TULSA PUBLIC SCHOOLS

5th Grade

(5/4-15/20)

Distance Learning Activities

Dear families,

These learning packets are filled with grade level activities to keep students engaged in learning at home. We are following the learning routines with language of instruction that students would be engaged in within the classroom setting. We have an amazing diverse language community with over 65 different languages represented across our students and families.

If you need assistance in understanding the learning activities or instructions, we recommend using these phone and computer apps listed below.

Google Translate

- Free language translation app for Android and iPhone
- Supports text translations in 103 languages and speech translation (or conversation translations) in 32 languages
- Capable of doing camera translation in 38 languages and photo/image translations in 50 languages
- Performs translations across apps

Microsoft Translator

- Free language translation app for iPhone and Android
- Supports text translations in 64 languages and speech translation in 21 languages
- Supports camera and image translation
- Allows translation sharing between apps

Queridas familias:

Estos paquetes de aprendizaje tienen actividades a nivel de grado para mantener a los estudiantes comprometidos con la educación en casa. Estamos siguiendo las rutinas de aprendizaje con las palabras que se utilizan en el salón de clases. Tenemos una increíble y diversa comunidad de idiomas con más de 65 idiomas diferentes representados en nuestros estudiantes y familias.

Si necesita ayuda para entender las actividades o instrucciones de aprendizaje, le recomendamos que utilice estas aplicaciones de teléfono y computadora que se enlistan a continuación:

Google Translate

- Aplicación de traducción de idiomas para Android y iPhone (gratis)
- Traducciones de texto en 103 idiomas y traducción de voz (o traducciones de conversación) en 32 idiomas
- Traducción a través de cámara en 38 idiomas y traducciones de fotos / imágenes en 50 idiomas
- Realiza traducciones entre aplicaciones

Microsoft Translator

- Aplicación de traducción para iPhone y Android (gratis)
- Traducciones de texto en 64 idiomas y traducción de voz en 21 idiomas
- Traducción a través de la cámara y traducción de imágenes
- Permite compartir la traducción entre aplicaciones

ENROLL TULSA!

TULSA PUBLIC SCHOOLS

DID YOU MISS THE ENROLLMENT WINDOW IN DECEMBER AND JANUARY? ARE YOU NEW TO TULSA?

We have great schools that still have room for your child.
Don't miss this opportunity!

THE WINDOW TO ENROLL AT THESE SCHOOLS IS
MAY 1–21, 2020

We want to make it simple and easy for families to choose - and stay with - Tulsa Public Schools! Our improved enrollment system ensures that our families have an easy and simple process to access the schools that are the best fit for their children.

START YOUR APPLICATION AT Enroll.TulsaSchools.org.
If you need help, please leave a message at 918-746-7500 and an enrollment specialist will return your call or email enroll@tulsaschools.org.

For more information, visit TulsaSchools.org/EnrollTulsa

INSCRIBA A SU HIJO EN LAS ESCUELAS PÚBLICAS DE TULSA

TULSA PUBLIC SCHOOLS

¿TE PERDISTE LA VENTANA DE INSCRIPCIÓN EN DICIEMBRE Y ENERO? ¿ERES NUEVO EN TULSA?

Tenemos excelentes escuelas que todavía tienen espacio para su hijo. ¡No te pierdas esta oportunidad!

LA VENTANA PARA INSCRIBIRSE EN ESTAS ESCUELAS ES DEL
1 AL 21 DE MAYO DE 2020

¡Queremos que sea simple y fácil para las familias elegir, y quedarse con, las Escuelas Públicas de Tulsa! Nuestro sistema de inscripción mejorado garantiza que nuestras familias tengan un proceso fácil y simple para acceder a las escuelas que mejor se adapten a sus hijos.

INICIE SU SOLICITUD EN Enroll.TulsaSchools.org.
Si necesita ayuda, deje un mensaje al 918-746-7500 y un especialista en inscripción le devolverá la llamada. También puede enviarnos un correo electrónico a enroll@tulsaschools.org.

Para más información, visite TulsaSchools.org/EnrollTulsa

Television Programming Schedules

TPS20

	Daily
6:00-6:30 am	Recess
6:30 -7:00 am	Pre K - Math Pre K - Reading in English and Spanish.
7:00-8:00 am	Kindergarten - Math Kindergarten - Reading in English and Spanish
8:00-9:00 am	1st Grade - Math 1st Grade - Reading in English and Spanish
9:00- 10:00 am	2nd Grade - Math 2nd Grade - Reading in English and Spanish
10:00-11:00 am	3rd Grade - Math 3rd Grade - Reading in English and Spanish
11:00-11:30 am	Pre K - Math PreK - Reading in English and Spanish. *(repeat of 6:30 am program)*
11:30-12:00 pm	Recess
12:00-1:00 pm	4th Grade - Math 4th Grade - Reading in English and Spanish.
1:00-2:00 pm	5th Grade - Math 5th Grade - Reading in English and Spanish.
2:00-2:30 pm	Recess *(repeat of 6:00 am program)*
2:30-3:00 pm	Specials (Art, Music, SEL, or STEM)
3:00-4:00 pm	6th Grade - Math 6th Grade - English/Language Arts
4:00-5:00 pm	7th Grade - Math 7th Grade - English/Language Arts
5:00-6:00 pm	8th Grade - Math 8th Grade - English/Language Arts

Canal TPS20

	Diario
6:00-6:30 am	Recreo
6:30 - 7:00 am	Prekínder - Matemáticas Prekínder – Lectura en inglés y español.
7:00-8:00 am	Kínder - Matemáticas Kínder- Lectura en inglés y español.
8:00-9:00 am	Primer Grado - Matemáticas Primer Grado - Lectura en inglés y español.
9:00-10:00 am	Segundo Grado - Matemáticas Segundo Grado - Lectura en inglés y español.
10:00-11:00 am	Tercer Grado – Matemáticas Tercer Grado - Lectura en inglés y español.
11:00-11:30 am	Prekínder - Matemáticas Prekínder - Lectura en inglés y español. *(repitiendo el programa de las 6:30)*
11:30-12:00 pm	Recreo

