



**5th Grade**

**Distance Learning Activities**



## **Caring Connections Calendar**



















**Authentic connection provides a buffer that softens the negative effects of stressful situations. As you and your family cope with the life changes and anxiety caused by COVID-19, use activities from this Caring Connections Calendar to enjoy restorative moments of bonding, beauty and joy.**







Created by Master Instructor Kim Hughes, the Caring Connections Calendar features activities that strengthen relationships by practicing kindness, being grateful and spending quality time with those we love. Each activity builds connection while encouraging kind acts, helpfulness and positivity.

Like connection, being kind and helpful to others is a biological imperative that is required for optimal brain development. It also releases feel-good chemicals and hormones, something we could all benefit from right now.

Similarly, focusing on the positive creates more positivity. Practicing gratitude offers significant benefits for our mental and physical health, including enhanced empathy, better sleep and improved self-esteem. The activities included in the Caring Connections Calendar may seem simple, but the impact they'll have on you and your family is powerful.

# CARING CONNECTIONS: Strengthening Relationships by Practicing Kindness, Being Grateful, and Spending Quality Time With Those We LOVE

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Do something helpful for a family member or friend.</p> 	<p>Connect with a relative to say hello and chat.</p> 	<p>Count your blessings: List the kind things others have done for you.</p> 	<p>Create and then share a card or a piece of art with someone you love.</p> 	<p>Go outside and find one thing that reminds you of someone. Share what you find and your why.</p>	<p>Create a cell phone / device parking lot so you can enjoy device-free moments together each day.</p>	<p>Find a deck of cards and play a game like Crazy Eights, Spoons or Go Fish.</p> 
<p>Find a joke that you love and share it with 2 other people in person, by phone, or virtually.</p>	<p>Work together to plan a 3-course meal. Write down / draw each part of the meal to share as the menu for the evening.</p>	<p>Go outside and find materials to create a centerpiece for others to enjoy!</p> 	<p>Name 3 things you are grateful for. Draw a picture or write a list of these things and then post in a prominent place.</p>	<p>Work to create 5 "happy cards" for seniors that are in a local nursing home. Drop them off for them to enjoy.</p>	<p>While washing your hands look at yourself in the mirror and tell yourself one thing you like about YOU!</p>	<p>Do one act of kindness to make life easier for someone.</p> 
<p>Thank 3 people you are grateful to and tell them why.</p> 	<p>Smile at the people you are with to brighten their day.</p> 	<p>Learn one new thing today and share what you learned with someone.</p> 	<p>Choose a favorite song(s) and enjoy a spontaneous dance party.</p> 	<p>Get a deck or two of cards and build a home. Talk about what makes a home safe and what connects us to others.</p>	<p>Go outside and enjoy a game of "Red Light, Green Light." Be sure to run, walk, slide, jump and enjoy other creative ways to move.</p>	<p>Design and create a musical instrument. Enjoy a sharing concert.</p> 
<p>Ask someone to do what you LOVE to do today.</p> 	<p>Send a message or letter to someone you cannot be with today.</p> 	<p>Find a favorite book and read it or share it with someone.</p> 	<p>Enjoy a scavenger hunt with someone. Both write lists of 5 things the other person will look for, switch lists and then GO!</p>	<p>Notice 5 things that are beautiful within your world. Share your ideas with someone.</p> 	<p>Learn how to play hopscotch and then PLAY!</p> 	<p>Thank someone and tell them how they make a difference for you.</p> 

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<b>National Health Observances</b> <ul style="list-style-type: none"> <li>National Autism Awareness Month</li> <li>National Minority Health Month</li> <li>National Distracted Driving Awareness Month</li> <li>Stress Awareness Month</li> <li>April 7: World Health Day</li> </ul>			<b>1</b> Yoga is a great way to relieve stress. Try Savasana, considered to be the hardest yoga pose! Fully relax & clear your mind. 	<b>2 Star Jumps</b> Jump up with your arms and legs spread out like a star. Do 10 then rest and repeat.	<b>3 Crane Pose</b> Here's a challenge! Put your hands on the ground, lean forward & balance your knees on your elbows. 	<b>4 4 Walls</b> Face each wall in a room and do a different exercise for 30 seconds -side shuffle -grapevine to left then right -wide stance punches -vertical jumps
<b>5 Mindful Snack</b> When eating a snack today, really pay attention to the taste, feel, sound, smell and look of the snack you're eating. What do you notice?	<b>6 Teacup Tip-ups</b> Place your hands on the ground and gently touch your forehead to the ground balancing your elbows on your knees.	<b>7 World Health Day</b> Did you know regular, moderate-intensity physical activity can help prevent diabetes? Go for a walk with an adult & discuss other ways to prevent diabetes.	<b>8 Musical Frogs</b> This game is just like musical chairs except players hop around like frogs and sit on lily pads (pillows).	<b>9 Bear Walk</b> With your bottom in the air, step forward with your right hand & step forward with your left foot. Step forward with the left hand then the right foot. Continue to move across the room.	<b>10 Before Bed Breathing</b> While lying in bed, place your hands on your stomach and pay attention to the up and down of your belly as you breathe.	<b>11 Dribble Challenge</b> Dribble a ball 100 times with each hand. Can you successfully dribble 100 times with each hand while moving?
<b>12 Fish Pose</b> Hold fish pose for 60 seconds. Take a break and hold for another 60 seconds 	<b>13 Play Catch</b> Grab any kind of ball and play catch with a family member. Keep your eyes on the ball and catch it with your hands not your body.	<b>14 Wild Arms</b> As fast as you can complete: 10 Arm Circles front & back 10 Forward punches 10 Raise the Roof's Repeat 3x	<b>15 Mindful Senses</b> What do you notice around you? Find: 5 things you see 4 things you feel 3 things you hear 2 things smell 1 thing you taste	<b>16 Crawl Like a Seal</b> Lie on your stomach, arms straight out front. Use your arms to pull your lower body along keeping your legs and back straight.	<b>17 How Fast Can You Go?</b> Pick a distance and see how fast you can run the distance.	<b>18 Inchworms</b> Keeping your legs straight place your hands on the ground, walk them into push-up position, and walk your legs up.
<b>19 Garland Pose</b> Practice your balance with this pose! 	<b>20 Rock Paper Scissors Tag</b> Meet in the middle, shoot, loser chases the winner back to safe zone. If tagged, join the other team.	<b>21 Commercial Break</b> Can you hold a plank for an entire TV commercial break?	<b>22 Wake and Shake</b> As soon as you get out of bed shake your body any way you like for 10 seconds. Are you up now? Good! Now jump up and down 10 times.	<b>23 Chair Pose</b> Hold for 30 seconds, relax then repeat. 	<b>24 Positive Talk</b> Be sure to talk to yourself today like you would talk to someone you love.	<b>25 Jump, Jump</b> Jump side-to-side over an object or line for 1 minute straight. Go again but jump front to back. Repeat each jump twice.
<b>26</b> Put your favorite song on and make up a dance or fitness routine!	<b>27 Paper Plate Planks</b> In plank position with paper plates under your feet. Complete 30s each: -mountain climbers -in and out feet -knees to chest	<b>28 Step Jumps</b> Find a step or a bench and jump up and down 50 times. Be careful. Take a break if you need to.	<b>29 A Gratitude Attitude</b> Write down something you're thankful for and why.	<b>30</b> Try Savasana again. Use this to relax and wind down all year! 	<b>SHAPE America recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day. Each bout of physical activity should be followed by cool-down stretches that help reduce soreness and avoid injury. Happy exercising!</b>  Yoga photos from <a href="http://www.forteyoga.com">www.forteyoga.com</a>	



# Grade 5 Reading

## Student At-Home Activity Packet 1

This At-Home Activity Packet includes Section 1 with approximately 10 lessons in it. We recommend that your student complete one lesson each day.

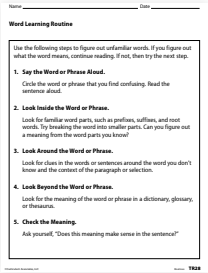
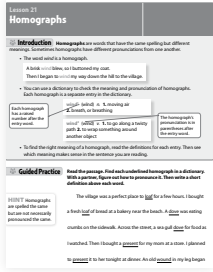
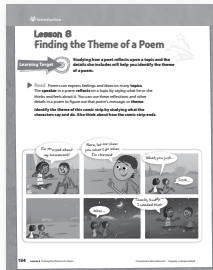
Most lessons can be completed independently. However, there are some lessons that would benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons.

Encourage your student to do the best they can with this content. The most important thing is that they continue to work on their reading!

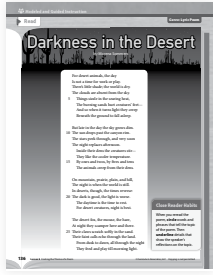

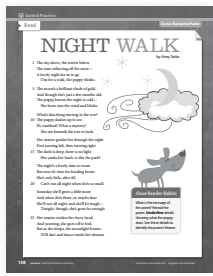
Flip to see the Grade 5  
Reading activities  
included in this packet!



