But you’d still be the first woman to fly across the Atlantic. People will remember it as your flight.

14 **Earhart:** My fraud, you mean! My dream is to fly the Atlantic, Mr. Putnam, but not like this.

15 **Putnam:** Think about it, Miss Earhart. This could win you more chances to fly.

16 **Scene 2**

17 **Narrator C:** Swayed by the prospect of future opportunities, Earhart agrees to Putnam’s plan. The pilot is to be Stultz, with Slim Gordon as navigator. Earhart is “commander” of the flight in name only.

18 **Narrator D:** On June 17, 1928, the trio is in Newfoundland, Canada, ready to depart for the transatlantic flight to Ireland. But . . .

19 **Bill Stultz:** We’ve got a problem. This seaplane won’t take off from the harbor.

20 **Narrator E:** A determined Earhart reduces the amount of fuel they are carrying. This makes the plane lighter. Finally, it soars.

21 **Stultz:** Well done!
22 **Narrator A**: Things are fine—until the radio goes out somewhere over the ocean. In these early days of aviation, equipment is unreliable.

23 **Stultz**: We have no way to figure out wind speed or where, exactly, we are.

24 **Slim Gordon**: We’ve been flying for 19 hours. We have one hour of fuel left.

25 **Stultz**: If we land on the water now, we might get rescued.

26 **Earhart**: But we’ll have failed. That’s not an option.

27 **Gordon**: Wait. What’s that?

28 **Stultz**: Land! We’ve got land!

29 **Narrator B**: The plane touches down on the water near a small port town. News of its arrival spreads quickly. By the time the trio reaches shore, hundreds of people have turned out, applauding and singing.

30 **Earhart**: Is it Irish tradition to greet newcomers with song?

31 **Reporter 1**: I couldn’t say, Miss Earhart. This is Wales!

32 **Reporter 2**: Are you proud to be the first woman to fly the Atlantic?

33 **Earhart**: I was just a passenger. But a woman will do this one day. This flight will get women thinking, I hope.

34 **Reporter 1**: What has it got you thinking, Miss Earhart?

35 **Earhart**: That there’s more to life than being a passenger.
Think  Use what you learned from reading the drama to answer the following questions.

1. Based on how Earhart and Putnam act in the first scene, which of the following best describes how these characters are different?
   - A  Earhart enjoys flying more than Putnam does.
   - B  Earhart avoids danger more than Putnam does.
   - C  Earhart is more concerned about fraud than Putnam is.
   - D  Earhart is less interested in future flights than Putnam is.

2. This question has two parts. First, answer Part A. Then answer Part B.

Part A
Which of the following describes how Earhart’s behavior during the flight differs from that of Stultz?
   - A  Earhart remains determined, but Stultz gives up completely and lands the plane in the water.
   - B  Earhart remains determined, but Stultz strongly suggests landing in the water and getting rescued.
   - C  Earhart wants to give up, but Stultz insists on trying to get the radio to work before landing.
   - D  Earhart realizes that they must land, but Stultz insists that failure is not an option for them.

Part B
Choose two pieces of evidence from the text that best support the answer in Part A.
   - A  “STULTZ: We’ve got a problem. This seaplane won’t take off from the harbor.”
   - B  “STULTZ: We have no way to figure out wind speed or where, exactly, we are.”
   - C  “STULTZ: If we land on water now, we might get rescued.”
   - D  “EARHART: But we’ll have failed. That’s not an option.”
   - E  “EARHART: I was just a passenger. But a woman will do this one day.”
   - F  “EARHART: That there’s more to life than being a passenger.”
In this activity, you will compare the characters of Earhart and Putnam. First, select one word that describes Earhart and one word that describes Putnam. Copy those words in the column labeled “Description.” Then complete the chart by copying one quotation that provides evidence for each description.

<table>
<thead>
<tr>
<th>Descriptions</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>daring</td>
<td>“This could win you more chances to fly.”</td>
</tr>
<tr>
<td>gentle</td>
<td>“But we’ll have failed. That’s not an option.”</td>
</tr>
<tr>
<td>scared</td>
<td>“But there’s a catch.”</td>
</tr>
<tr>
<td>convincing</td>
<td>“I have a fondness for firsts, Mr. Putnam.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Character</th>
<th>Description</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earhart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Putnam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This question has two parts. First, answer Part A. Then answer Part B.

**Part A**
Read this sentence from “Amelia.”

In these early days of aviation, equipment is unreliable.

What does the word **unreliable** mean as it is used in the sentence?

A. not useful  
B. not dependable  
C. easily broken  
D. barely modern

**Part B**
Which detail from the drama best supports the answer to Part A?

A. “This makes the plane lighter.”  
B. “Things are fine. . . .”  
C. “. . . until the radio goes out. . . .”  
D. “The plane touches down on the water. . . .”
Write

5 Short Response  The drama states that Earhart was “commander” of the flight in name only. In what ways was Earhart as much in command of the flight as Stultz and Gordon? Use at least two details from the drama that support your response.

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Learning Target

In this lesson, you compared and contrasted what characters did and said in dramas. Explain how you can use this skill to better understand how dramas tell their stories.
In this lesson, you will classify polygons based on their properties. Take a look at this problem.

Arrange the polygons below so that a polygon can also be called by the name of the polygon before it. Order them from left to right.

a. Complete the table below. Put a check in each box if the polygon has the property listed.

<table>
<thead>
<tr>
<th>Property</th>
<th>Polygon A</th>
<th>Polygon B</th>
<th>Polygon C</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 sides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 pairs of parallel sides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 pairs of sides of equal length</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 right angles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 sides of equal length</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Write the most specific name for each polygon from the list below.

- quadrilateral
- parallelogram
- rectangle
- square

A: __________________      B: __________________      C: __________________

c. How would you arrange the polygons so each shape has all the properties of the shape(s) before it? ____________________________________________
Shapes can be classified according to their properties. When you order categories of polygons by their properties, you put them in a **hierarchy**. A hierarchy organizes categories from the most to least general. One model you can use to show a hierarchy is a Venn diagram.

A Venn diagram can show categories and subcategories. This Venn diagram shows that squares have all the properties that rectangles have, plus more. This means all squares are also rectangles. A square is also a parallelogram and a quadrilateral.

You can also use a flow chart to show the hierarchy of quadrilaterals. The most general category is at the left, while the most specific is at the right. This means that a figure that belongs in one category also belongs in all categories to the left.

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**Reflect**

1. How are the flow chart and the Venn diagram alike? How are they different?

---
Read the problem below. Then explore different ways to classify figures in a hierarchy.

Classify the following triangles from the most general to the most specific: scalene triangle, isosceles triangle, and equilateral triangle. Use a tree diagram to classify them as types of triangles.

Model It You can understand the problem by listing the properties of the triangles in a table before arranging them in a tree diagram.

<table>
<thead>
<tr>
<th>Types of Triangles</th>
<th>Properties of Sides</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isosceles</td>
<td>2 or 3 sides of equal length</td>
</tr>
<tr>
<td>Scalene</td>
<td>no sides of equal length</td>
</tr>
<tr>
<td>Equilateral</td>
<td>3 sides of equal length</td>
</tr>
</tbody>
</table>

Model It You can represent the problem with a tree diagram.