12:00-1:00 pm	Cuarto Grado - Matemáticas Cuarto Grado - Lectura en inglés y español.
1:00-2:00 pm	Quinto Grado - Matemáticas Quinto Grado - Lectura en inglés y español.
2:00-2:30 pm	Recreo *(repitiendo el programa de las 6:00 am)*
2:30-3:00 pm	Especiales (Arte, Música, Socioemocional, o educación de ciencias, tecnología, ingeniería y matemáticas STEM)
3:00-4:00 pm	Sexto Grado - Matemáticas Sexto Grado - Ingles/Lengua y literatura
4:00-5:00 pm	Séptimo Grado - Matemáticas Séptimo Grado - Ingles/Lengua y literatura
5:00-6:00 pm	Octavo Grado - Matemáticas Octavo Grado - Ingles/Lengua y literatura

From Furs to Five-Dollar Bills

by Jason Liu

1　　Imagine paying for new sneakers with a handful of shells. In ancient times, people around the world paid for goods with commodity money. A commodity is a product or raw material offered as payment for another thing. Cows, sheep, or other kinds of animals were bartered for what a person wanted. Furs, beads, grain, giant stones, or salt were also exchanged.

2　　Gradually, ancient peoples stopped using cattle and crops as money. Around 1000 B.C.E., the Chinese began to exchange metal tools for what they needed. They also used copper and bronze coins. By 700 B.C.E., the first silver and gold coins were produced in Lydia (what is now Turkey). These coins were stamped with images of different gods or important rulers.

3　　Paper money developed in China around 800 C.E. Paper was light and easy to carry. But the Chinese printed too much paper money, and it lost its value. In 1455, the Chinese stopped using paper money for several hundred years. Meanwhile, Europeans only began using paper money in the 1600s.

4　　After the American Revolution, the Continental Congress established a national currency based on the dollar in 1785. The first American coins were minted in 1793. These copper cents were produced by hand. Nearly seventy years later, the U.S. government began to issue paper money for the first time in 1861. Since then, the appearance of American coins and bills has changed. For example, today's paper money in the United States has a new design every seven to ten years.

In China, knife money was used from 600 to 200 B.C.E.

This is one of the earliest American silver dollars ever minted.

Close Reader Habits

How can you determine the meaning of *minted* in paragraph 4? Reread the text. **Underline** the sentence that gives a context clue.

From Furs to Five-Dollar Bills

4 **Short Response** Define the word <u>minted</u>. Then describe what words or phrases helped you figure out the meaning of <u>minted</u>.

_____

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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?

WHAT WAS the Great Depression?

by Fran Severs

WORDS TO KNOW
As you read, look inside, around, and beyond these words to figure out what they mean.
- **financial**
- **economy**

1   When World War I officially ended in 1919, Americans were tired of the war and ready for good times. In the early 1920s, there were plenty of jobs in the United States. People earned good incomes. Businesses grew quickly. During the Roaring Twenties, American consumers enjoyed spending money. Those who could not afford the most expensive items borrowed money so they could "buy now, pay later." They bought new homes. They purchased cars, washing machines, and other large items. They also bought smaller goods, such as toasters and irons. To meet the demand, factories rushed to make even more products. But companies made too many goods, and people stopped buying them. By the end of the 1920s, warehouses were filled up with merchandise that no one bought. Factory production slowed down. Many factory workers lost their jobs.

During the 1920s, many Americans grew wealthier. They spent their money on new inventions such as the electric refrigerator shown in this photograph.

2   At the same time, many Americans decided to invest money in the stock market. They hoped to get rich quickly. The stock market is a place where shares of stock in different companies are bought and sold. People hope to make a high return by buying stock at a low price and selling it at a higher price. From June through September 1929, the prices of stocks soared. Then prices began to dip slightly. Nervous investors began selling millions of stock shares for less than the purchase price, losing billions of dollars. On October 31, 1929, the stock market crashed when stock prices dropped sharply. The crash caused panic. People took their money out of banks, and banks were forced to close. More than 600 banks failed in 1929.

3   The stock market crash led to a financial crisis called the Great Depression. A depression is a serious slowdown in the economy that causes people to lose their jobs and businesses to fail. At the start of the Great Depression, about 1.5 million Americans were out of work. By 1933, about 13 million Americans had lost their jobs. To earn money, jobless people sold apples, pencils, and other items on the streets. They shined shoes or washed and mended clothing for others. They sold their personal belongings. Some were forced to beg for money.

4   Without an income, thousands of jobless Americans lost their homes because they did not have the money to pay rent. If they had borrowed money to buy a house, they could not pay their loans, so the bank took their homes. People were forced to live with friends or family members. If necessary, they stayed in churches or rooming houses. Sometimes, the homeless built shacks from old crates and scrap metal. These temporary homes lacked electricity or running water.