# Grade 5 Reading Activities in Section 1

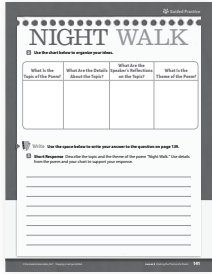
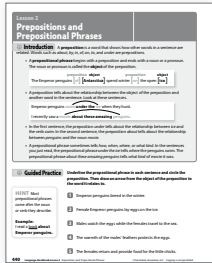

Lesson	Resource	Instructions	Page(s)
0	<p>Grade 5 Ready Reading Word Learning Routine</p> 	<ul style="list-style-type: none"> <li>• Read the Word Learning Routine together. Keep it handy—you'll need it later!</li> </ul>	10
1	<p>Grade 5 Ready Language Handbook, Lesson 21 Homographs</p> 	<ul style="list-style-type: none"> <li>• Read the Introduction.</li> <li>• Complete Guided Practice.</li> <li>• Complete Independent Practice.</li> </ul>	11–12
2	<p>Grade 5, Ready Reading Lesson 8</p> 	<ul style="list-style-type: none"> <li>• Read the Introduction.</li> <li>• Complete the Think and Talk activities.</li> </ul>	13–14

## Grade 5 Reading Activities in Section 1 (Cont.)



Lesson	Resource	Instructions	Page(s)
3	<p>Grade 5, Ready Reading Lesson 8</p> 	<ul style="list-style-type: none"> <li>• Read "Darkness in the Desert."</li> <li>• Complete the Think and Talk activities.</li> </ul>	15–16
4	<p>Grade 5, Ready Reading Lesson 8</p> 	<ul style="list-style-type: none"> <li>• Reread "Darkness in the Desert."</li> <li>• Complete the Write activity.</li> </ul>	15–17
5	<p>Grade 5, Ready Reading Lesson 8</p> 	<ul style="list-style-type: none"> <li>• Read "Night Walk."</li> <li>• Complete the Think activity.</li> </ul>	18–19

# Section 1 Table of Contents

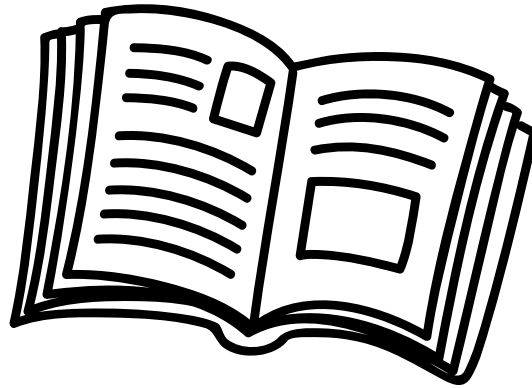
## Grade 5 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Page(s)
6	<p>Grade 5, Ready Reading Lesson 8</p> 	<ul style="list-style-type: none"> <li>• Reread “Night Walk.”</li> <li>• Complete the Talk and Write activities.</li> </ul>	18–20
7	<p>Grade 5 Ready Language Handbook, Lesson 2</p> <p>Prepositions and Prepositional Phrases</p> 	<ul style="list-style-type: none"> <li>• Read the Introduction.</li> <li>• Complete Guided Practice.</li> <li>• Complete Independent Practice.</li> </ul>	21–22
8	<p>Grade 5, Ready Reading Lesson 8</p> 	<ul style="list-style-type: none"> <li>• Read “Anna’s Monsters.”</li> <li>• Complete the Think activity.</li> </ul>	23–26

## Grade 5 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Page(s)
9	<p>Grade 5, Ready Reading Lesson 8</p> 	<ul style="list-style-type: none"> <li>• Read "Summer Night."</li> <li>• Complete the Write activity.</li> </ul>	27–28
10	<p>Practice Assessment</p> 	<ul style="list-style-type: none"> <li>• Read "Climbing Mount Whitney."</li> <li>• Complete items 23–26.</li> </ul>	29–31

# Independent Reading!



See pages  
53 and 54  
of this  
packet.



**Use the questions/ prompts on the Discourse Card resource to start a conversation about something the student has read.** You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

**Encourage daily reading.** And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

**Don't worry about right/wrong answers** when you talk about text—the important thing is that you and your student share a reading experience and have fun!

**Here are some websites that offer fun, free, high-quality material for kids:**

[www.starfall.com](http://www.starfall.com)

[www.storyplace.org](http://www.storyplace.org)

[www.uniteforliteracy.com](http://www.uniteforliteracy.com)

[www.storynory.com](http://www.storynory.com)

[www.freekidsbooks.org](http://www.freekidsbooks.org)

[en.childrenslibrary.org](http://en.childrenslibrary.org)

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

**Word Learning Routine**

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

**1. Say the Word or Phrase Aloud.**

Circle the word or phrase that you find confusing. Read the sentence aloud.

**2. Look Inside the Word or Phrase.**

Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

**3. Look Around the Word or Phrase.**

Look for clues in the words or sentences around the word you don't know and the context of the paragraph or selection.

**4. Look Beyond the Word or Phrase.**

Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

**5. Check the Meaning.**

Ask yourself, "Does this meaning make sense in the sentence?"

## Lesson 21

# Homographs



**Introduction** **Homographs** are words that have the same spelling but different meanings. Sometimes homographs have different pronunciations from one another.

- The word *wind* is a homograph.

A brisk *wind* blew, so I buttoned my coat.

Then I began to *wind* my way down the hill to the village.

- You can use a dictionary to check the meaning and pronunciation of homographs. Each homograph is a separate entry in the dictionary.

Each homograph has a raised number after the entry word.

**wind<sup>1</sup>** (wĭnd) *n.* **1.** moving air  
**2.** breath, or breathing

**wind<sup>2</sup>** (wĭnd) *v.* **1.** to go along a twisty path **2.** to wrap something around another object

The homograph's pronunciation is in parentheses after the entry word.

- To find the right meaning of a homograph, read the definitions for each entry. Then see which meaning makes sense in the sentence you are reading.



## Guided Practice

**Read the passage. Find each underlined homograph in a dictionary. With a partner, figure out how to pronounce it. Then write a short definition above each word.**

**HINT** Homographs are spelled the same but are not necessarily pronounced the same.

The village was a perfect place to loaf for a few hours. I bought a fresh loaf of bread at a bakery near the beach. A dove was eating crumbs on the sidewalk. Across the street, a sea gull dove for food as I watched. Then I bought a present for my mom at a store. I planned to present it to her tonight at dinner. An old wound in my leg began to ache. So, I wound my way slowly along the streets.

## Independent Practice

For numbers 1–5, choose the correct meaning of the underlined word as it is used in the sentence.

- 1** I wandered down to the port to watch cargoes being unloaded from boats.
- A** **port**<sup>1</sup> (pôrt) *n.* a harbor
  - B** **port**<sup>2</sup> (pôrt) *n.* the left on a ship
  - C** **port**<sup>3</sup> (pôrt) *n.* a valve, or opening that lets liquid out
  - D** **port**<sup>4</sup> (pôrt) *n.* a person's manner, or bearing
- 2** "Your ship looks sound," I said to a fisherman.
- A** **sound**<sup>1</sup> (sound) *n.* a noise
  - B** **sound**<sup>2</sup> (sound) *adj.* in good shape
  - C** **sound**<sup>3</sup> (sound) *n.* a long, wide body of water
  - D** **sound**<sup>4</sup> (sound) *v.* to measure how deep water is
- 3** "It has to be," he said. "Tomorrow we're bound for the fishing lanes."
- A** **bound**<sup>1</sup> (bound) *v.* to leap or jump forward
  - B** **bound**<sup>2</sup> (bound) *n.* border
  - C** **bound**<sup>3</sup> (bound) *adj.* tied
  - D** **bound**<sup>4</sup> (bound) *adj.* on the way to a particular place
- 4** "High winds and fierce storms are sure to batter us on the open seas," he continued.
- A** **batter**<sup>1</sup> ('batər) *v.* to hit, pound
  - B** **batter**<sup>2</sup> ('batər) *n.* a player at bat
  - C** **batter**<sup>3</sup> ('batər) *n.* a liquid mixture, often of flour, eggs, and milk
  - D** **batter**<sup>4</sup> ('batər) *n.* a sloping structure
- 5** "Fortunately, our bow is sturdy and true," he finished.
- A** **bow**<sup>1</sup> (bou) *v.* to bend the head or upper body in greeting
  - B** **bow**<sup>2</sup> (bou) *v.* to be pushed over with age or pressure
  - C** **bow**<sup>3</sup> (bou) *n.* the front of a ship's hull
  - D** **bow**<sup>4</sup> (bo) *n.* a weapon for shooting arrows

# Lesson 8

## Finding the Theme of a Poem



### Learning Target



Studying how a poet reflects upon a topic and the details she includes will help you identify the theme of a poem.

- **Read** Poems can express feelings and ideas on many **topics**. The **speaker** in a poem **reflects** on a topic by saying what he or she thinks and feels about it. You can use these reflections and other details in a poem to figure out that poem's message, or **theme**.

**Identify the theme of this comic strip by studying what the characters say and do. Also think about how the comic strip ends.**



- **Think** What have you learned so far about using details to identify a theme? Complete the chart below, filling it out with details from the comic strip.

What Do the Characters Say?	What Do the Characters Do?	How Does the Comic Strip End?	What Is the Theme?
			<i>Night can ease the worries of the day.</i>

- **Talk** Share your chart with a partner.
- What is the topic of the comic strip?
  - Did you describe in the same way what the friends say and do? How about the ending?
  - Do the details you found support the theme? How do you know?



### Academic Talk

Use these words to talk about the text.

- **theme**
- **topics**
- **speaker**
- **reflect**

# Darkness in the Desert

by Morena Sommers

For desert animals, the day  
Is not a time for work or play.  
There's little shade; the world is dry.  
The clouds are absent from the sky.

5 Things sizzle in the searing heat,  
The burning sands hurt creatures' feet—  
And so when it turns light they creep  
Beneath the ground to fall asleep.

But late in the day the sky grows dim.  
10 The sun drops past the canyon rim.  
The stars peek through, and very soon  
The night replaces afternoon.

Inside their dens the creatures stir—  
They like the cooler temperature.  
15 By ones and twos, by fives and tens  
The animals creep from their dens.

On mountain, prairie, plain, and hill,  
The night is when the world is still.  
In deserts, though, the times reverse:  
20 The dark is good, the light is worse.  
The daytime is the time to rest.  
For desert creatures, night is best.

The desert fox, the mouse, the hare,  
At night they scamper here and there.  
25 Their claws scratch softly in the sand.  
Their faint calls echo through the land.  
From dusk to dawn, all through the night  
They feed and play till morning light.

## Close Reader Habits

When you reread the poem, **circle** words and phrases that tell the topic of the poem. Then **underline** details that show the speaker's reflections on the topic.