A tree diagram can also be used to show a hierarchy. Put the most general category as the top branch. Then put the more specific subcategories as the branches.
Connect It  Now you will solve the problem from the previous page by using the table to complete a tree diagram.

2 Why is “Triangles” in the top row of the tree diagram?

3 Write “Scalene” and “Isosceles” in the second row of the tree diagram at the right. Why are those categories separate?

4 Write “Equilateral” beneath “Isosceles.” Why can all equilateral triangles be classified as isosceles triangles?

5 How can you use a tree diagram to order figures?

Try It  Use what you learned about ordering figures in a hierarchy to solve this problem.

6 Complete the Venn diagram below to show the hierarchy of isosceles, scalene, and equilateral triangles.
Study the example below. Then solve problems 7–9.

**Example**

Create a Venn diagram to show the hierarchy of quadrilaterals, polygons, trapezoids, and hexagons.

Look at how you could show your work using a Venn diagram.

A shape can never be both a hexagon and a quadrilateral. So these regions do not overlap.

**Pair/Share**

Recreate the hierarchy with a tree diagram.

**7** Look at the tree diagram below. Write a statement about the relationship between acute triangles and equilateral triangles.

**Solution**
8 Create a Venn diagram to show the hierarchy of the polygons described in the chart.

<table>
<thead>
<tr>
<th>Polygon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trapezoid</td>
<td>quadrilateral with at least 1 pair of parallel sides</td>
</tr>
<tr>
<td>Square</td>
<td>parallelogram with 4 sides of equal length</td>
</tr>
<tr>
<td>Parallelogram</td>
<td>quadrilateral with 2 pairs of parallel sides</td>
</tr>
</tbody>
</table>

“At least 1” means 1 or more.

9 Look at the flow chart below.

Which statement is true? Circle the letter of the correct answer.

A  A plane figure is always a polygon.

B  All polygons are plane figures.

C  All hexagons are also pentagons and quadrilaterals.

D  A hexagon is not a plane figure.

Brad chose C as the correct answer. How did he get that answer?
Solve the problems.

1. Look at the shape below.

Which is a correct classification for this shape from LEAST specific to MOST specific?

A. polygon, quadrilateral, rectangle
B. quadrilateral, parallelogram, square
C. polygon, quadrilateral, square
D. quadrilateral, rectangle, square

2. Classify the triangles shown below as “scalene,” “isosceles,” or “obtuse.” Sides that are the same length are marked with a slash. Draw the triangles in the correct column of the table. If a triangle fits more than one classification, draw it in all the columns that apply.

<table>
<thead>
<tr>
<th>Scalene</th>
<th>Isosceles</th>
<th>Obtuse</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Look at the flow chart below.

Quadrilaterals → Trapezoids → Parallelograms → Rectangles → Squares

**Part A** Draw an example of a trapezoid that is not a parallelogram.

**Part B** Explain how trapezoids relate to parallelograms.

**Part C** Can you use the term “parallelogram” to describe a rectangle? Explain your reasoning.

- [X] Self Check Go back and see what you can check off on the Self Check on page 283.
# Grades 3-5: Locomotor Movement Cues

<table>
<thead>
<tr>
<th>Movement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HOPPING</strong></td>
<td>Uses one foot, Bends knee, Lands on ball of foot</td>
</tr>
<tr>
<td><strong>GALLOPING</strong></td>
<td>Bend knees, One foot chasing other, Lead foot stays the same</td>
</tr>
<tr>
<td><strong>RUNNING</strong></td>
<td>Balls of feet touch ground first, Arms move in opposition to legs, Both feet come off the ground</td>
</tr>
<tr>
<td><strong>SLIDING</strong></td>
<td>Sideways movement, One foot chases other, Lead foot stays the same</td>
</tr>
<tr>
<td><strong>SKIPPING</strong></td>
<td>Step-hop, Alternates feet, Arms swing upward with legs</td>
</tr>
<tr>
<td><strong>JUMPING</strong></td>
<td>Bend knees, Uses two feet, Lands on balls of feet</td>
</tr>
</tbody>
</table>
Prerequisite: Identify Parallel and Perpendicular Lines

Study the example problem that shows how to sort shapes based on parallel and perpendicular sides. Then solve problems 1–6.

Example

Mark each shape that appears to have at least one pair of parallel sides with the symbol \( \parallel \). Mark each shape that appears to have at least one pair of perpendicular sides with the symbol \( \perp \).

Parallel sides are always the same distance apart and will never cross. Perpendicular sides form a right angle (90°).

- triangle
- rectangle
- parallelogram
- trapezoid
- right triangle

1. Look at the shapes in the example. Write the name of the shapes that belong in each group shown in the table below.

<table>
<thead>
<tr>
<th>parallel sides only</th>
<th>perpendicular sides only</th>
<th>parallel and perpendicular sides</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Which group from problem 1 does each shape shown below belong in?

   \[ \square \] \[ \square \] \[ \square \]

3. Draw a shape that does not belong to any of the groups in problem 1.
Solve.

A right angle is an angle that looks like a square corner and measures 90°.

An acute angle has a smaller opening than a right angle.

An obtuse angle has a wider opening than a right angle but is not a straight line.

4 Finish marking each angle in these shapes: “a” for acute, “r” for right, and “o” for obtuse.

5 Write the name of each shape from problem 4 that belongs in each group shown in the table below.

<table>
<thead>
<tr>
<th>acute and right angles</th>
<th>acute and obtuse angles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 Where does each shape belong in the Venn diagram below? Write the letter of the shape in the section that it belongs in.

   acute angle
   right angle
   parallel sides
Study the example showing how to order shapes in a hierarchy. Then solve problems 1–6.

Example

A hierarchy starts with the most general category and then shows how more specific groups are related. Draw a tree diagram relating the shapes in the table.

<table>
<thead>
<tr>
<th>Shape</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>plane figure</td>
<td>a two-dimensional shape</td>
</tr>
<tr>
<td>polygon</td>
<td>a closed plane figure with straight sides</td>
</tr>
<tr>
<td>triangle</td>
<td>a polygon with 3 sides</td>
</tr>
<tr>
<td>quadrilateral</td>
<td>a polygon with 4 sides</td>
</tr>
<tr>
<td>pentagon</td>
<td>a polygon with 5 sides</td>
</tr>
</tbody>
</table>

Polygons have all the properties that plane figures have. Polygons also have properties that plane figures don’t have. Polygons appear right below plane figures in the hierarchy.

Tree Diagram

- Plane Figures
  - Polygons
    - Triangles
    - Quadrilaterals
    - Pentagons

1. Fill in the blanks.
Triangles are both ________________ and ________________.

2. A circle is a plane figure. It does not have straight sides, so it is not a polygon. Where in the hierarchy should “Circles” go? Explain.

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

Vocabulary

**hierarchy** a ranking of categories based on properties.
Solve.

3 Mark an X in the column if the shape always has that property.

<table>
<thead>
<tr>
<th>Shape</th>
<th>4 sides</th>
<th>2 pairs of parallel sides</th>
<th>4 right angles</th>
</tr>
</thead>
<tbody>
<tr>
<td>parallelogram</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rectangle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>quadrilateral</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 Use the table in problem 3 to make a flow chart that shows the relationship between the three shapes. Order the shapes from general to specific going from left to right.