During the Great Depression, many Americans lost not just their jobs but also their homes. For shelter, these men and women built shacks on the outskirts of cities.
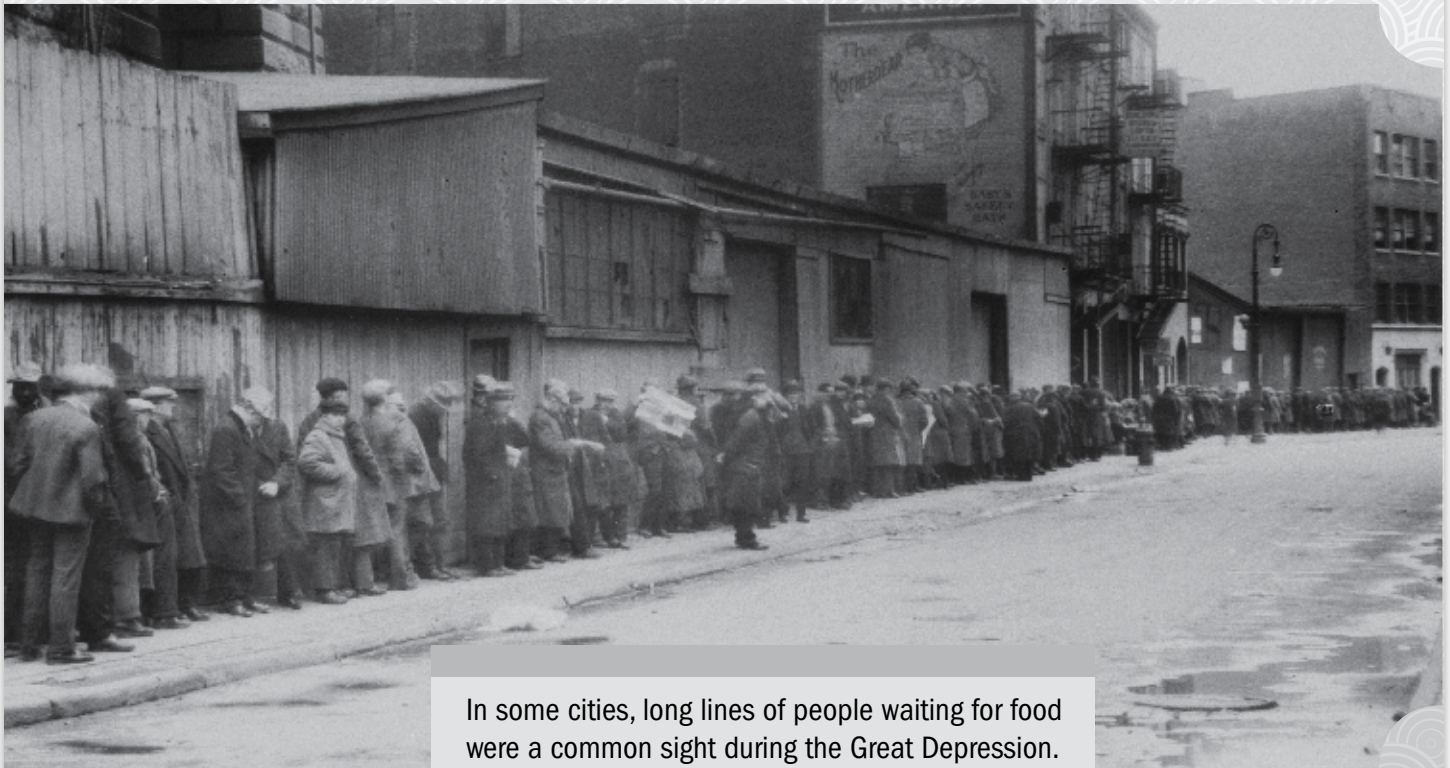
In some cities, long lines of people waiting for food were a common sight during the Great Depression. Charities gave bread and soup to people who could not pay to feed themselves.

5   About two million homeless men, women, and children drifted around the country. They broke the law by hitching free rides on trains. They rode from place to place looking for work, food, and shelter. Millions stood in lines for free bread or soup that charity groups provided. In 1931, charity groups in New York City served about 85,000 free meals every day.

6   Under President Franklin D. Roosevelt, America's economy slowly improved. Roosevelt's plan to fix the nation's money problems was called the New Deal. To improve the situation, the government passed laws that changed banking systems, provided the needy with aid, and created new jobs. In 1933, about 25 percent of Americans were jobless. By 1937, the unemployment rate had fallen to about 14 percent. Unfortunately, nearly 8 million Americans still did not have jobs.

7   The Great Depression lasted for more than ten years. In 1941, the United States entered World War II. Factories started making war supplies, such as airplanes, tanks, and ships. As the need for war supplies increased, businesses hired more and more people. America's hard times finally came to an end.

Think Use what you learned from reading the article to answer the following questions.

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

Part A
Read this sentence from paragraph 1.

> By the end of the 1920s, warehouses were filled up with <u>merchandise</u> that no one bought.

What does the word <u>merchandise</u> mean as it is used in this sentence?

- **A** goods
- **B** large items
- **C** shares of stock
- **D** jobs

Part B
Which detail from paragraph 1 **best** supports the answer to Part A?

- **A** ". . . that no one bought . . ."
- **B** ". . . even more products . . ."
- **C** ". . . factory production slowed . . ."
- **D** ". . . lost their jobs . . . "

2 The author uses a word that means "a time of intense difficulty, trouble, or danger." Underline a word in the paragraph below that **best** represents that idea.

The stock market crash led to a financial crisis called the Great Depression. A depression is a serious slowdown in the economy that causes people to lose their jobs and businesses to fail. At the start of the Great Depression, about 1.5 million Americans were out of work. By 1933, about 13 million Americans had lost their jobs. To earn money, jobless people sold apples, pencils, and other items on the streets. They shined shoes or washed and mended clothing for others. They sold their personal belongings. Some were forced to beg for money.

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

Part A

What is the **best** meaning of the phrase hard times in paragraph 7 of "What Was the Great Depression?"

    A   a period of great difficulty

    B   a time when farmers couldn't grow crops

    C   a time when jobs paid low wages

    D   a period of mild sadness

Part B

Which sentence from the article helps the reader determine the meaning of the phrase hard times as it is used in paragraph 7?

    A   "When World War I officially ended in 1919, Americans were tired of the war and ready for good times." (paragraph 1)

    B   "From June through September 1929, the prices of stocks soared." (paragraph 2)

    C   "About two million homeless men, women, and children drifted around the country." (paragraph 5)

    D   "Roosevelt's plan to fix the nation's money problems was called the New Deal." (paragraph 6)

4 Read the sentence from paragraph 1.

To meet the demand, factories rushed to make even more products.

Which dictionary entry **best** defines demand?

    A   "forceful statement"

    B   "wish"

    C   "strong need"

    D   "question"

▶ **Write**

5 **Short Response** Paragraph 6 of the passage states, "By 1937, the unemployment rate had fallen to about 14 percent." Define the phrase <u>unemployment rate</u>. Support your definition with at least **one** context clue from the passage.

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Learning Target

In this lesson, you figured out the meanings of several challenging words and phrases. Explain how you can use these skills to help you better understand the texts you read in school.

_____

_____

_____

_____

Writing and Research

This is a rough draft of a story. It has some mistakes. Read the story. Then answer the questions that follow.

Can They Do It?

Sunday, March 25. Everyone at Westfield Elementary School approached the date with fear and dread. The servers in the cafetearia prepared meals with worried looks and shaking hands. Teachers buzzed about it in the teachers' room. Students whispered about the approaching date in hallways. The date was so terrifying that some Westfield students break into tears at the mention of it. Others simply sat at their desks, stunned. Sunday, March 25, was the first day of Turn-Off-the-Television-and-Keep-It-Off-for-the-Whole-Week Week.