Explore

What details in the poem “Darkness in the Desert” develop its theme?



Look for evidence of what the speaker thinks about day and night in the desert.

Think

- 1 Complete the chart below. Identify the poem’s topic, the details that develop the topic, and the speaker’s reflections on the topic. Use this information to determine the theme of the poem.

What Is the Topic of the Poem?	What Are the Details About the Topic?	What Are the Speaker’s Reflections on the Topic?	What Is the Theme of the Poem?

Talk

- 2 Share your charts. Did you and your partner identify the same theme? What details did you use to support your understanding of the poem’s theme? If necessary, return to your chart to change or add details.



Write

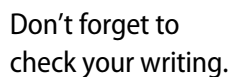
- 3 **Short Response** What is the theme of the poem “Darkness in the Desert”? Use examples from the poem and your chart to support your response. Use the space provided on page 140 to write your answer.

**HINT** Start your response by stating the theme in one sentence.



# Darkness in the Desert

- HINT** Start your response by stating the theme in one sentence.

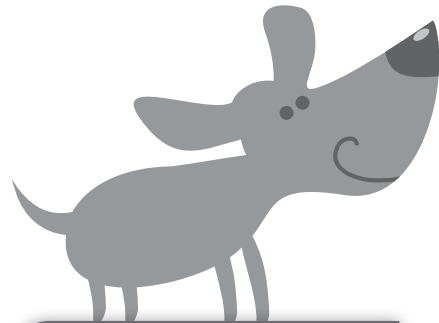
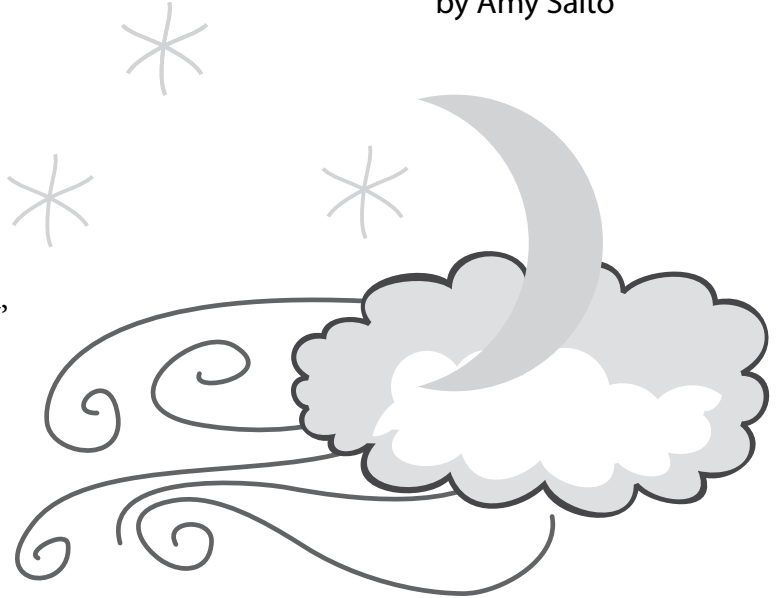
[illegible]

- ☐ 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?

# NIGHT WALK

by Amy Saito

- 1 The sky above, the streets below,  
The stars reflecting off the snow—  
A lovely night for us to go  
Out for a walk, the puppy thinks.
- 5 The moon's a brilliant shade of gold,  
And though she's just a few months old,  
The puppy knows the night is cold—  
She leans into the wind and blinks.
- What's that thing moving in the tree?
- 10 The puppy dashes up to see.  
It's vanished! What a mystery!  
She sits beneath the tree to bark.
- Her master guides her through the night  
First turning left, then turning right
- 15 The dark is deep, there is no light  
She yanks her leash: is this the park?
- The night's a lovely time to roam  
But now it's time for heading home.  
She's only little, after all,
- 20 Can't run all night when she's so small.
- Someday she'll grow a little more  
And when she's three, or maybe four  
She'll run all night, and she'll be tough—  
Tonight, though, she's gone far enough.
- 25 Her master strokes her furry head,  
And yawning, she goes off to bed.  
But as she sleeps, the moonlight beams  
Will dart and dance inside her dreams.



## Close Reader Habits

What is the message of the poem? Reread the poem. **Underline** details showing what the puppy does. Use these details to identify the poem's theme.

► **Think** Use what you learned from reading the poem to answer the following questions.



A narrative poem tells a story. Identifying how characters respond to events will help you figure out the theme of the poem.

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

**Part A**

How are the events in stanzas three and four important to the theme of the poem?

- A The events show it is a good night for a walk.
- B The events show that puppy is young and active.
- C The events show the speaker is the puppy's master.
- D The events show that the night is dark and dangerous.

**Part B**

Select **one** choice from **each** stanza that **best** supports the answer to Part A.

- A "What's that thing moving in the tree?" (stanza three)
- B "The puppy dashes up to see." (stanza three)
- C "... sits beneath the tree. ..." (stanza three)
- D "Her master guides her. ..." (stanza four)
- E "... there is no light ..." (stanza four)
- F "She yanks her leash: ..." (stanza four)

► **Talk**

- 2 What details in the poem can help you identify the topic and the theme of "Night Walk"? Use the chart on page 141 to record such details.




**Write**

- 3 **Short Response** Describe the topic and the theme of the poem "Night Walk." Use details from the poem and your chart to support your response. Use the space provided on page 141 to write your answer.

**HINT** Think about the speaker's reflections on how the puppy will change over time.

# Reading Discourse Cards


UNDERSTANDING LITERATURE 

How does a character change in the story?

First, the character \_\_\_\_\_.  
Then, the character \_\_\_\_\_.

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5

UNDERSTANDING LITERATURE 

If the story were told by a different character, which details might be different?

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11

UNDERSTANDING LITERATURE 

How do the illustrations help you understand the characters, setting, or events in the story?

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14

UNDERSTANDING INFORMATIONAL TEXTS 

What is the main topic of this text?  
How do you know?

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16


KNOWLEDGE BUILDING 

What does this text help you understand?

Now I know \_\_\_\_\_.

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32


KNOWLEDGE BUILDING 

What does this part of the text make you want to learn more about?

The text makes me want to know \_\_\_\_\_.

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33


KNOWLEDGE BUILDING 

What do you already know about this topic?  
Where have you learned about this topic?

I already know \_\_\_\_\_  
from \_\_\_\_\_.

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
37

KNOWLEDGE BUILDING 

What were you surprised to learn from the text?

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
40

ACADEMIC TALK 

I'm curious about \_\_\_\_\_.

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70


ACADEMIC TALK 

Can you tell me more about \_\_\_\_\_?

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# Tarjetas de discusión


TEXTOS LITERARIOS 

¿Cómo cambia un personaje a lo largo de la historia?

Primero, el personaje \_\_\_\_\_.  
Luego, el personaje \_\_\_\_\_.

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5

TEXTOS LITERARIOS 

Si la historia la contara un personaje diferente, ¿qué detalles podrían ser distintos?

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11

TEXTOS LITERARIOS 

¿Cómo te ayudan las ilustraciones a comprender los personajes, el escenario o los sucesos de la historia?

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14

TEXTOS INFORMATIVOS 

¿Cuál es el tema principal de este texto?  
¿Cómo lo sabes?

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16


ASIMILAR CONOCIMIENTOS 

¿Qué te ayuda a entender este texto?

Ahora sé \_\_\_\_\_.

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ASIMILAR CONOCIMIENTOS 

¿Sobre qué te anima a aprender más esta parte del texto?

El texto hace que quiera saber \_\_\_\_\_.

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33


ASIMILAR CONOCIMIENTOS 

¿Qué sabes ya sobre este tema?  
¿Dónde has aprendido sobre este tema?

Ya sé \_\_\_\_\_  
Lo aprendí \_\_\_\_\_.

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ASIMILAR CONOCIMIENTOS 

¿Qué aprendiste en el texto que te haya sorprendido?

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
40

LENGUAJE ACADÉMICO 

Siento curiosidad por \_\_\_\_\_.

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70

LENGUAJE ACADÉMICO 

¿Puedes decirme algo más sobre \_\_\_\_\_?

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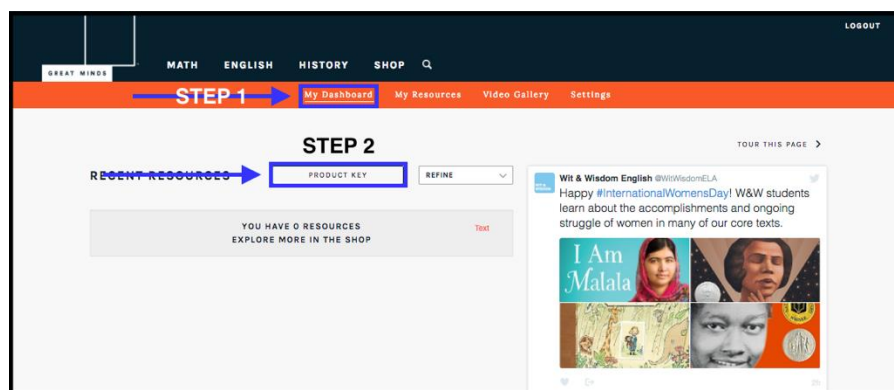
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#### STEP 2: ACCESS YOUR DASHBOARD

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## KEY CONCEPT OVERVIEW

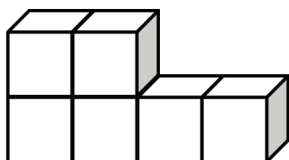
In Lessons 1 through 3, students explore the concept of volume by using cubes. They also apply their skills in real-world contexts.

You can expect to see homework that asks your child to do the following:

- Find the **volume of a solid** by counting the cubes and by applying other strategies.
- Draw cubic units on **isometric dot paper**.
- Solve word problems involving volume.

## SAMPLE PROBLEM (From Lesson 1)

The solid below is made up of 1 cm cubes. Find the total volume of the figure and write it in the chart below.