5 Where would you include squares in the flow chart in problem 4? Explain.

6 Fill in the Venn diagram that shows the relationship between rectangles, squares, and rhombuses. Explain what the diagram shows about squares.
Lesson 30
Classify Two-Dimensional Figures

Solve the problems.

1. Look at the flow chart below.

Triangle → Isosceles → Equilateral

Which statement is true? Circle the letter of all that apply.

A. Equilateral triangles can be classified as isosceles triangles.
B. Isosceles triangles have all the properties that equilateral triangles have.
C. Isosceles triangles can be classified as equilateral triangles.
D. Equilateral triangles have all the properties that isosceles triangles have.

2. Create a Venn diagram to show the hierarchy of triangles, quadrilaterals, isosceles triangles, and polygons.

In a Venn diagram, categories with nothing in common do not overlap.

3. Use the diagram in problem 2. Write two different statements that describe the relationships between the shapes.

Solution: __________________________________________
__________________________
__________________________
__________________________
__________________________
4 Look at the tree diagram below.

Polygons
  
  Triangles  Quadrilaterals  Pentagons
  
  Trapezoids

Which statement is true? Circle the letter of the correct answer.

A  All polygons are triangles, quadrilaterals, and pentagons.
B  All quadrilaterals are trapezoids.
C  All triangles and quadrilaterals are polygons.
D  Triangles, quadrilaterals, and pentagons all have the same properties.

Dina chose B as the correct answer. How did she get that answer?

5 Chen wrote some names that can be used to classify this shape in order from LEAST specific to MOST specific.

*quadrilateral, parallelogram, square, rhombus*

Do you agree with what he did? Explain.

Solution: ________________________________
______________________________
______________________________
______________________________
Lesson 15
Language and Meaning

Learning Target
Figuring out the meanings of figurative language in literary texts will help you better understand and enjoy such texts.

Read
Writers often use **figurative language** to help us imagine familiar things and events in new and sometimes strange ways.

- A **simile** uses the words *like* or *as* to compare two things that are not alike.
- A **metaphor** also compares unlike things, but does not use *like* or *as*.
- **Personification** gives human qualities to nonliving things.

Writers often use figurative language to produce a **mood**, or feeling.

As you read this poem, think about how its figurative language helps you imagine familiar things and events in new ways. Also think about how the poem might be making you feel.

The Tree Bats

The tree bats sway like fruit with wings,
From the branches of a tall old tree,
Prisoners of light throughout the day,
Till nightfall comes to set them free.

The sun goes down, the sleepers stir,
To the gentle voice of mother night.
Then the tree lets go its fluttering fruit—
A dark whirlwind of sudden flight!
Think  Consider what you know about figurative language. Use the chart below to help you think about the figurative language in “The Tree Bats.”

<table>
<thead>
<tr>
<th>What I Read</th>
<th>Type of Figurative Language</th>
<th>What It Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The tree bats sway like fruit with wings,”</td>
<td>Simile: compares the bats</td>
<td>The tree bats are hanging</td>
</tr>
<tr>
<td></td>
<td>to fruit</td>
<td>upside down.</td>
</tr>
<tr>
<td>“Prisoners of light throughout the day,”</td>
<td>Personification: the light</td>
<td></td>
</tr>
<tr>
<td></td>
<td>is a jailer, the bats are</td>
<td></td>
</tr>
<tr>
<td></td>
<td>prisoners</td>
<td></td>
</tr>
<tr>
<td>“the gentle voice of mother night.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Talk  Share your chart with a partner.
- What types of figurative language did you identify?
- Did you come up with similar meanings for each example?
- Pick one example from the “What I Read” column. What mood is the poet trying to make with that example?

Academic Talk  Use these words and phrases to talk about the text.
- figurative language
- metaphor
- simile
- personification
- mood
How beautiful is the rain!
After the dust and heat,
In the broad and fiery street,
In the narrow lane,
5 How beautiful is the rain!

How it clatters along the roofs,
Like the tramp of hoofs
How it gushes and struggles out
From the throat of the overflowing spout!

10 Across the window-pane
It pours and pours;
And swift and wide,
With a muddy tide,
Like a river down the gutter roars
15 The rain, the welcome rain!

The sick man from his chamber looks
At the twisted brooks;
He can feel the cool
Breath of each little pool;
20 His fevered brain
Grows calm again,
And he breathes a blessing on the rain.
Explore  What figurative language does the poet use to describe the rain?

Think  

1 Use the chart below to identify and explain the poem's figurative language.

<table>
<thead>
<tr>
<th>What I Read</th>
<th>Type of Figurative Language</th>
<th>What It Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>“How it clatters along the roofs, / Like the tramp of hoofs”</td>
<td>Simile:</td>
<td></td>
</tr>
</tbody>
</table>

Write  

3 Short Response  Explain how the figurative language shows the change in the rain over time. Use examples to support your response. Use the space provided on page 272 to write your answer.

A poet chooses words to help you imagine things and events in special ways.
When my Aunt Sheryl and Uncle Don invited Mom and me to go hiking with them along the North Shore of Lake Superior, we couldn’t wait to go. It wasn’t until we got there that I found out that the woods are home to some serious wildlife—wolves, bobcats, coyotes, and bears! Although I was excited, I was also terrified of dangerous animals.

An amazing waterfall near the park entrance swept away my fears at first. Next, we hiked a trail that snaked upriver, through a gold mine of maple, birch, pine, and spruce. As we walked on, though, I felt myself sinking back into a black bog of dread. And just then, in a shallow glassy bend of the river up ahead, I saw an animal I wanted to see. “Look!” I said. “A moose! I’m going to go feed it!”

Aunt Sheryl grabbed my shoulder with an iron hand. “Nikki, stop, now,” she said quietly. We all climbed to some rocks high above the river, with an eagle’s nest view of the moose. Aunt Sheryl explained to me that a bull moose topped the list as one of the most dangerous wild animals in North America, and that it was more likely for a human to be hurt by a moose in these parts than a wolf or bear.

It felt strange, after all my misplaced fears, to discover that this beautiful animal that looked as tame as a cow back home had to be treated with caution. I decided that before our next trip, I was going to do a little homework about the animals here and trade my wildlife worries for . . . what should I call it? Wildlife wonder.
Think  Use what you learned from reading the story to respond to the following questions.

1  Read this sentence from the story.

   Next, we hiked a trail that snaked upriver, through a gold mine of maple, birch, pine, and spruce.

   What does the comparison of “maple, birch, pine, and spruce” to a “gold mine” suggest?
   
   A  The park is a valuable natural resource.
   B  The park is near a gold mine in which trees grow.
   C  The trees make the trail seem dark, like being in a mine.
   D  The park has several kinds of trees with yellow leaves.

2  Read the sentence from the text. Then answer the question that follows.

   As we walked on, though, I felt myself sinking back into a black bog of dread.

   What feelings is the author trying to create by using the metaphor black bog of dread? Select two options.
   
   A  a sense of adventure
   B  a feeling of fear
   C  a sense of happiness
   D  a sense of being stuck
   E  a feeling of regret
   F  a sense of awe

Talk

3  In paragraph 4, the narrator uses the phrase tame as a cow back home. What does this tell you about both the narrator and the moose? Use the figurative language chart on page 273 to capture your thoughts and evidence.