Mr. Humphrey Blodgett had graduated from Westfield Elementary School before television was even invented. He promised to take the entire school to Wacky World Water Park. In order to win the trip everyone had to turn off his or her television set for a week. Would either Westfield students and Westfield teachers be up to the challenge?

"Does that include basketball games?" Mrs. Travis asked. Mrs. Travis was a huge sports fan.

"What about educational television Mr. Blodgett?" Ms. Morgan, the school librarian, wondered. Mr. Kramer thought he should be able to watch his favorite show "for health reasons."

"No, there will be no television of any kind," Mr. Blodgett answered. "Read a book, take a walk; or play a game." Then, looking right at Mr. Kramer, he added, "Learn to knit. It's very good for the nerves."

"Boy, how tough will this be?" Mr. Kramer complained after Mr. Blodgett had left. But it turned out that it wasn't as difficult as everyone had thought. By the end of the week, the school was buzzing with excitement over having won a wonderful trip.

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23 Read this sentence from the story.

<u>In order to win the trip everyone</u> had to turn off his or her television set for a week.

Which of the following should replace the underlined part to make the sentence correct?

A In order to win the trip everyone,

B In order to win the trip, everyone

C In order, to win the trip everyone

D In order to win, the trip everyone

Go On

24 Read this sentence from the story.

The date was so terrifying that some Westfield students <u>break</u> into tears at the mention of it.

Which word or words should replace the underlined verb to make the sentence correct?

A have broken

B will be breaking

C will break

D broke

25 Read this sentence from the story.

Would <u>either Westfield students and</u> Westfield teachers be up to the challenge?

Which of the following should replace the underlined part to make the sentence correct?

A either Westfield students nor

B neither Westfield students or

C either Westfield students or

D neither Westfield students and

26 Read this sentence from the story.

"Read a <u>book, take a walk; or</u> play a game."

Which of the following should replace the underlined part to make the sentence correct?

A book take, a walk, or

B book, take a walk, or

C book; take a walk; or

D book, take a walk or,

Tools for Instruction

Use Context to Find Word Meaning

Using context to determine a word's intended meaning is an essential reading strategy. Although students are often told to "use the context" to figure out the meaning of an unfamiliar word, they may need more specific guidance. To help students use context effectively, introduce specific types of context clues that they can look for in sentences and paragraphs.

Three Ways to Teach

Identify Sentence-Based Context Clues   20–30 minutes

Connect to Writing Explicitly teach students about the different types of context clues that can be used to determine meanings for unknown words. Then have students develop their own sentences with clues that help classmates guess above-level missing words.

- Display the following chart. Name the first type of clue, and read aloud the example sentence. Help students figure out a meaning for the italicized word and identify the (highlighted) context clues in the sentence, which give a definition for the word. Then guide students to tell how they can recognize definition clues in other sentences. Record a simple explanation in the "What It Does" column.
- Repeat the process to introduce the remaining types of clues. Each time, note signal words that emphasize the clue, including *is, or, and other,* and *but.*

Type of Clue	Example Sentence	What It Does
Definition	An *asteroid* is a rocky body that orbits the Sun.	Tells the meaning of the unfamiliar word explicitly
Appositive	An animal that is a *carnivore*, or meat eater, may hunt for its food.	Tells the meaning of the unfamiliar word beside it, marked off by commas or dashes
Examples	The streets were filled with buses, taxis, and other *vehicles*.	Describes the unfamiliar word by naming types of it
Contrast	Lush, green forests receive steady rains, but deserts are bare and *arid*.	Tells the meaning of an unfamiliar word by describing its opposite

- For independent practice, give each student two words likely to have known meanings, such as *skyscraper, meal, author,* and *study*.
- Tell students to write a sentence with their word, leaving a blank in its place. Challenge them to write a sentence with such strong context that listeners will easily guess the word.
- As students read aloud their sentences (saying "blank" for the word), talk about the context clues that helped listeners figure out the missing word. Repeat the activity, challenging students to write a sentence that uses a different type of context clue for their second word.

i-Ready

Identify Paragraph or Text-Based Context Clues   10–15 minutes

Explain that sometimes readers have to read the sentences before and after an unfamiliar word to determine its meaning. Choose a passage with a challenging, above-level word that is not defined in the same sentence but can be understood by rereading the paragraph. Display the paragraph with the word underlined, and model asking and answering questions such as these to determine the word's meaning:

- *What is this paragraph about?*
- *Do the sentences around the unfamiliar word describe it in a different way, by giving a synonym or example or by showing a contrast?*
- *Can I make an educated guess about what the word could mean?*
- *If I replace the word with what I think it might mean, does the sentence make sense with the topic or purpose of the paragraph?*

For independent practice, have partners choose another paragraph that includes one or two unfamiliar words. Have them use the questions above to search for context clues that will help them figure out the meaning of the unfamiliar words.

Use Multiple-Meaning Words to Highlight Context   10–15 minutes

- Explain to students that context clues can help readers clarify the intended meaning of a multiple-meaning word. Say, *Although looking up a word in a dictionary can be helpful, it can sometimes be hard to know which meaning was used in the text when a word has several definitions.*

- Display a list of multiple-meaning words. Then provide sentences using varied meanings for the words.

fan	The <u>fan</u> cheered for her team.	There was only a <u>fan</u> to keep us cool.
fry	The <u>fry</u> swim downstream right after hatching.	My dad will <u>fry</u> potatoes for dinner.
lap	I held the plate in my <u>lap</u>.	We ran one <u>lap</u> around the track.
strike	Watch the hammer <u>strike</u> the nail.	That pitch looks like a <u>strike</u>.

- Discuss how the context clues in each sentence clarify the intended meaning of the word. Provide independent practice by suggesting other multiple-meaning words and asking students to give oral sentences that make each of the word meanings clear. Then ask students to choose one word and draw each of its meanings.