Volume	Explanation
6 cm <sup>3</sup>	<i>I counted 2 cubes on the top and 4 cubes on the bottom. There are 6 total cubes. <math>2 + 4 = 6</math>. Since each cube is 1 cubic centimeter, the total volume of the figure is 6 cubic centimeters.</i>

Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at [GreatMinds.org](http://GreatMinds.org).

## A

Number Correct: \_\_\_\_\_

Multiply a Fraction and a Whole Number

1.	$\frac{1}{5} \times 2 =$	
2.	$\frac{1}{5} \times 3 =$	
3.	$\frac{1}{5} \times 4 =$	
4.	$4 \times \frac{1}{5} =$	
5.	$\frac{1}{8} \times 3 =$	
6.	$\frac{1}{8} \times 5 =$	
7.	$\frac{1}{8} \times 7 =$	
8.	$7 \times \frac{1}{8} =$	
9.	$3 \times \frac{1}{10} =$	
10.	$7 \times \frac{1}{10} =$	
11.	$\frac{1}{10} \times 7 =$	
12.	$4 \div 2 =$	
13.	$4 \times \frac{1}{2} =$	
14.	$6 \div 3 =$	
15.	$\frac{1}{3} \times 6 =$	
16.	$10 \div 5 =$	
17.	$10 \times \frac{1}{5} =$	
18.	$\frac{1}{3} \times 9 =$	
19.	$\frac{2}{3} \times 9 =$	
20.	$\frac{1}{4} \times 8 =$	
21.	$\frac{3}{4} \times 8 =$	
22.	$\frac{1}{6} \times 12 =$	

23.	$\frac{5}{6} \times 12 =$	
24.	$\frac{1}{3} \times 15 =$	
25.	$\frac{2}{3} \times 15 =$	
26.	$15 \times \frac{2}{3} =$	
27.	$\frac{1}{5} \times 15 =$	
28.	$\frac{2}{5} \times 15 =$	
29.	$\frac{4}{5} \times 15 =$	
30.	$\frac{3}{5} \times 15 =$	
31.	$15 \times \frac{3}{5} =$	
32.	$18 \times \frac{1}{6} =$	
33.	$18 \times \frac{5}{6} =$	
34.	$\frac{5}{6} \times 18 =$	
35.	$24 \times \frac{1}{4} =$	
36.	$\frac{3}{4} \times 24 =$	
37.	$32 \times \frac{1}{8} =$	
38.	$32 \times \frac{3}{8} =$	
39.	$\frac{5}{8} \times 32 =$	
40.	$32 \times \frac{7}{8} =$	
41.	$\frac{5}{9} \times 54 =$	
42.	$63 \times \frac{7}{9} =$	
43.	$56 \times \frac{3}{7} =$	
44.	$\frac{6}{7} \times 49 =$	

## B

Number Correct: \_\_\_\_\_

Improvement: \_\_\_\_\_

Multiply a Fraction and a Whole Number

1.	$\frac{1}{7} \times 2 =$	
2.	$\frac{1}{7} \times 3 =$	
3.	$\frac{1}{7} \times 4 =$	
4.	$4 \times \frac{1}{7} =$	
5.	$\frac{1}{10} \times 3 =$	
6.	$\frac{1}{10} \times 7 =$	
7.	$\frac{1}{10} \times 9 =$	
8.	$9 \times \frac{1}{10} =$	
9.	$3 \times \frac{1}{8} =$	
10.	$5 \times \frac{1}{8} =$	
11.	$\frac{1}{8} \times 5 =$	
12.	$10 \div 5 =$	
13.	$10 \times \frac{1}{5} =$	
14.	$9 \div 3 =$	
15.	$\frac{1}{3} \times 9 =$	
16.	$10 \div 2 =$	
17.	$10 \times \frac{1}{2} =$	
18.	$\frac{1}{3} \times 6 =$	
19.	$\frac{2}{3} \times 6 =$	
20.	$\frac{1}{6} \times 12 =$	
21.	$\frac{5}{6} \times 12 =$	
22.	$\frac{1}{4} \times 8 =$	

23.	$\frac{3}{4} \times 8 =$	
24.	$\frac{1}{5} \times 15 =$	
25.	$\frac{2}{5} \times 15 =$	
26.	$\frac{4}{5} \times 15 =$	
27.	$\frac{3}{5} \times 15 =$	
28.	$15 \times \frac{3}{5} =$	
29.	$\frac{1}{3} \times 15 =$	
30.	$\frac{2}{3} \times 15 =$	
31.	$15 \times \frac{2}{3} =$	
32.	$24 \times \frac{1}{6} =$	
33.	$24 \times \frac{5}{6} =$	
34.	$\frac{5}{6} \times 24 =$	
35.	$20 \times \frac{1}{4} =$	
36.	$\frac{3}{4} \times 20 =$	
37.	$24 \times \frac{1}{8} =$	
38.	$24 \times \frac{3}{8} =$	
39.	$\frac{5}{8} \times 24 =$	
40.	$24 \times \frac{7}{8} =$	
41.	$\frac{5}{9} \times 63 =$	
42.	$54 \times \frac{7}{9} =$	
43.	$49 \times \frac{3}{7} =$	
44.	$\frac{6}{7} \times 56 =$	



Scan Here  
to watch  
video  
lesson

Name \_\_\_\_\_

1. Use your centimeter cubes to build the figures pictured below on centimeter grid paper. Find the total volume of each figure you built, and explain how you counted the cubic units. Be sure to include units.

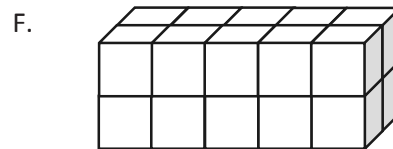
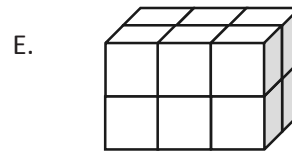
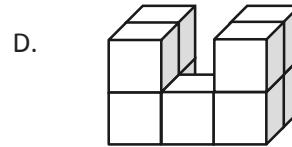
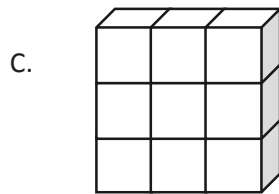
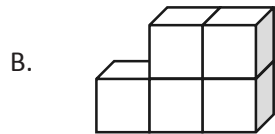
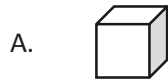
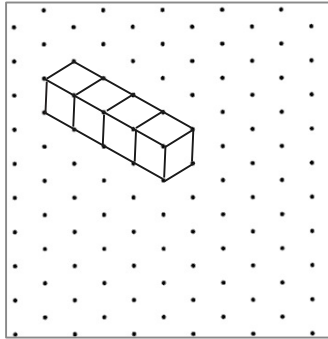


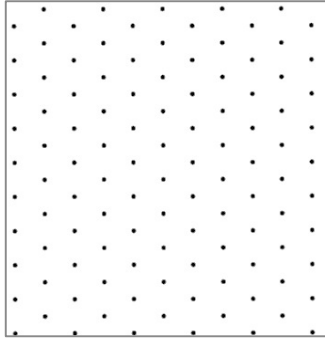
Figure	Volume	Explanation
A		
B		
C		
D		
E		
F		

2. Build 2 different structures with the following volumes using your unit cubes. Then, draw one of the figures on the dot paper. One example has been drawn for you.