Write

4  Short Response  Use the information from your chart to explain what the narrator’s use of the phrase tame as a cow back home tells you about both the moose and the narrator. Use the space provided on page 273 to write your answer.
Short Response  Explain how the figurative language shows the change in the rain over time. Use examples to support your response.

---

Check Your Writing

☐ Did you read the prompt carefully?
☐ Did you put the prompt in your own words?
☐ Did you use the best evidence from the text to support your ideas?
☐ Are your ideas clearly organized?
☐ Did you write in clear and complete sentences?
☐ Did you check your spelling and punctuation?
Use the chart below to organize your ideas and details.

<table>
<thead>
<tr>
<th>What I Read</th>
<th>Type of Figurative Language</th>
<th>What It Means</th>
</tr>
</thead>
</table>

**Write** Use the space below to write your answer to the question on page 271.

**4 Short Response** Use the information from your chart to explain what the narrator’s use of the phrase *tame as a cow back home* tells you about both the moose and the narrator.
This story is from the first chapter of a novel about a boy whose family moves into a new home near a mountain. In the chapters that follow, the boy goes hiking on the mountain and meets a strange bird called a Phoenix, a famous creature from mythology. Throughout the novel, the boy and the Phoenix share exciting adventures together.

1. All the way there David had saved this moment for himself, struggling not to peek until the proper time came. When the car finally stopped, the rest of them got out stiffly and went into the new house. But David walked slowly into the backyard with his eyes fixed on the ground. For a whole minute he stood there, not daring to look up. Then he took a deep breath, clenched his hands tightly, and lifted his head.
2 There it was!—as Dad had described it, but infinitely more grand. It swept upward from the valley floor, beautifully shaped and soaring, so tall that its misty blue peak could surely talk face to face with the stars. To David, who had never seen a mountain before, the sight was almost too much to bear. He felt so tight and shivery inside that he didn’t know whether he wanted to laugh, or cry, or both. And the really wonderful thing about the mountain was the way it looked at him. He was certain that it was smiling at him, like an old friend who had been waiting for years to see him again. And when he closed his eyes, he seemed to hear a voice which whispered, “Come along, then, and climb.” . . .

3 But there was a great deal to do first. They were going to move into the new house. The moving van was standing out in front; the car must be unloaded. David would be needed to carry things. Regretfully, he waved his hand at the peak and whispered, “It shouldn’t take long—I’ll be back as soon as I can.” Then he went around to the front door to see what could be done about speeding things up.

4 Inside, everything was in confusion. Dad was pushing chairs and tables around in an aimless way. Mother was saying, “They’ll all have to go out again; we forgot to put down the rug first.” Aunt Amy was making short dashes between the kitchen and the dining room, muttering to herself. And Beckie was roaring in her crib because it was time for her bottle. David asked, “Can I do anything?”—hoping that the answer would be no.

5 “C’mere,” Aunt Amy said, grabbing him by the arm. “Help me look for that ironing board.”
6 When the ironing board was finally located, Mother had something for him to do. And when he was finished with that, Dad called for his help. So the afternoon wore on without letup—and also without any signs of progress in their moving. When David finally got a chance to sneak out for a breathing spell, he felt his heart sink. Somehow, in all the rush and confusion, the afternoon had disappeared. Already the evening sun was throwing shadows across the side of the mountain and touching its peak with a ruddy blaze. It was too late now. He would have to wait until morning before he could climb.

7 As he gazed up miserably at the glowing summit, he thought he saw a tiny speck soar out from it in a brief circle. Was it a bird of some sort, or just one of those dots that swim before your eyes when you stare too long at the sky? It almost seemed like the mountain waving its hand, as if to say that it was quite all right for him to wait until morning. He felt better then, and returned more cheerfully to the moving.

8 It was long after dark before the moving van drove away. Beckie crooned happily over her bottle, and the rest of them gathered in the kitchen for a late supper of sandwiches and canned soup. But David could not eat until he had found the courage to ask one question:

9 “May I climb the mountain tomorrow?”

10 Aunt Amy muttered something about landslides, which were firmly fixed in her mind as the fate of people who climbed mountains. But Dad said, “I don’t see why not, do you?” and looked to Mother for agreement.

11 Mother said, “Well . . . be very careful,” in a doubtful tone, and that was that.
Think  Use what you learned from reading the story to respond to the following questions.

1  This question has two parts. First, answer Part A. Then answer Part B.

Part A
What does David think about the mountain?

A  It is kind.
B  It is alive.
C  It is haunted.
D  It is dangerous.

Part B
Which example of figurative language from the story best supports the answer to Part A?

A  “And the really wonderful thing about the mountain was the way it looked at him.”
B  “He was certain that it was smiling at him, like an old friend who had been waiting for years to see him again.”
C  “And when he closed his eyes, he seemed to hear a voice, which whispered, ‘Come along, then, and climb.’”
D  “Already the evening sun was throwing shadows across the side of the mountain and touching its peak with a ruddy blaze.”

2  Read the sentence. Then answer the question.

It swept upward from the valley floor, beautifully shaped and soaring, so tall that its misty blue peak could surely talk face to face with the stars.

What mood is the author trying to create by using the personification talk face to face with the stars? Select two options.

A  awe
B  coldness
C  fear
D  wonder
E  loneliness
F  suspense
This question has two parts. First, answer Part A. Then answer Part B.

**Part A**
Read the sentence from paragraph 1.

But David walked slowly into the backyard with his eyes **fixed** on the ground.

What does the word **fixed** mean as it is used in the sentence?

A tied  
B installed  
C repaired  
D focused

**Part B**
Which detail from the story provides the best clue for the meaning of the word **fixed**?

A “. . . David had saved this moment for himself, . . .”  
B “. . . not daring to look up.”  
C “. . . clenched his hands tightly, . . .”  
D “. . . and lifted his head.”

Read the sentence and the directions that follow.

When David finally got a chance to **sneak out for a breathing spell**, he felt his heart sink.

Underline the sentence in the paragraph below that best helps you understand the meaning of the phrase **sneak out for a breathing spell**.

When the ironing board was finally located, Mother had something for him to do. And when he was finished with that, Dad called for his help. So the afternoon wore on without letup—and also without any signs of progress in their moving. When David finally got a chance to sneak out for a breathing spell, he felt his heart sink. Somehow, in all the rush and confusion, the afternoon had disappeared. Already the evening sun was throwing shadows across the side of the mountain and touching its peak with a ruddy blaze. It was too late now. He would have to wait until morning before he could climb.
Learning Target

In this lesson, you looked at how texts use figurative language. Explain how figuring out the meanings of figurative language can help you better understand and enjoy such texts.

Write

5 Short Response Read the following sentence from the story.

It almost seemed like the mountain waving its hand, as if to say that it was quite all right for him to wait until morning.

What does the phrase like the mountain waving its hand tell the reader about the mountain? Use details from the story to support your answer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
How do we group polygons into categories?

Polygons are grouped into categories by their attributes, or properties, such as the number of sides or angles, the side lengths, and the angle measures. All polygons in the same category share certain properties. Some properties of polygons are described in the table below.