Check for Understanding

If you observe…	Then try…
difficulty using context to define an unfamiliar word	confirming that students have sufficient background knowledge to understand the context. Ask students to briefly summarize the paragraph in their own words. Correct any misunderstandings, and proceed to model using the context to define the unfamiliar word.
errors in determining word meanings based on context	substituting students' definitions for the unfamiliar word, and verifying whether the inserted meaning makes sense.

A

Number Correct: _____

Divide Whole Numbers by Fractions and Fractions by Whole Numbers

1.	$^1/_2 \div 2 =$		23.	$4 \div {}^1/_4 =$	
2.	$^1/_2 \div 3 =$		24.	$^1/_3 \div 3 =$	
3.	$^1/_2 \div 4 =$		25.	$^2/_3 \div 3 =$	
4.	$^1/_2 \div 7 =$		26.	$^1/_4 \div 2 =$	
5.	$7 \div {}^1/_2 =$		27.	$^3/_4 \div 2 =$	
6.	$6 \div {}^1/_2 =$		28.	$^1/_5 \div 2 =$	
7.	$5 \div {}^1/_2 =$		29.	$^3/_5 \div 2 =$	
8.	$3 \div {}^1/_2 =$		30.	$^1/_6 \div 2 =$	
9.	$2 \div {}^1/_5 =$		31.	$^5/_6 \div 2 =$	
10.	$3 \div {}^1/_5 =$		32.	$^5/_6 \div 3 =$	
11.	$4 \div {}^1/_5 =$		33.	$^1/_6 \div 3 =$	
12.	$7 \div {}^1/_5 =$		34.	$3 \div {}^1/_6 =$	
13.	$^1/_5 \div 7 =$		35.	$6 \div {}^1/_6 =$	
14.	$^1/_3 \div 2 =$		36.	$7 \div {}^1/_7 =$	
15.	$2 \div {}^1/_3 =$		37.	$8 \div {}^1/_8 =$	
16.	$^1/_4 \div 2 =$		38.	$9 \div {}^1/_9 =$	
17.	$2 \div {}^1/_4 =$		39.	$^1/_8 \div 7 =$	
18.	$^1/_5 \div 2 =$		40.	$9 \div {}^1/_8 =$	
19.	$2 \div {}^1/_5 =$		41.	$^1/_8 \div 7 =$	
20.	$3 \div {}^1/_4 =$		42.	$7 \div {}^1/_6 =$	
21.	$^1/_4 \div 3 =$		43.	$9 \div {}^1/_7 =$	
22.	$^1/_4 \div 4 =$		44.	$^1/_8 \div 9 =$	

EUREKA MATH™

Lesson 18: Draw rectangles and rhombuses to clarify their attributes, and define rectangles and rhombuses based on those attributes.

7

B

Divide Whole Numbers by Fractions and Fractions by Whole Numbers

1.	$1/2 \div 2 =$		23.	$3 \div 1/3 =$	
2.	$1/5 \div 3 =$		24.	$1/4 \div 4 =$	
3.	$1/5 \div 4 =$		25.	$3/4 \div 4 =$	
4.	$1/5 \div 7 =$		26.	$1/3 \div 3 =$	
5.	$7 \div 1/5 =$		27.	$2/3 \div 3 =$	
6.	$6 \div 1/5 =$		28.	$1/6 \div 2 =$	
7.	$5 \div 1/5 =$		29.	$5/6 \div 2 =$	
8.	$3 \div 1/5 =$		30.	$1/5 \div 5 =$	
9.	$2 \div 1/2 =$		31.	$3/5 \div 5 =$	
10.	$3 \div 1/2 =$		32.	$3/5 \div 4 =$	
11.	$4 \div 1/2 =$		33.	$1/5 \div 6 =$	
12.	$7 \div 1/2 =$		34.	$6 \div 1/5 =$	
13.	$1/2 \div 7 =$		35.	$6 \div 1/4 =$	
14.	$1/4 \div 2 =$		36.	$7 \div 1/6 =$	
15.	$2 \div 1/4 =$		37.	$8 \div 1/7 =$	
16.	$1/3 \div 2 =$		38.	$9 \div 1/8 =$	
17.	$2 \div 1/3 =$		39.	$1/8 \div 8 =$	
18.	$1/2 \div 2 =$		40.	$9 \div 1/9 =$	
19.	$2 \div 1/2 =$		41.	$1/9 \div 8 =$	
20.	$4 \div 1/3 =$		42.	$7 \div 1/7 =$	
21.	$1/3 \div 4 =$		43.	$9 \div 1/6 =$	
22.	$1/3 \div 3 =$		44.	$1/8 \div 6 =$	