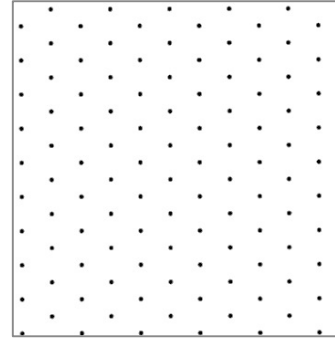
a. 4 cubic units



b. 7 cubic units

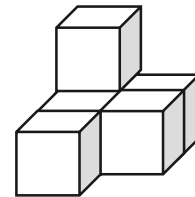


c. 8 cubic units



3. Joyce says that the figure below, made of 1 cm cubes, has a volume of 5 cubic centimeters.

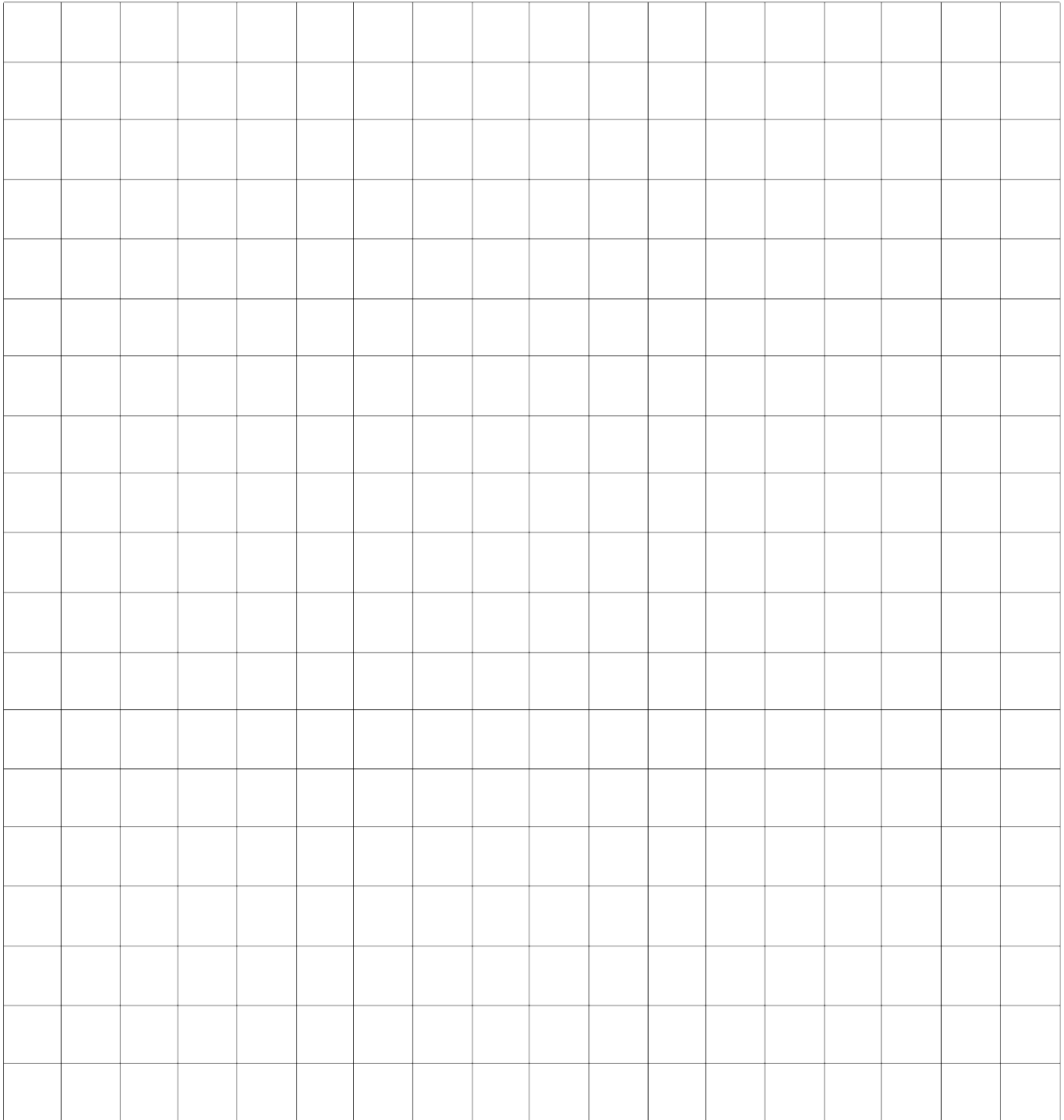
a. Explain her mistake.



- b. Imagine if Joyce adds to the second layer so the cubes completely cover the first layer in the figure above. What would be the volume of the new structure? Explain how you know.

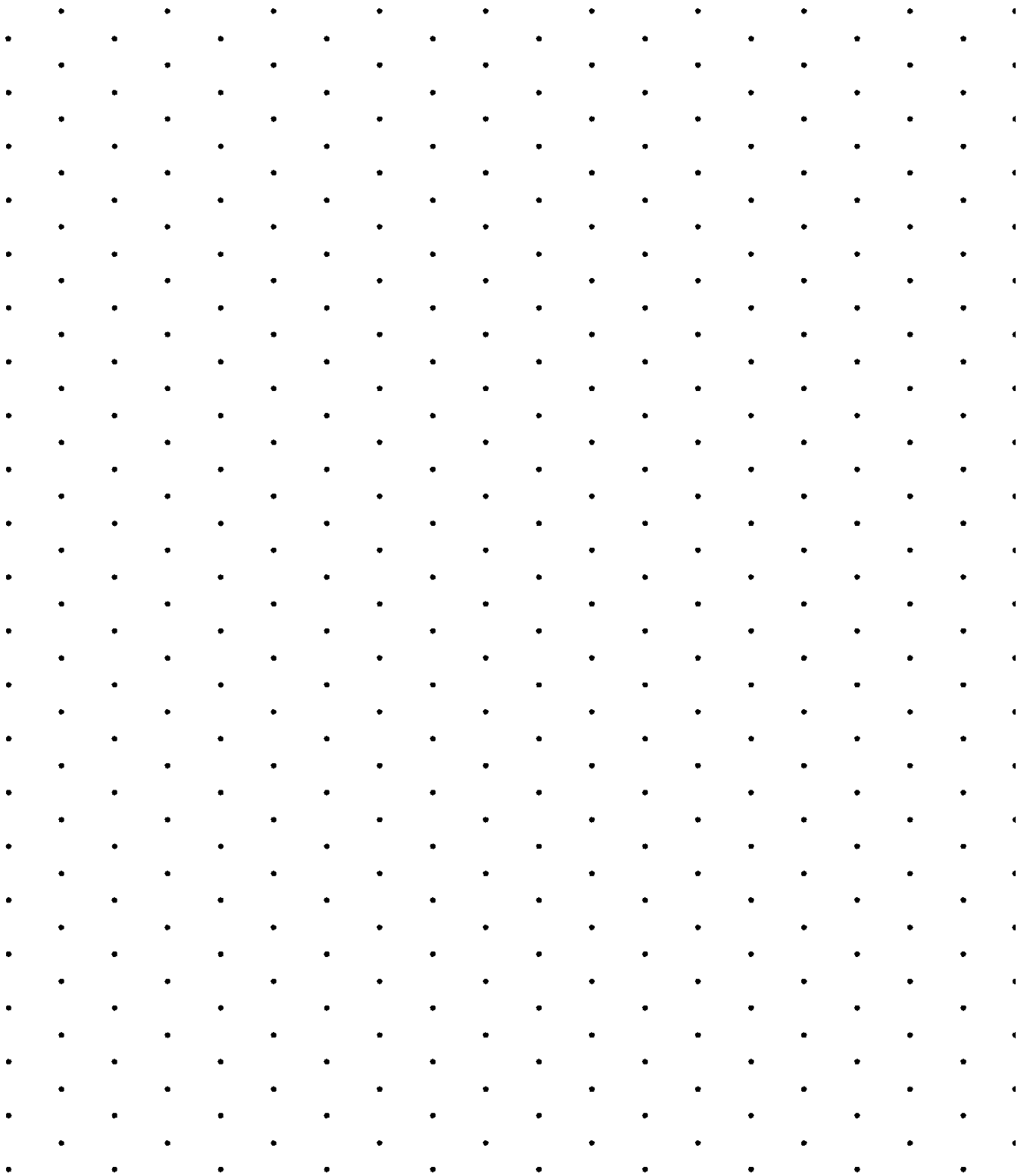


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the Answer Key



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centimeter grid paper



---

isometric dot paper

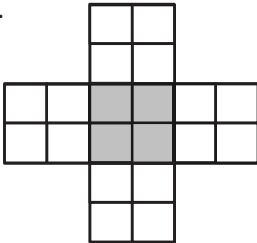


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video  
lesson

Name \_\_\_\_\_

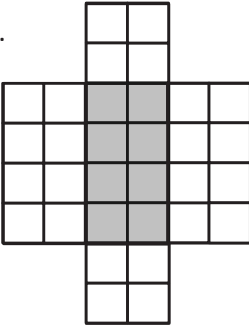
1. Shade the following figures on centimeter grid paper. Cut and fold each to make 3 open boxes, taping them so they hold their shapes. Pack each box with cubes. Write how many cubes fill each box.

a.



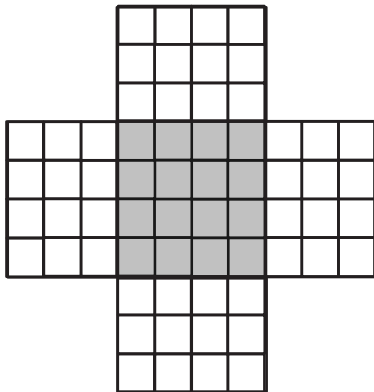
Number of cubes: \_\_\_\_\_

b.



Number of cubes: \_\_\_\_\_

c.



Number of cubes: \_\_\_\_\_

2. Predict how many centimeter cubes will fit in each box, and briefly explain your predictions. Use cubes to find the actual volume. (The figures are not drawn to scale.)

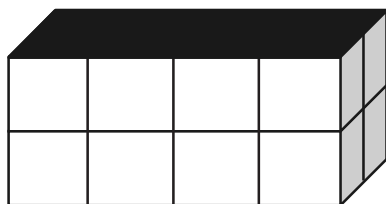
a.



Prediction: \_\_\_\_\_

Actual: \_\_\_\_\_

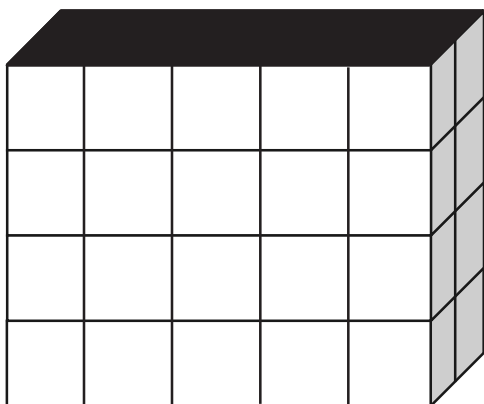
b.



Prediction: \_\_\_\_\_

Actual: \_\_\_\_\_

c.