<table>
<thead>
<tr>
<th>Property</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scalene</td>
<td>no sides of equal length</td>
<td></td>
</tr>
<tr>
<td>Isosceles</td>
<td>at least 2 sides of equal length</td>
<td></td>
</tr>
<tr>
<td>Equilateral</td>
<td>all sides of equal length</td>
<td></td>
</tr>
<tr>
<td>Regular</td>
<td>all sides of equal length and all angles of equal measure</td>
<td></td>
</tr>
<tr>
<td>Irregular</td>
<td>at least 1 side and 1 interior angle are not equal in measure to the other sides and angles</td>
<td></td>
</tr>
<tr>
<td>Right</td>
<td>at least 1 pair of perpendicular sides</td>
<td></td>
</tr>
<tr>
<td>Parallel sides</td>
<td>at least 1 pair of opposite sides that will never intersect, no matter how far they are extended</td>
<td></td>
</tr>
</tbody>
</table>

Think Can a polygon be categorized in more than one way?

Think about how a quadrilateral is defined. It is a polygon with 4 sides. So any shape with 4 sides can be called both a polygon and a quadrilateral. If the quadrilateral has two pairs of parallel sides, then it can also be called a parallelogram.

Every parallelogram is a quadrilateral because every parallelogram has 4 sides. But not all quadrilaterals are parallelograms because not all quadrilaterals have two pairs of parallel sides.
A Venn diagram is a useful tool for organizing categories of polygons that share properties.

![Venn Diagram of Triangles with categories]

Notice the “Right” category partly overlaps the “Isosceles” category. This means a right triangle may also have all the properties of an isosceles triangle. Also notice that the “Right” category does not overlap the “Obtuse” category. That means a right triangle can never have all the properties of an obtuse triangle.

The “Equilateral” category is nested completely inside the “Isosceles” category. This shows that equilateral triangles are a subcategory of isosceles triangles. So all equilateral triangles share all the properties of isosceles triangles.

**Reflect**

1. What does it mean that the Venn diagram shows “Obtuse” partially overlapping “Isosceles?”

   _______________________________
   _______________________________
   _______________________________
Properties Shared by Polygons

Let’s Explore the Idea  A Venn diagram can help you understand what properties are shared by categories of polygons.

2 The Venn diagram shows categories of quadrilaterals with different properties. Write the name of each category that fits the description.

- A. 4 sides  Quadrilaterals
- B. At least 1 pair of parallel sides  Trapezoids
- C. 2 pairs of parallel sides
- D. 4 sides of equal length
- E. 4 right angles
- F.

3 Use the Venn diagram to fill in the table below.

<table>
<thead>
<tr>
<th>Category</th>
<th>Properties</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4 sides</td>
<td>Quadrilaterals</td>
</tr>
<tr>
<td>B</td>
<td>4 sides, at least 1 pair of parallel sides</td>
<td>Trapezoids</td>
</tr>
<tr>
<td>C</td>
<td>4 sides, 2 pairs of parallel sides</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>4 sides, 2 pairs of parallel sides, 4 sides of equal length</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Let’s Talk About It Use the Venn diagram to help you understand how properties are shared by categories of quadrilaterals.

4 Is every property of parallelograms also a property of all rectangles? _________
Is every property of rectangles also a property of all parallelograms? _________
Explain what the Venn diagram shows about the relationship between rectangles and parallelograms. ____________________________________________

Classify each inference statement as true or false. If false, explain.

5 The opposite angles of any parallelogram have the same measure. Therefore, the opposite angles of any rhombus have the same measure. ________________________________

6 The diagonals of any square are the same length. Therefore, the diagonals of any rhombus are the same length. ________________________________

Try It Another Way The flow chart below shows another way to think about how quadrilaterals are categorized.

Quadrilaterals → Trapezoids → Parallelograms → Rectangles → Squares → Rhombuses

Use the flow chart to describe the statements as true or false.

7 In every rectangle the two diagonals have the same length. Therefore, in every parallelogram the two diagonals must have the same length. ________________________________

8 Every rhombus has at least 2 lines of symmetry. Therefore, every square has at least 2 lines of symmetry. ________________________________
Talk through these problems as a class. Then write your answers below.

9 Categorize All polygons are either **convex** or **concave**. A convex polygon has all interior angles less than 180°. A triangle is an example of a convex polygon. A concave polygon has at least 1 interior angle greater than 180°. The quadrilateral below is an example of a concave polygon.

Categorize concave polygons, convex polygons, triangles, quadrilaterals, and rectangles in a Venn diagram. Draw an example of each polygon in the diagram.

10 Explain Nadriette said that a rectangle can never be called a trapezoid. Explain why Nadriette’s statement is incorrect.

11 Create Describe the properties of a shape that is both a rectangle and a rhombus. Name the shape and use the grid below to draw an example.
Put It Together  Use what you have learned about classifying polygons to complete this task.

Part A  Create a tree diagram to show the following types of triangles: acute, obtuse, right, isosceles, and equilateral. Make sure to include the category “Triangle.” Use information in the table to help you.

<table>
<thead>
<tr>
<th>Triangle</th>
<th>Types of Angles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acute</td>
<td>all acute angles</td>
</tr>
<tr>
<td>Right</td>
<td>2 acute angles and 1 90° angle</td>
</tr>
<tr>
<td>Obtuse</td>
<td>2 acute angles and 1 obtuse angle</td>
</tr>
<tr>
<td>Scalene</td>
<td>acute, right, or obtuse</td>
</tr>
<tr>
<td>Isosceles</td>
<td>acute, right, or obtuse</td>
</tr>
<tr>
<td>Equilateral</td>
<td>all acute angles</td>
</tr>
</tbody>
</table>

Part B  Write a statement that is always true about the relationship between obtuse triangles and equilateral triangles.

Part C  Write a statement that is sometimes true about the relationship between acute triangles and isosceles triangles.
Lesson 6
Comparing and Contrasting Settings and Events

Learning Target
Using details to compare and contrast settings or events in a story will help you better understand what that story is about.

Read  The setting is when and where a story takes place. When you compare and contrast settings, you consider how the scenes are alike and different. When you compare and contrast events, you consider how the things that happen are similar or different. Looking at the details will help you see the similarities and differences.

Compare and contrast these two settings and events from the movie The Wizard of Oz. In the photographs, look for details about the place and what is happening.
**Think**  What have you learned so far about comparing and contrasting settings and events? Complete the chart below with details about the setting and event in each photograph.

<table>
<thead>
<tr>
<th>Left Photo</th>
<th>Right Photo</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Where:</strong> A farm in Kansas</td>
<td><strong>Where:</strong> The Land of Oz</td>
</tr>
<tr>
<td><strong>Setting:</strong></td>
<td><strong>Setting:</strong></td>
</tr>
<tr>
<td><strong>Event:</strong></td>
<td><strong>Event:</strong></td>
</tr>
</tbody>
</table>

**Talk**  Share your chart with a partner.
- What are the similarities and differences in the settings and events?
- What details from the pictures did you use to figure out the settings and events?
- Did you describe the settings and events in the same way?

**Academic Talk**

Use these words to talk about the text.
- compare
- contrast
- setting
- event
- details
Margaret had gone out to the barn to fetch a pail of milk. On her way back inside, she gazed at the green and peaceful fields of her family’s Connecticut farm. It was a sunny, mild day in April 1775—so calm compared with what Margaret feared might be coming. For just last week, fighting had erupted between the British and the colonists in the towns of Lexington and Concord. Margaret wondered if there would be more fighting.