EUREKA MATH™
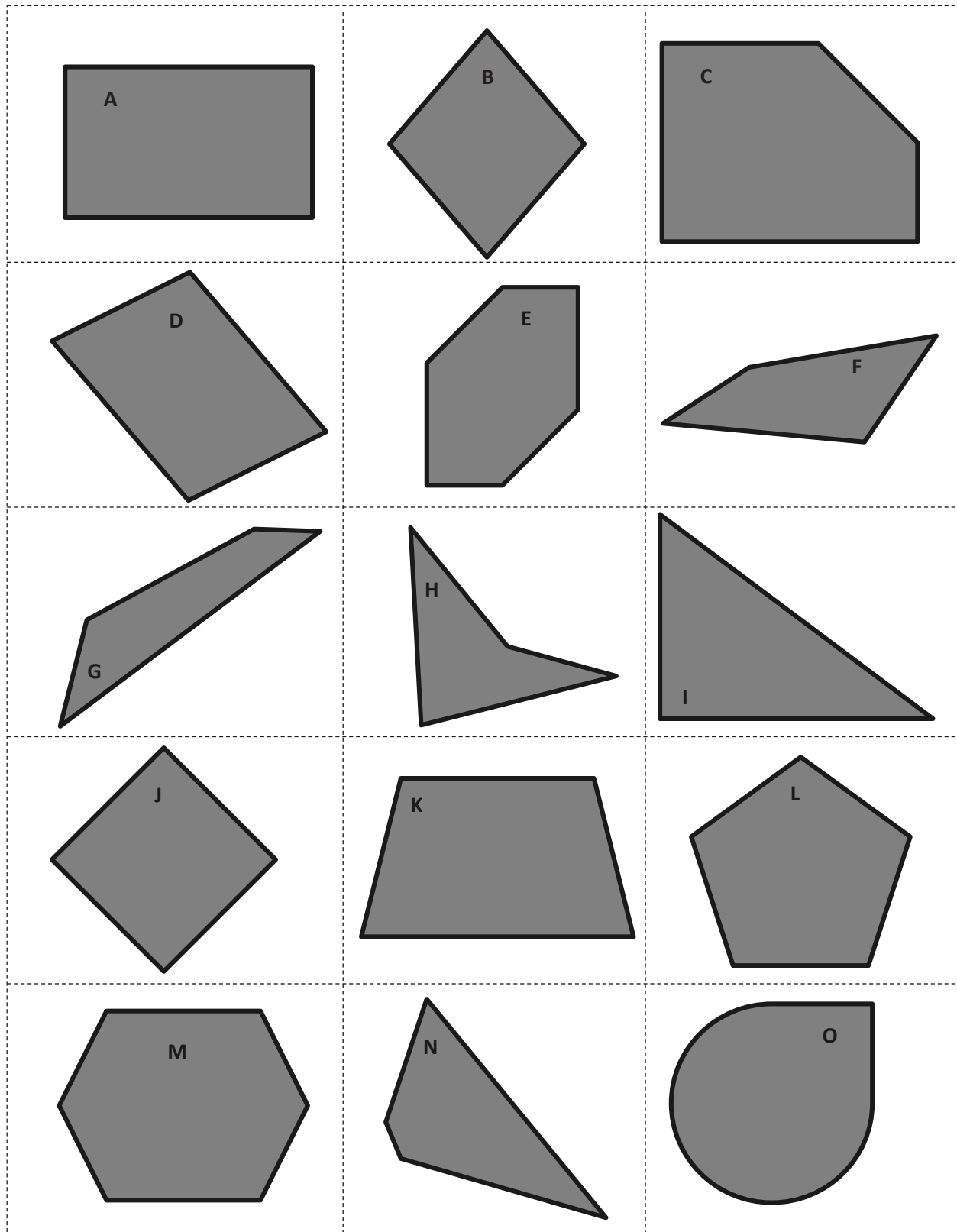
Video Lesson

Name _____   Date _____

1. Draw a pair of parallel lines in each box. Then, use the parallel lines to draw a trapezoid with the following:

a. No right angles.	b. Only 1 obtuse angle.
c. 2 obtuse angles.	d. At least 1 right angle.

EUREKA MATH

Lesson 16:   Draw trapezoids to clarify their attributes, and define trapezoids based on those attributes.

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2. Use the trapezoids you drew to complete the tasks below.

   a. Measure the angles of the trapezoid with your protractor, and record the measurements on the figures.

   b. Use a marker or crayon to circle pairs of angles inside each trapezoid with a sum equal to 180°. Use a different color for each pair.

3. List the properties that are shared by all the trapezoids that you worked with today.

4. When can a quadrilateral also be called a trapezoid?

5. Follow the directions to draw one last trapezoid.

   a. Draw a segment $\overline{AB}$ parallel to the bottom of this page that is 5 cm long.

   b. Draw two 55° angles with vertices at A and B so that an isosceles triangle is formed with $\overline{AB}$ as the base of the triangle.

   c. Label the top vertex of your triangle as C.

   d. Use your set square to draw a line parallel to $\overline{AB}$ that intersects both $\overline{AC}$ and $\overline{BC}$.

   e. Shade the trapezoid that you drew.

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Lesson 16: Draw trapezoids to clarify their attributes, and define trapezoids based on those attributes.

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Answer Key

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

collection of polygons

Lesson 16: Draw trapezoids to clarify their attributes, and define trapezoids based on those attributes.

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EUREKA
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Video Lesson

Name _____   Date _____

1. Draw a parallelogram in each box with the attributes listed.

a. No right angles.	b. At least 2 right angles.
c. Equal sides with no right angles.	**d. All sides equal with at least 2 right angles.**

EUREKA MATH

Lesson 17:   Draw parallelograms to clarify their attributes, and define
parallelograms based on those attributes.

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2. Use the parallelograms you drew to complete the tasks below.

   a. Measure the angles of the parallelogram with your protractor, and record the measurements on the figures.

   b. Use a marker or crayon to circle pairs of angles inside each parallelogram with a sum equal to 180°. Use a different color for each pair.

3. Draw another parallelogram below.

   a. Draw the diagonals, and measure their lengths. Record the measurements to the side of your figure.

   b. Measure the length of each of the four segments of the diagonals from the vertices to the point of intersection of the diagonals. Color the segments that have the same length the same color. What do you notice?

4. List the properties that are shared by all of the parallelograms that you worked with today.

   a. When can a quadrilateral also be called a parallelogram?

   b. When can a trapezoid also be called a parallelogram?

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Lesson 17:   Draw parallelograms to clarify their attributes, and define
             parallelograms based on those attributes.

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Answer Key

Ava drew the quadrilateral shown and called it a trapezoid. Adam said Ava is wrong. Explain how a set square can be used to determine who is correct. Support your answer using the properties of trapezoids.

Read   Draw   Write

EUREKA MATH®

Lesson 17:   Draw parallelograms to clarify their attributes, and define
                    parallelograms based on those attributes.

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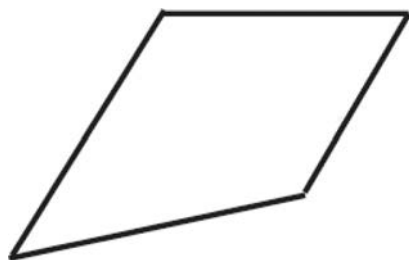
Name _____   Video Lesson _____   Date _____

1. Draw the figures in each box with the attributes listed.

a. Rhombus with no right angles	b. Rectangle with not all sides equal
c. Rhombus with 1 right angle	d. Rectangle with all sides equal

2. Use the figures you drew to complete the tasks below.

a. Measure the angles of the figures with your protractor, and record the measurements on the figures.

b. Use a marker or crayon to circle pairs of angles inside each figure with a sum equal to 180°. Use a different color for each pair.

EUREKA MATH

Lesson 18:   Draw rectangles and rhombuses to clarify their attributes, and define rectangles and rhombuses based on those attributes.