Prediction: \_\_\_\_\_

Actual: \_\_\_\_\_

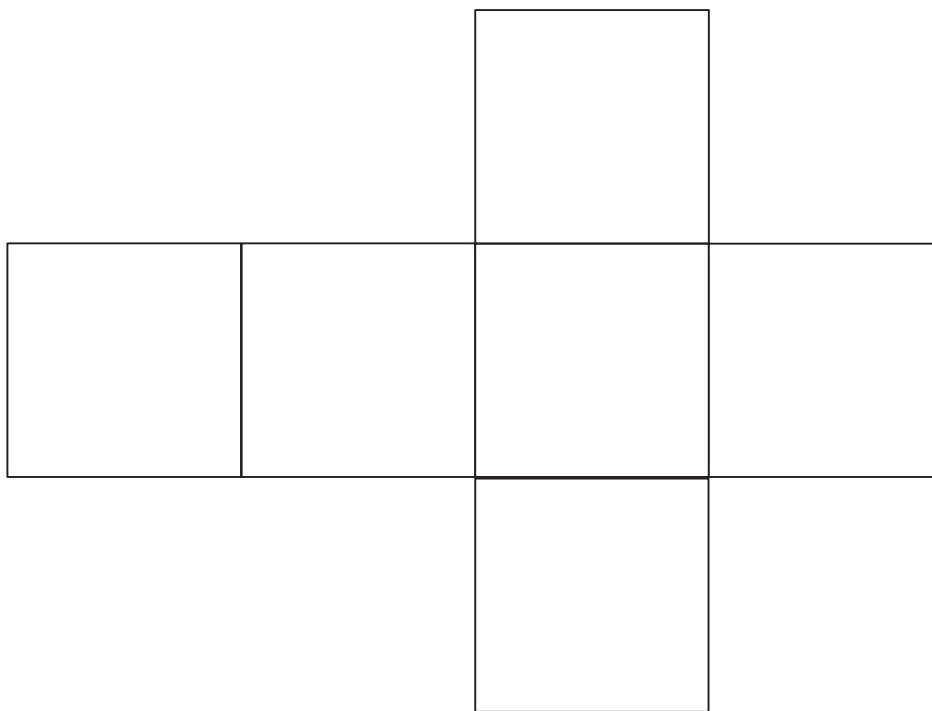
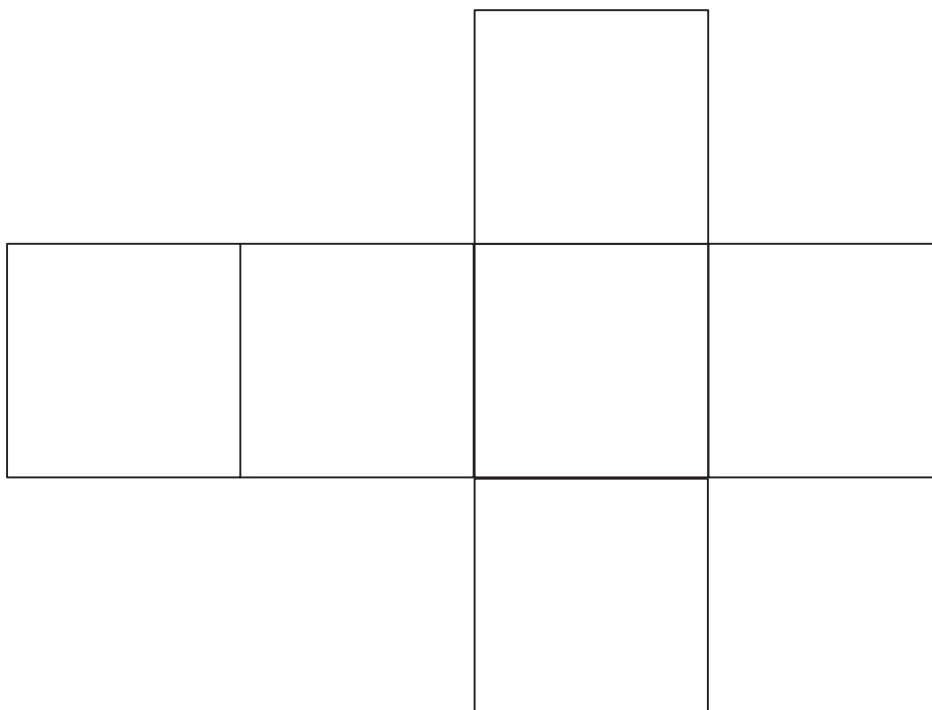
3. Cut out the net in the template, and fold it into a cube. Predict the number of 1-centimeter cubes that would be required to fill it.

a. Prediction: \_\_\_\_\_

b. Explain your thought process as you made your prediction.

c. How many 1-centimeter cubes are used to fill the figure? Was your prediction accurate?

Scan here to access  
the Answer Key



net



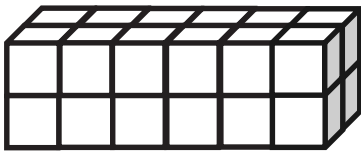
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lesson

Name \_\_\_\_\_

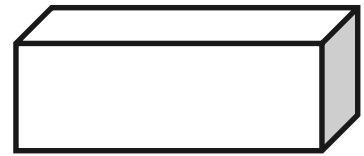
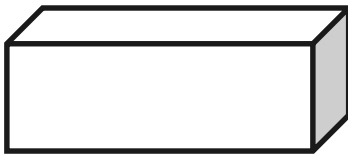
1. Use the prisms to find the volume.

- Build the rectangular prism pictured below to the left with your cubes, if necessary.
- Decompose it into layers in three different ways, and show your thinking on the blank prisms.
- Complete the missing information in the table.

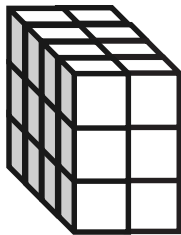
a.



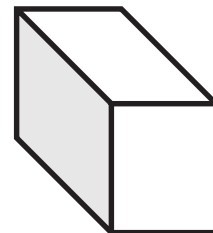
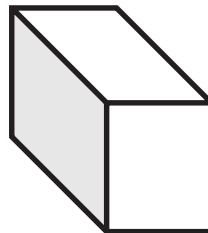
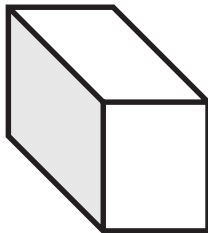
Number of Layers	Number of Cubes in Each Layer	Volume of the Prism
		cubic cm
		cubic cm
		cubic cm



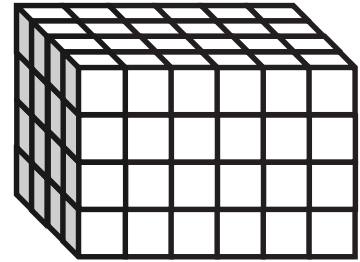
b.



Number of Layers	Number of Cubes in Each Layer	Volume of the Prism
		cubic cm
		cubic cm
		cubic cm



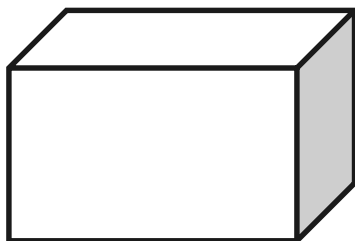
2. Josh and Jonah were finding the volume of the prism to the right. The boys agree that 4 layers can be added together to find the volume. Josh says that he can see on the end of the prism that each layer will have 16 cubes in it. Jonah says that each layer has 24 cubes in it. Who is right? Explain how you know using words, numbers, and/or pictures.



3. Marcos makes a prism 1 inch by 5 inches by 5 inches. He then decides to create layers equal to his first one. Fill in the chart below, and explain how you know the volume of each new prism.

Number of Layers	Volume	Explanation
2		
4		
7		

4. Imagine the rectangular prism below is 6 meters long, 4 meters tall, and 2 meters wide. Draw horizontal lines to show how the prism could be decomposed into layers that are 1 meter in height.



It has \_\_\_\_\_ layers from bottom to top.

Each horizontal layer contains \_\_\_\_\_ cubic meters.

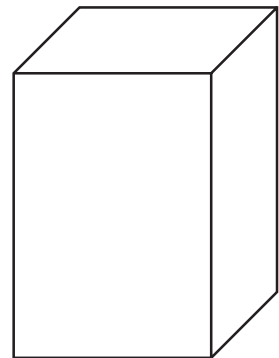
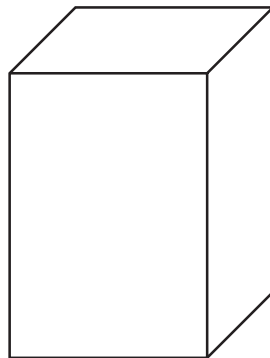
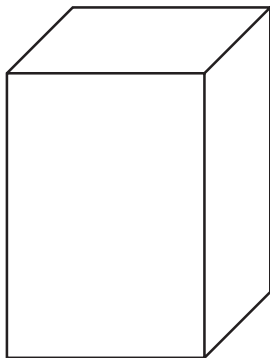
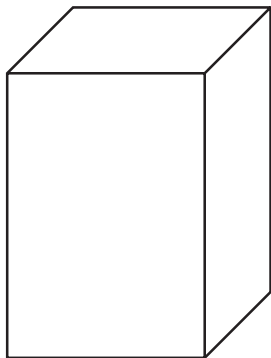
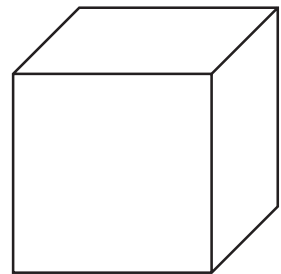
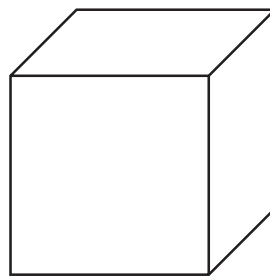
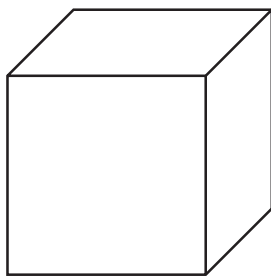
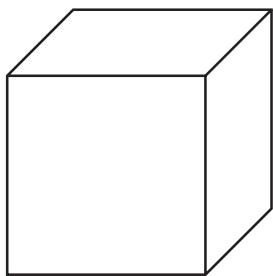
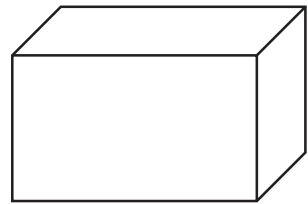
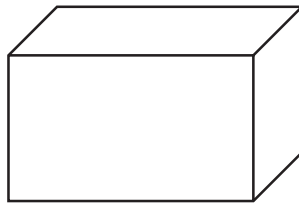
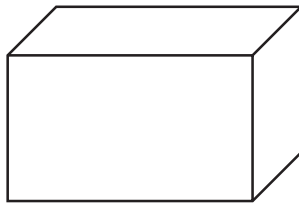
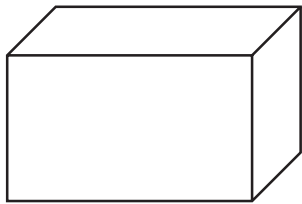
The volume of this prism is \_\_\_\_\_.