Grasping the pail of milk, Margaret turned toward the house and went through the back door and into the kitchen, where her mother was preparing supper. The quiet she had experienced outside was shattered almost as soon she set down the pail. Her two younger brothers, who were in the front room, began shouting and arguing. The sounds of a struggle began.

Margaret and her mother went into the dark, dusty front room to see what the fight was about. George, the younger of the two, was hunched over and clutching something shiny in his hand. William, a head taller than George, was clambering over his little brother and trying to pry the shiny object loose.

“It’s mine!” shouted George, pulling away from his brother. “Father said I could carry it today!”


“Boys!” said their mother. “How can you fight over a timepiece when some of our neighbors have just lost their lives fighting the British?”

George and William looked at each other, and then looked down, ashamed. Margaret was glad when the two promptly apologized to each other and admitted it really didn’t matter who got to carry the watch. Brother, they agreed, should not fight brother.
How do the settings in “The Pocket Watch” add to your understanding of the story?

**Think**

1. Complete the chart by comparing the setting and events of paragraph 1 with the setting and events of paragraphs 3 through 6.

<table>
<thead>
<tr>
<th>Paragraph 1</th>
<th>Paragraphs 3–6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Where:</strong> barn and view of fields</td>
<td><strong>Where:</strong></td>
</tr>
<tr>
<td><strong>Setting:</strong></td>
<td><strong>Setting:</strong></td>
</tr>
<tr>
<td><strong>Events:</strong></td>
<td><strong>Events:</strong></td>
</tr>
</tbody>
</table>

**Talk**

2. Writers choose settings to fit particular events. Discuss how the two settings help you imagine the events you describe in your chart.

**Write**

3. **Short Response** Compare and contrast the main settings of “The Pocket Watch.” Use details to describe their similarities and differences. Use the space provided on page 112 to write your answer.

*HINT* Try using terms such as *alike*, *unlike*, *similar*, *different*, and *in contrast* in your response.
Goodbye for Now

by Alice Gallagher

1. Abby and Eliza sat on a bench in the small garden behind Abby’s house in Boston, Massachusetts. Birds chirped, tree-leaves rustled, and the sun shone cheerfully overhead. The two girls were best friends. They usually loved spending time together in the pretty little garden. But this afternoon, they could think only of the next morning when Eliza and her family would board one of the ships leaving Boston Harbor for Canada.

2. “I can’t believe you’re really going,” said Abby. It was March 1776, and the British soldiers in Boston had finally decided to leave, forced out by rebelling colonists who had surrounded the city. Eliza’s family and many others like them who had remained loyal to Britain were leaving, too.

3. “I wish more than anything I could stay,” said Eliza. “But Father says it won’t be safe for us after the British leave.”

4. “What if... what if we never see each other again?” said Abby, her voice starting to break.

5. Just then, Eliza’s brother ran up to the gate and called Eliza home for dinner. The girls promised to meet the following day.

6. It was still dark when Abby stepped out the front door the next morning. The air was damp, and a chilly salt wind blowing from the harbor made her shiver. She went over to the carriage where Eliza and her family were loading their trunks. The girls gave each other a hug. Then Eliza told Abby not to worry, that the whole British and colonial armies put together weren’t strong enough to keep two best friends apart for good. Abby smiled at Eliza’s remark. And she suddenly felt sure that she and Eliza were saying goodbye just for now and not forever.

Close Reader Habits

What setting does the writer describe at the beginning of the story? Underline any text that describes it. Then underline phrases in paragraph 6 that show a different setting.
Think  Use what you learned from reading the story to answer the following questions.

1 In the charts below, only two phrases actually identify the story’s settings and only two details actually describe those settings. Copy those phrases and details into the empty charts at the bottom.

<table>
<thead>
<tr>
<th>Possible Settings</th>
<th>Possible Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston Harbor</td>
<td>“the sun shone cheerfully overhead”</td>
</tr>
<tr>
<td>a bench in a garden</td>
<td>“board one of the ships”</td>
</tr>
<tr>
<td>outside a house in the morning</td>
<td>“called Eliza home for dinner”</td>
</tr>
<tr>
<td>a ship leaving for Canada</td>
<td>“a chilly salt wind blowing”</td>
</tr>
</tbody>
</table>

First Setting
Detail

Second Setting
Detail

Talk

2 What happens in paragraphs 1 through 4? What happens in paragraph 6? Use the chart on page 113 to record any details from the passage that can help you answer those questions.

Write

3 Short Response Compare and contrast the event occurring in paragraphs 1 through 4 with the event occurring in paragraph 6. Use the space provided on page 113 to write your answer.

HINT First, describe the events. Then tell how they are similar. Finally, tell how they are different.
3 Short Response  Compare and contrast the main settings of “The Pocket Watch.” Use details to describe their similarities and differences.

The Pocket Watch

HINT Try using terms such as alike, unlike, similar, different, and in contrast in your response.

Check Your Writing

☐ Did you read the prompt carefully?
☐ Did you put the prompt in your own words?
☐ Did you use the best evidence from the text to support your ideas?
☐ Are your ideas clearly organized?
☐ Did you write in clear and complete sentences?
☐ Did you check your spelling and punctuation?
Use the chart below to organize your ideas and details.

<table>
<thead>
<tr>
<th>Event in Paragraphs 1–4</th>
<th>Event in Paragraph 6</th>
</tr>
</thead>
</table>

**Write** Use the space below to write your answer to the question on page 111.

3 **Short Response** Compare and contrast the event occurring in paragraphs 1 through 4 with the event occurring in paragraph 6.

**HINT** First, describe the events. Then tell how they are similar. Finally, tell how they are different.
The snow squeaked beneath their boots as the three boys tramped toward Sherburn’s Hill, their favorite coasting hill in all of Boston. The streets were quiet that snowy January morning in 1775, with only a tight group of British soldiers marching boldly past the silent houses.

The boys ignored the soldiers, being used to them. A few thousand British troops were now in Boston, hoping to crush the colonists’ growing rebellion against the king and his laws.

“Hurry, Sam,” called Edward. “You’re making us late again!”

Sam struggled to keep up with his brother and their friend Joshua, but his stiff right leg slowed him down. Every step reminded Sam of that awful day last spring when a British officer had come to his father’s blacksmith shop. Sam was proud to hold the horse’s leg for his father—but then the horse had kicked hard, a bone in Sam’s leg cracked, and the break hadn’t healed properly.

Now Sam’s cheeks turned red when Joshua said, “I thought we were going to get there early today—before General Haldimand’s servant came out.”

Sam protested, “It’s not my fault the servant sprinkles ashes on our coasting hill when he cleans the general’s fireplace.”
Joshua looked up and groaned, “Oh no, late again.” A man was standing in the middle of Sherburn’s Hill, trampling the snow and scattering ashes.

“Well, that’s it,” said Edward, kicking the sled. “If we’d gotten here sooner, we could have had a few good runs before he ruined our hill.”

“Sure could have,” said Joshua, looking at Sam. “Next time he stays home.”

Sam jammed his icy fingers into his pockets and lifted his chin. “I may be slow,” he finally said, “but I’m not afraid of the Redcoats. I’ll get the servant to stop.”

The two older boys hooted with laughter. “You?” said Joshua. “What can you do?”

“I’ll—” Sam hesitated. What could he do? Then he looked at the servant again and said, “I’ll tell him to scatter the ashes someplace else.”