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3. Draw a rhombus and a rectangle below.

    a. Draw the diagonals, and measure their lengths. Record the measurements on the figure.

    b. Measure the length of each segment of the diagonals from the vertex to the intersection point of the diagonals. Using a marker or crayon, color segments that have the same length. Use a different color for each different length.

4. a. List the properties that are shared by all of the rhombuses that you worked with today.

    b. List the properties that are shared by all of the rectangles that you worked with today.

    c. When can a trapezoid also be called a rhombus?

    d. When can a parallelogram also be called a rectangle?

    e. When can a quadrilateral also be called a rhombus?

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Lesson 18:   Draw rectangles and rhombuses to clarify their attributes, and define
rectangles and rhombuses based on those attributes.

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Answer Key

Name _____   Video Lesson   Date _____

1. True or false. If the statement is false, rewrite it to make it true.

	T	F
a. All trapezoids are quadrilaterals.		
b. All parallelograms are rhombuses.		
c. All squares are trapezoids.		
d. All rectangles are squares.		
e. Rectangles are always parallelograms.		
f. All parallelograms are trapezoids.		
g. All rhombuses are rectangles.		
h. Kites are never rhombuses.		
i. All squares are kites.		
j. All kites are squares.		
k. All rhombuses are squares.		

EUREKA
MATH™

Lesson 20:   Classify two-dimensional figures in a hierarchy based on properties.

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2. Fill in the blanks.

   a. *ABCD* is a trapezoid. Find the measurements listed below.

      ∠*A* = _____ °

      ∠*D* = _____ °

      What other names does this figure have?
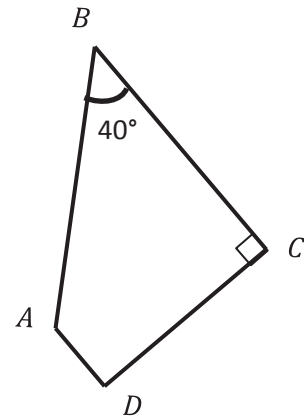
   b. *RECT* is a rectangle. Find the measurements listed below.

      Line *TE* = _____

      Line *RC* = _____

      Line *CT* = _____

      ∠*ERM* = _____ °

      ∠*CTR* = _____ °

      What other names does this figure have?

      11 inches

      13 inches

      35°
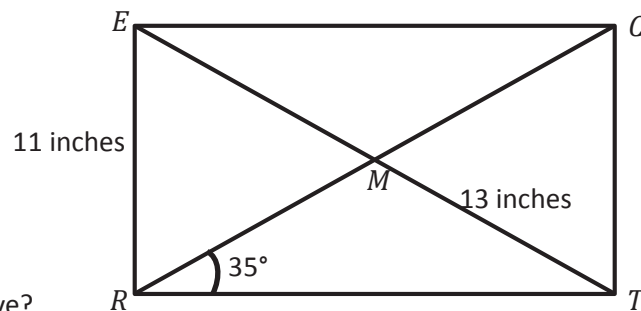
   c. *PARL* is a parallelogram. Find the measurements listed below.

      Line *AL* = _____

      Line *PR* = _____

      ∠*ARL* = _____ °

      ∠*PAR* = _____ °

      ∠*RLP* = _____ °

      What other names does this figure have?

      9 cm

      8 cm

      25°

      50°

Lesson 20:   Classify two-dimensional figures in a hierarchy based on properties.

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Answer Key

A
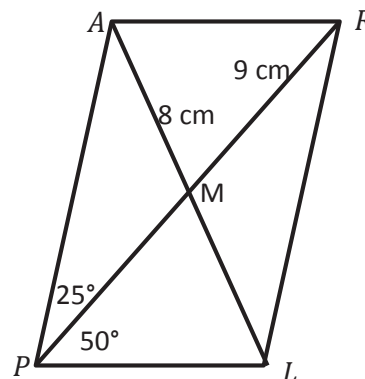
Number Correct: _____

Divide by Multiples of 10 and 100

1.	30 ÷ 10 =		23.	480 ÷ 4 =	
2.	430 ÷ 10 =		24.	480 ÷ 40 =	
3.	4,300 ÷ 10 =		25.	6,300 ÷ 3 =	
4.	4,300 ÷ 100 =		26.	6,300 ÷ 30 =	
5.	43,000 ÷ 100 =		27.	6,300 ÷ 300 =	
6.	50 ÷ 10 =		28.	8,400 ÷ 2 =	
7.	850 ÷ 10 =		29.	8,400 ÷ 20 =	
8.	8,500 ÷ 10 =		30.	8,400 ÷ 200 =	
9.	8,500 ÷ 100 =		31.	96,000 ÷ 3 =	
10.	85,000 ÷ 100 =		32.	96,000 ÷ 300 =	
11.	600 ÷ 10 =		33.	96,000 ÷ 30 =	
12.	60 ÷ 3 =		34.	900 ÷ 30 =	
13.	600 ÷ 30 =		35.	1,200 ÷ 30 =	
14.	4,000 ÷ 100 =		36.	1,290 ÷ 30 =	
15.	40 ÷ 2 =		37.	1,800 ÷ 300 =	
16.	4,000 ÷ 200 =		38.	8,000 ÷ 200 =	
17.	240 ÷ 10 =		39.	12,000 ÷ 200 =	
18.	24 ÷ 2 =		40.	12,800 ÷ 200 =	
19.	240 ÷ 20 =		41.	2,240 ÷ 70 =	
20.	3,600 ÷ 100 =		42.	18,400 ÷ 800 =	
21.	36 ÷ 3 =		43.	21,600 ÷ 90 =	
22.	3,600 ÷ 300 =		44.	25,200 ÷ 600 =	

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Lesson 21: Draw and identify varied two-dimensional figures from given attributes.