Name \_\_\_\_\_

Date \_\_\_\_\_

Use these rectangular prisms to record the layers that you count.

\_\_\_\_\_  
rectangular prism recording sheet

## KEY CONCEPT OVERVIEW

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In Lessons 4 through 9, students continue to work with volume as they learn to find the volume of a **rectangular prism**. Additionally, students apply their skills in real-world contexts.

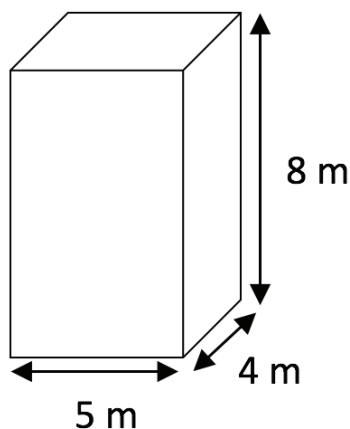
You can expect to see homework that asks your child to do the following:

- Find the volume of a rectangular prism by using volume formulas:
  - Volume of a rectangular prism = length  $\times$  width  $\times$  height.
  - Volume of a rectangular prism = area of the base  $\times$  height.
- Solve problems by using the equation  $1 \text{ cm}^3 = 1 \text{ mL}$ .
- Solve word problems involving volume.

## SAMPLE PROBLEM (From Lesson 4)

---

Calculate the volume of the rectangular prism. Include the units in your number sentence.



$$\text{Volume} = 5 \text{ m} \times 4 \text{ m} \times 8 \text{ m} = 160 \text{ m}^3$$

Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at [GreatMinds.org](https://www.GreatMinds.org).

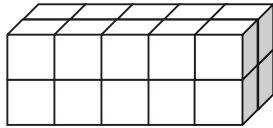


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video  
lesson

Name \_\_\_\_\_

1. Each rectangular prism is built from centimeter cubes. State the dimensions, and find the volume.

a.



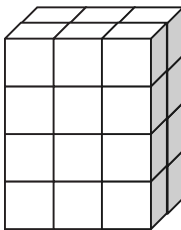
Length: \_\_\_\_\_ cm

Width: \_\_\_\_\_ cm

Height: \_\_\_\_\_ cm

Volume: \_\_\_\_\_  $\text{cm}^3$

b.



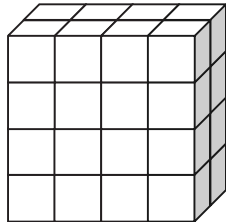
Length: \_\_\_\_\_ cm

Width: \_\_\_\_\_ cm

Height: \_\_\_\_\_ cm

Volume: \_\_\_\_\_  $\text{cm}^3$

c.



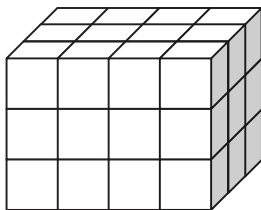
Length: \_\_\_\_\_ cm

Width: \_\_\_\_\_ cm

Height: \_\_\_\_\_ cm

Volume: \_\_\_\_\_  $\text{cm}^3$

d.



Length: \_\_\_\_\_ cm

Width: \_\_\_\_\_ cm

Height: \_\_\_\_\_ cm

Volume: \_\_\_\_\_  $\text{cm}^3$

2. Write a multiplication sentence that you could use to calculate the volume for each rectangular prism in Problem 1. Include the units in your sentences.

a. \_\_\_\_\_

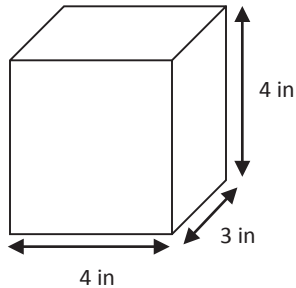
b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

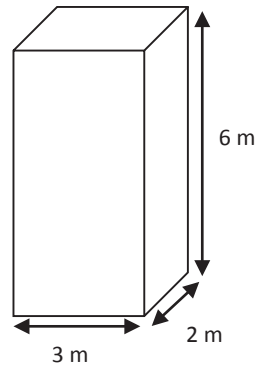
3. Calculate the volume of each rectangular prism. Include the units in your number sentences.

a.



$V =$  \_\_\_\_\_

b.

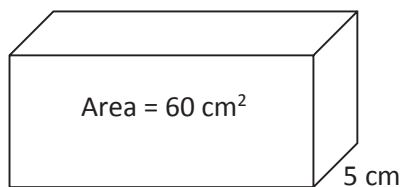


$V =$  \_\_\_\_\_

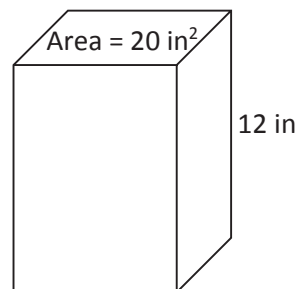
4. Tyron is constructing a box in the shape of a rectangular prism to store his baseball cards. It has a length of 10 centimeters, a width of 7 centimeters, and a height of 8 centimeters. What is the volume of the box?

5. Aaron says more information is needed to find the volume of the prisms. Explain why Aaron is mistaken, and calculate the volume of the prisms.

a.



b.

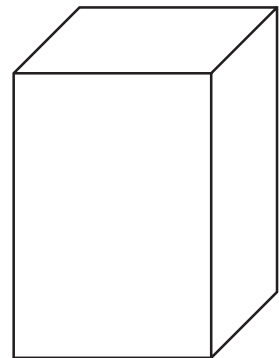
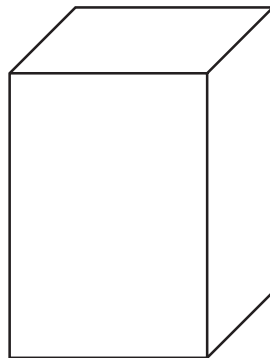
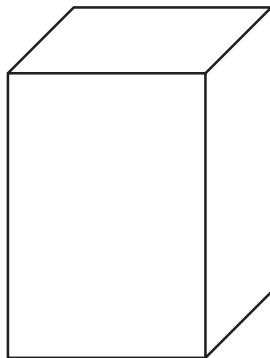
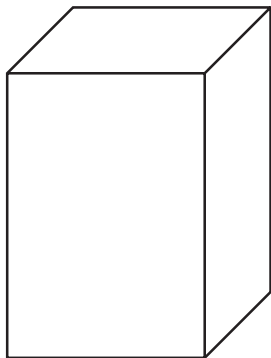
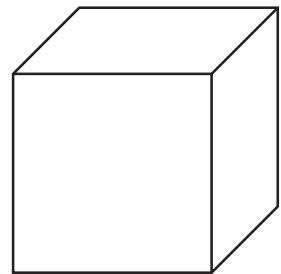
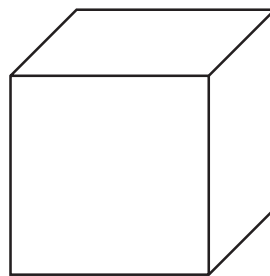
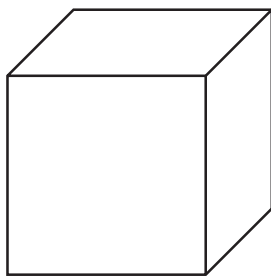
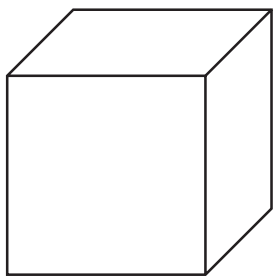
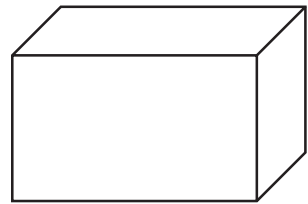
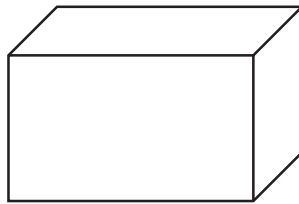
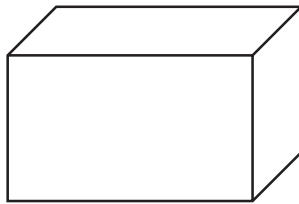
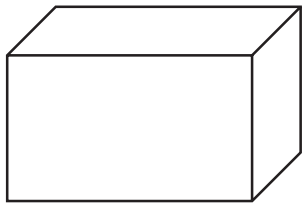


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the Answer Key

Name \_\_\_\_\_

Date \_\_\_\_\_

Use these rectangular prisms to record the layers that you count.

\_\_\_\_\_  
rectangular prism recording sheet (from Lesson 3)



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video  
lesson

Name \_\_\_\_\_

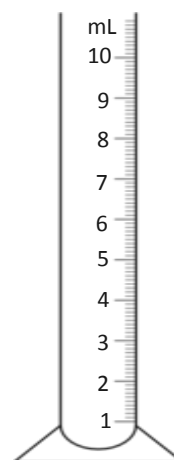
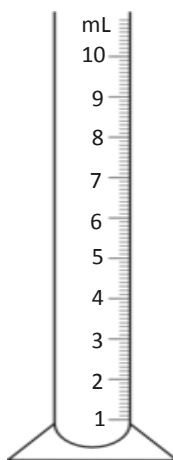
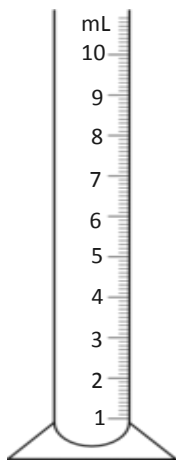
1. Determine the volume of two boxes on the table using cubes, and then confirm by measuring and multiplying.