He started to limp up the hill, Edward and Joshua following. The cold wind bit into Sam’s cheeks, but he kept going until he reached the servant.

“Please, sir,” Sam said, “I… I’d like to make a request. I’d like to make a request.” Sam wanted to run, but he had come too far. “Could you scatter the ashes someplace else? They ruin the snow and we can’t coast.”

The servant laughed, but it wasn’t a happy sound. “It is not for colonist children to tell the British army what to do. Now run along before I—”

Sam didn’t hear the rest, as Edward grabbed his arm and pulled him away.

“Come on,” he said.

Sam followed Edward and Joshua. How he despised that servant! Coasting was the one time his bad leg didn’t matter. “Stop!” Sam called suddenly. “I’m going to see General Haldimand himself.”

“Then you’re going alone,” said Joshua. “He’ll never listen to us.”

Edward looked at Joshua. “We’d better stay with Sam,” he said. “Ma will blame me if anything happens to him.”
21 Sam headed for the general's house. He could feel his heart—thump . . . thump . . . thump—like the steady beat of a drum. He stopped at the heavy wooden door, his knees shaking. But he lifted his hand, made a fist, and pounded as hard as he could. A young soldier opened the door.

22 “Who is it, private?” a voice boomed from inside. “Let them in and close the door! The wind will blow my fire out!” The three boys crowded into the hall to find a big man in a red uniform standing in a doorway. “I'm General Haldimand,” the man said. He led them into his office. Flames leaped about in a huge stone fireplace.

23 Sam swallowed. “Well, sir . . .” he began. He told the general about the hill and the servant. “We are free citizens of Boston,” he said, “and you have no right to destroy our hill.”

24 General Haldimand frowned, and Edward tugged at Sam's sleeve. “Let's go,” he whispered, but this time Sam stood his ground. For ten long seconds, no one moved.

25 Then the general raised his hands. “You win, my lad,” he said, smiling. “There are already bad feelings between our army and the people of Boston. I shall not add to them, and I will give orders that my servant repair the damage and no longer scatter ashes on your hill.”

26 Back outside, Joshua and Edward whooped and shouted in the falling snow. Edward draped his arm around Sam's shoulder, and Joshua patted Sam on the back. “You can have the first coast tomorrow,” he said.

27 Sam's eyes shone. His sled would fly faster than anyone's! The boys tramped home together through the snow, and no one told Sam to hurry up—not once.
Think  Use what you learned from reading the story to answer the following questions.

1 This question has two parts. First, answer Part A. Then answer Part B.

Part A
How is the setting of the boys’ meeting with the servant different from the setting of their meeting with the general?

A The boys meet with the servant during the early morning but meet with the general in the afternoon.

B The boys meet with the servant at the general’s house but meet with the general in the blacksmith shop of Sam’s father.

C The boys meet with the servant outside in the cold but meet with the general inside his house in front of a warm fire.

D The boys meet with the servant on Sherburn’s Hill but meet with the general at the camp of the British soldiers.

Part B
Choose one detail that describes the scene between the boys and the servant and one detail that describes the scene between the boys and the general.

A “The snow squeaked beneath their boots as the three boys tramped toward Sherburn’s Hill, their favorite coasting hill in all of Boston.”

B “Every step reminded Sam of that awful day last spring when a British officer had come to his father’s blacksmith shop.”

C “The cold wind bit into Sam’s cheeks, but he kept going until he reached the servant.”

D “He stopped at the heavy wooden door, his knees shaking.”

E “Flames leaped about in a huge stone fireplace.”

F “Back outside, Joshua and Edward whooped and shouted in the falling snow.”
2 First, read the following dictionary definition. Then complete the task.


destroying by stepping on and crushing with the feet

Circle the word in the sentences below that **most closely** matches the definition provided.

Joshua looked up and groaned, “Oh no, late again.” A man was standing in the middle of Sherburn’s Hill, trampling the snow and scattering ashes.

3 Which statement **best** compares the two main settings of the story?
   A The hill is freezing, and the general’s house is warm.
   B The hill is dirty, and the general’s house is welcoming.
   C The hill is clean, and the general’s house is dirty.
   D The hill is sunny and warm, and the general’s house is dark and cold.

4 **Plan Your Response** What are the similarities and differences between Sam’s interactions with the servant and Sam’s interactions with General Haldimand? How are the outcomes of the interactions different? Use a Venn diagram to organize your thoughts and evidence before you write.

5 **Write an Extended Response** Use evidence from the story and information from your Venn diagram to compare and contrast Sam’s interactions with the servant to his interactions with General Haldimand.
Learning Target

In this lesson, you compared and contrasted two or more settings or events in stories. Explain how doing so will help you better understand other stories you read.
Prerequisite: How do you name triangles?

Study the example showing the different names that can be used for a triangle. Then solve problems 1–8.

Example

What is the name of this triangle?

You can name triangles based on their sides and angles.

<table>
<thead>
<tr>
<th>Name</th>
<th>Description of Sides</th>
<th>Name</th>
<th>Description of Angles</th>
</tr>
</thead>
<tbody>
<tr>
<td>equilateral</td>
<td>3 equal sides</td>
<td>acute</td>
<td>3 acute angles</td>
</tr>
<tr>
<td>isosceles</td>
<td>at least 2 equal sides</td>
<td>right</td>
<td>1 right angle</td>
</tr>
<tr>
<td>scalene</td>
<td>0 equal sides</td>
<td>obtuse</td>
<td>1 obtuse angle</td>
</tr>
</tbody>
</table>

The triangle has a right angle, so it is a right triangle.
The triangle also has 2 equal sides, so it is also an isosceles triangle.
The name of the triangle is a right isosceles triangle.

1 Look at triangle A. How would you describe its sides?

________________________________________________________________________

2 What kinds of angles does triangle A have?

________________________________________________________________________

3 What are two names for triangle A?

________________________________________________________________________

4 What are two names for triangle B? Explain.

________________________________________________________________________

________________________________________________________________________
Solve.

5 Can triangle C be called an acute triangle? Why or why not?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

6 How are these triangles alike? How are they different?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

7 Look at triangles D and E. Triangle D’s sides are all different lengths. Triangle E has two sides of the same length. Write a letter D or E in the table below for all possible names of each triangle.

<table>
<thead>
<tr>
<th>equilateral</th>
<th>isosceles</th>
<th>scalene</th>
<th>acute</th>
<th>right</th>
<th>obtuse</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

8 Kelly draws a triangle F, with 3 equal sides. She writes F under equilateral and acute in the table in problem 7. Did she forget any possible names for triangle F? Explain.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Understand Shared Properties

Study the example that uses a Venn diagram to show shared properties in triangles. Then solve problems 1–6.

**Example**

The Venn diagram shows how the properties of different triangles are related.

When two sections overlap, they sometimes share properties.

When one section is completely inside another section, they always share properties.

When two sections do not overlap at all, they never share properties.

An isosceles triangle has at least 2 equal sides. An equilateral triangle has 3 equal sides. So, an equilateral triangle has all the properties of an isosceles triangle. That’s why the equilateral section lies completely inside the isosceles section.

1. Complete each sentence with one of the words from the word bank in order to make each sentence true.

   a. An equilateral triangle _______________ has all the properties of an isosceles triangle.

   b. A right triangle _______________ shares properties with an isosceles triangle.

   c. A right triangle _______________ shares properties with an obtuse triangle.