Box Number	Number of Cubes Packed	Measurements			Volume
		Length	Width	Height	

2. Using the same boxes from Problem 1, record the amount of liquid that your box can hold.

Box Number	Liquid the Box Can Hold
	mL
	mL

3. Shade to show the water in the beaker.



At first:

\_\_\_\_\_ mL

After 1 mL water added:

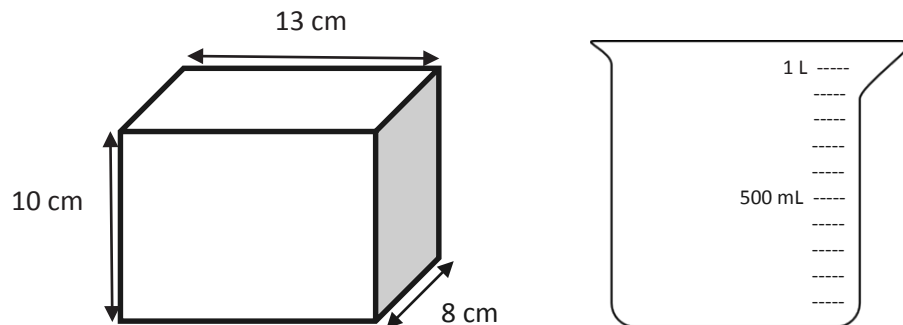
\_\_\_\_\_ mL

After 1 cm cube added:

\_\_\_\_\_ mL

4. What conclusion can you draw about 1 cubic centimeter and 1 mL?

5. The tank, shaped like a rectangular prism, is filled to the top with water.



Will the graduated cylinder hold all the water in the tank? If yes, how much more will the beaker hold? If no, how much more will the tank hold than the beaker? Explain how you know.

6. A rectangular fish tank measures 26 cm by 20 cm by 18 cm. The tank is filled with water to a depth of 15 cm.

a. What is the volume of the water in mL?

b. How many liters is that?

c. How many more mL of water will be needed to fill the tank to the top? Explain how you know.

7. A rectangular container is 25 cm long and 20 cm wide. If it holds 1 liter of water when full, what is its height?



# What are the spheres of the Earth?

## Earth as a system

Earth is a system. A system is a group of parts that work together. Earth's system is made up of parts called spheres. Four major spheres of Earth's system are air, water, land, and all living things. These spheres interact because parts of them move into each other. For example, air always contains dirt particles and evaporated water. The dirt falls into oceans, rivers, and lakes. The water falls on the land as rain or snow. Events also happen that result in spheres interacting. When a volcano erupts, materials from the land move into the air as gas and ash. The ash can fall into water. The way the air, water, and land interact makes it possible for organisms to live on Earth.

Sequence: Complete the graphic organizer below. Write what happens when a volcano erupts.

First	Next	Last
A volcano erupts.		

## Atmosphere

The mixture of water vapor and other gases, as well as particles of matter such as dust that surrounds Earth's surface is called the **atmosphere**. Nitrogen and oxygen are the main gases in the atmosphere. It also contains a small amount of carbon dioxide. Most of the atmosphere is close to the surface of Earth. Thunder, lightning, wind, and rain occur here. As you go higher and higher, there is less and less gas, and the air pressure decreases.

The atmosphere is essential for life on Earth. No other planet in the solar system contains the same mixture of gases that organisms need to live. The atmosphere also holds in heat from the sun, making Earth warm enough to support life. The atmosphere helps protect living things from being damaged by too much sunlight.

Identify: What does the atmosphere contain?

Generalize: What are the components of the atmosphere that help organisms live on Earth?

Gases in Planets' Atmospheres		
Venus	Earth	Jupiter
carbon dioxide nitrogen	nitrogen oxygen	hydrogen helium

Compare: The chart shows the main gases in the atmospheres of three planets. How is Earth's atmosphere similar to the atmosphere of the other planets? How is it different?

## Hydrosphere

All the waters of Earth make up the hydrosphere. The **hydrosphere** covers a little less than  $\frac{3}{4}$  of Earth's surface. Most of the hydrosphere is ocean water. Ocean water contains salt, among other particles. The Pacific Ocean is the largest and deepest part of the ocean, followed by the Atlantic Ocean, the Indian Ocean, the Southern Ocean, and the Arctic Ocean. The oceans are connected.

The hydrosphere also contains fresh water. Most lakes, rivers, streams, and glaciers are fresh water. So is groundwater. Groundwater is rain or melted snow that soaks into the ground. Fresh water is not evenly spread over Earth. Some places have more fresh water than others.

Predict: Describe what Earth would be like if the hydrosphere covered only 25 percent of its surface.

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## The Lithosphere

The solid, rocky outer layer of Earth is the **lithosphere**. The lithosphere contains rocks, soils, and minerals. It covers the entire surface of Earth and is made up of the continents, islands, and the ocean floors. The surface of the lithosphere varies from flat plains to hills and valleys to mountaintops. The distance from Earth's surface to its center is about 6,400 kilometers. Scientists have drilled holes into Earth as deep as 12 kilometers. The drills have brought up samples of rock. Using rock samples and other methods, scientists have inferred that the lithosphere averages about 100 kilometers thick. This measurement is about as far as you can travel in a car on the highway in one hour. Compared to the radius of Earth, the lithosphere is very thin!

Calculate: What is the distance from the bottom of the Mariana Trench to the summit of Mount Everest? Express your answer in meters and kilometers.

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The highest point on the surface of Earth's lithosphere is the summit of Mount Everest.

Mt. Everest: 8,850 meters

Sea level

Sea level

The lowest point on the surface of Earth's lithosphere is the Mariana Trench in the Pacific Ocean.

Mariana Trench: 11,022 meters

Exemplify: If you use a hard-boiled egg as a model for Earth, which part of the egg would represent the lithosphere?



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## Biosphere

Living things can be found almost everywhere on Earth. The part of Earth in which living things are found is the **biosphere**. The biosphere extends from about 10 kilometers above Earth's surface to about 10 kilometers below the surface of the ocean. Although living things may live in different parts of the biosphere, they all share resources such as water, air, and light.

Identify: What parts of Earth allow organisms to live?

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Identify: What makes up the hydrosphere?

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Explain: How does life on Earth depend on the atmosphere?

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## 5th Grade, Social Studies, At Home Activities and Resources

**Directions:** Students can spend time twice a week on Social Studies. Activities 1-3 and 9-11 are shorter activities, numbers 4-6 can be done over multiple days.

Activity 1	Studies Weekly	<p><i>Studies Weekly</i> is the curricular resource for students in grades K-6. It is a newspaper-like reading with activities for students to complete. Parents and students can sign up for a free digital trial of Studies Weekly for 90 days. Sign up for <i>SS Weekly</i> and select an article to read.</p> <p><a href="https://app.studiesweekly.com/online/free_trial">https://app.studiesweekly.com/online/free_trial</a></p>
Activity 2	The Smithsonian Tween Tribune	<p><a href="https://www.tweentribune.com/">The Smithsonian Tween Tribune</a> website has articles on a variety of topics with questions and quizzes at the end for students to complete. At the top of each article are different Lexile scores, the lower the score the easier the reading.</p> <p><a href="https://www.tweentribune.com/">https://www.tweentribune.com/</a></p>
Activity 3	Time for Kids	<p><a href="https://www.timeforkids.com/">Time for Kids</a> website- this has digital articles, videos, and some assessments, often with information in Spanish. The resources are available for students in grades Kindergarten to 6th. There are free resources available.</p> <p><a href="https://www.timeforkids.com/">https://www.timeforkids.com/</a></p>
Activity 4	Diary of a Revolutionary	<p>Pretend you are a colonist or soldier during the Revolutionary War and write a page-long diary entry about your life. Include what you might have experienced during that time.</p>
Activity 5	Oral History	<p>Interview a family or community member to write, or draw, an oral history. Ask about a historical event (including questions such as who, what, when, where, why and how). Ask how the historical event impacted the life of the person they are interviewing.</p>

Activity 6	Letter to a Government Official	Write a letter to a government official- such as the mayor of Tulsa, a tribal leader, the Oklahoma governor, or the President. Identify a major issue and what you would like the government leader to do to help. Include important facts that support your ideas.
Activity 7	This Day in History	Go to the People History website and research some of the important events that happened today in a different year! Summarize the event and also compare and contrast today's world with what you learned.  <a href="http://www.thepeoplehistory.com/this-day-in-history.html">http://www.thepeoplehistory.com/this-day-in-history.html</a>
Activity 8	Home Map & Scavenger Hunt	First, make a map of your home. Next, divide it up into a grid and use cardinal directions(north, south, east, west) to label each section of the grid. Then leave clues on pieces of paper in different parts of the grid that lead the student to the next clue. The hunt should end in a specific object or a piece of candy. For example, the first piece of paper would say, "look under the chair that's in the SE square of the home." Then under the chair would be another piece of paper that says, "look inside the shoe that's in the NW part of the home." And so on, until all the hidden clues are found.
Activity 9	Comparing Memories and Stories	Think about a specific memory you have with your family. Summarize the specific memory. Now, interview each family member about the same memory. Detail the account of each person and compile all the information you can. In the end, examine the final body of work. Compare and contrast the different accounts about the same event. Why are there differences? What made similarities possible? What does this tell us about larger historical events? How will this impact how you analyze other parts of history or current events?
Activity 10	What a Time!	Did you know that you are living through a historic time? In future decades, like the 2030s, researchers will research the COVID-19 pandemic.. They will look to primary sources, first-hand accounts or other data

		<p>sources to learn how people were affected by this pandemic. To support them:</p> <ol style="list-style-type: none"> <li>1. Write down what news you are hearing every day, noting the changes that are taking place, for one week.</li> <li>2. Provide your perspective and personal experiences to the news you are hearing.</li> <li>3. Interview at least three (3) people that are older than you about their experience. Identify the similarities and differences in how they have reacted.</li> </ol>
Activity 11	Hero Research	<p>Who is your hero? How did they become your hero? Research this person and figure out how they became who they are. Summarize your investigation.</p>