2. Look at the Venn diagram in the example. Describe what it shows about the relationship between acute and equilateral triangles.

   ____________________________________________

   ____________________________________________

   ____________________________________________
Solve.

3 Use the information in the table to fill in the tree diagram showing the hierarchy of the following quadrilaterals: parallelograms, squares, rhombuses, trapezoids, and rectangles. Remember, each category in the hierarchy has all the properties of the category above it.

<table>
<thead>
<tr>
<th>Shape</th>
<th>Properties</th>
</tr>
</thead>
<tbody>
<tr>
<td>parallelograms</td>
<td>2 pairs of parallel sides</td>
</tr>
<tr>
<td>squares</td>
<td>4 equal sides, 4 right angles</td>
</tr>
<tr>
<td>rhombuses</td>
<td>4 equal sides</td>
</tr>
<tr>
<td>trapezoids</td>
<td>at least 1 pair of parallel sides</td>
</tr>
<tr>
<td>rectangles</td>
<td>4 right angles</td>
</tr>
</tbody>
</table>

4 Explain what the tree diagram in problem 3 shows about the relationship between trapezoids and parallelograms.

5 Describe a quadrilateral that cannot be placed in the hierarchy under trapezoids. Explain.

6 Use the tree diagram in problem 3 to fill in the blanks to make the following sentence true.

The opposite sides of any parallelogram are equal. Therefore the opposite sides of any __________, __________, and __________ are equal.

Vocabulary

**hierarchy** a ranking of categories based on properties.
Reason and Write

Study the example. Underline two parts that you think make it a particularly good answer and a helpful example.

Example

Use the information in the tree diagram.

Write a statement that is always true about the relationship between two different kinds of triangles. Write a statement that is sometimes true about isosceles triangles.

**Show your work.** Use pictures and words to explain.

**Statement that is always true:** Equilateral triangles are always acute. In the diagram above, “equilateral” branches only to “acute.” If you draw different size equilateral triangles, the angles are always acute.

**Statement that is sometimes true:** An isosceles triangle is sometimes a right triangle. The diagram above shows isosceles triangles branching to acute, right, and obtuse triangles. The pictures show isosceles triangles that are both acute and right, so not every isosceles triangle is a right triangle.

Where does the example . . .

• make a statement that is always true?
• make a statement that is sometimes true?
• use words to explain?
• use pictures to explain?
Solve the problem. Use what you learned from the example.

Use the information in the tree diagram.

Write a statement that is always true about obtuse triangles. Write a statement that is sometimes true about obtuse triangles.

Show your work. Use pictures and words to explain.

Did you . . .
• make a statement that is always true?
• make a statement that is sometimes true?
• use words to explain?
• use pictures to explain?
Listen to a song on the radio or the internet (with permission from your parent.)
Make sure you choose a song that is appropriate for school.

Name of Selection:
_____________________________________________________________________________________

Composer/Artist:
_____________________________________________________________________________________

1. What did you notice about the melody?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

2. Was an instrument playing the melody, or was a vocalist singing the melody?
_____________________________________________________________________________________

3. List the instruments you heard playing.
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
4. If a person was singing, what voice type did they have?

- Soprano = High Female Voice
- Mezzo Soprano = Medium Female Voice
- Alto = Low Female Voice
- Tenor = High Male Voice
- Baritone = Medium Male Voice
- Bass = Low Male Voice

5. What were the dynamics of the song? Did they change or stay the same?

- Crescendo = Gradually getting louder
- Decrescendo = Gradually getting softer
- Pianissimo = Very soft
- Piano = Soft
- Mezzo piano = Fairly soft
- Mezzo forte = Fairly loud
- Forte = Loud
- Fortissimo = Very loud
- Sforzando = Sudden accent

6. What was the tempo of the song? Did it change or stay the same?

**Tempo Markings**

<table>
<thead>
<tr>
<th>Tempo Marking</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prestissimo</td>
<td>Very Very Fast (&gt;200bpm)</td>
</tr>
<tr>
<td>Presto</td>
<td>Very Fast (108-200bpm)</td>
</tr>
<tr>
<td>Allegro</td>
<td>Fast (120-168bpm)</td>
</tr>
<tr>
<td>Moderato</td>
<td>Moderately (108-120bpm)</td>
</tr>
<tr>
<td>Andante</td>
<td>Walking Pace (76-108bpm)</td>
</tr>
<tr>
<td>Adagio</td>
<td>Slow and Stately (66-78bpm)</td>
</tr>
<tr>
<td>Lento/Largo</td>
<td>Very Slow (40-60bpm)</td>
</tr>
<tr>
<td>Grave</td>
<td>Slow and Solenn (20-40bpm)</td>
</tr>
</tbody>
</table>
Listening Notes

What was the texture of the song? (Did it have many layers of sound? Were there only a few instruments playing? Were there vocalists?)

_____________________________________________________________________________________

_____________________________________________________________________________________

What other things did you notice about your song? (Can you dance to it? Can you sing with it? Is it really long? Do parts of the song repeat over and over?)

_____________________________________________________________________________________

_____________________________________________________________________________________
Organize Polygons on a Venn Diagram

What You Need
- Recording Sheet

What You Do
1. Take turns. Choose one of the polygons on the Recording Sheet.
2. Point to the most specific placement of the figure on the Venn diagram. Explain your reasoning.
3. If your partner agrees, write the number of the polygon in the correct location in the Venn diagram.
4. Repeat until all eight shapes have been placed in the Venn diagram.

A Venn diagram shows how properties are shared.
- A category inside another category has all the properties of that category plus some other properties.
- Categories that overlap have the properties of both categories plus one or more other properties.

Check Understanding
Stacey says that a square is a rectangle. Tyron says that a square is a rhombus. Who is correct? Explain your answer.

Go Further!
Draw a different polygon for each category in the Venn diagram. Exchange papers with your partner and check each other’s answers.
Organize Polygons on a Venn Diagram

<table>
<thead>
<tr>
<th>Partner A</th>
<th>Partner B</th>
</tr>
</thead>
</table>

1. Trapezoids
2. Quadrilaterals
3. Parallelograms
4. Rhombuses
5. Squares
6. Rectangles

Polygons

Quadrilaterals

Trapezoids

Parallelograms

Rhombuses

Squares

Rectangles
Organize Triangles on a Venn Diagram

What You Need

- Recording Sheet

What You Do

1. Take turns. Choose one of the triangles on the Recording Sheet.

2. Point to the most specific placement for that triangle on the diagram. Explain your reasoning.

3. If your partner agrees, draw the triangle with its number in the correct category on the Venn diagram.

4. Repeat until all of the triangles are placed on the Venn diagram.

Go Further!

Sketch three more triangles at the top of the Recording Sheet. Be sure the side lengths are clear. Ask your partner where each triangle belongs on the Venn diagram. Check your partner’s answers.
Organize Triangles on a Venn Diagram

Triangles

<table>
<thead>
<tr>
<th>Scalene</th>
<th>Isosceles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equilateral</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Robot Dance</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>Football End Zone Dance</td>
</tr>
<tr>
<td>Grasshopper Dance</td>
</tr>
<tr>
<td>Tiptoe Dance</td>
</tr>
</tbody>
</table>