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B

Divide by Multiples of 10 and 100

1.	$20 \div 10 =$		23.	$840 \div 4 =$	
2.	$420 \div 10 =$		24.	$840 \div 40 =$	
3.	$4,200 \div 10 =$		25.	$3,600 \div 3 =$	
4.	$4,200 \div 100 =$		26.	$3,600 \div 30 =$	
5.	$42,000 \div 100 =$		27.	$3,600 \div 300 =$	
6.	$40 \div 10 =$		28.	$4,800 \div 2 =$	
7.	$840 \div 10 =$		29.	$4,800 \div 20 =$	
8.	$8,400 \div 10 =$		30.	$4,800 \div 200 =$	
9.	$8,400 \div 100 =$		31.	$69,000 \div 3 =$	
10.	$84,000 \div 100 =$		32.	$69,000 \div 300 =$	
11.	$900 \div 10 =$		33.	$69,000 \div 30 =$	
12.	$90 \div 3 =$		34.	$800 \div 40 =$	
13.	$900 \div 30 =$		35.	$1,200 \div 40 =$	
14.	$6,000 \div 100 =$		36.	$1,280 \div 40 =$	
15.	$60 \div 2 =$		37.	$1,600 \div 400 =$	
16.	$6,000 \div 200 =$		38.	$8,000 \div 200 =$	
17.	$240 \div 10 =$		39.	$14,000 \div 200 =$	
18.	$24 \div 2 =$		40.	$14,600 \div 200 =$	
19.	$240 \div 20 =$		41.	$2,560 \div 80 =$	
20.	$6,300 \div 100 =$		42.	$16,100 \div 700 =$	
21.	$63 \div 3 =$		43.	$14,400 \div 60 =$	
22.	$6,300 \div 300 =$		44.	$37,800 \div 900 =$	

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Lesson 21: Draw and identify varied two-dimensional figures from given attributes.

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Lesson Video

2. John says that because rhombuses do not have perpendicular sides, they cannot be rectangles. Explain his error in thinking.

3. Jack says that because kites do not have parallel sides, a square is not a kite. Explain his error in thinking.
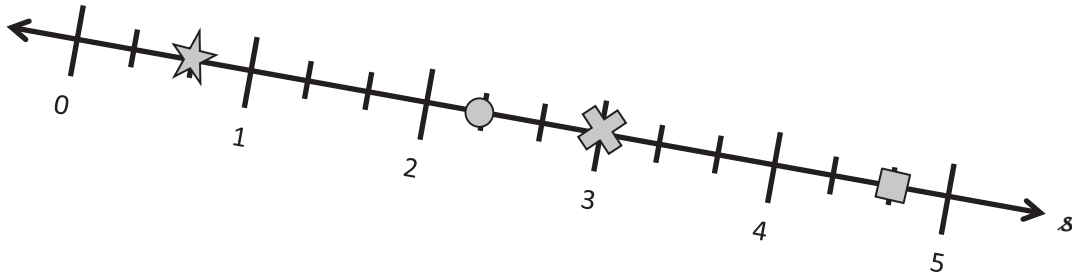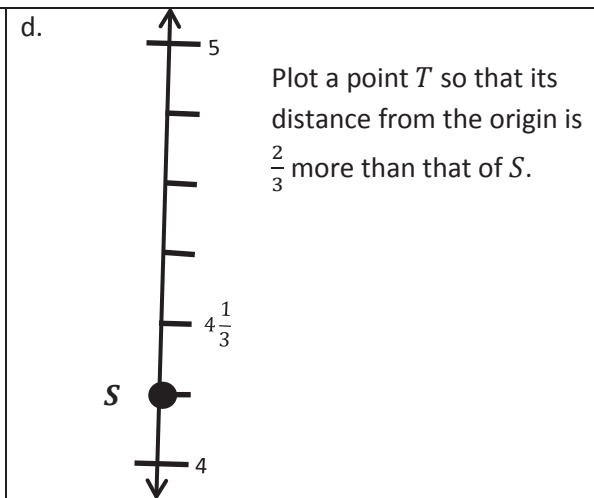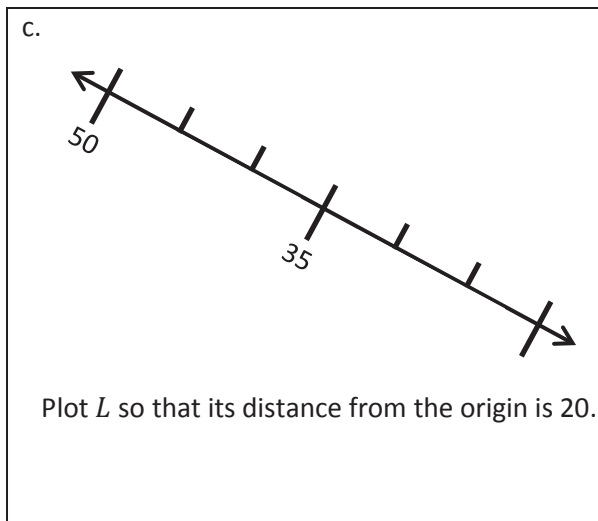
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Lesson 21:   Draw and identify varied two-dimensional figures from given attributes.

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Name _____   Date _____

1. Each shape was placed at a point on the number line s. Give the coordinate of each point below.

    a. ✕ _____

    c. ⬤ _____

    b. ☆ _____

    d. ◼ _____

    Video Lesson

2. Plot the points on the number lines.

a.	b.
Plot A so that its distance from the origin is 2.	Plot R so that its distance from the origin is $\frac{5}{2}$.

c.	d.
Plot L so that its distance from the origin is 20.	Plot a point T so that its distance from the origin is $\frac{2}{3}$ more than that of S.
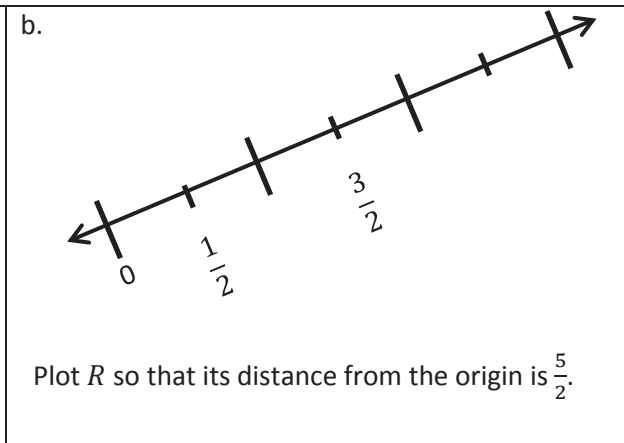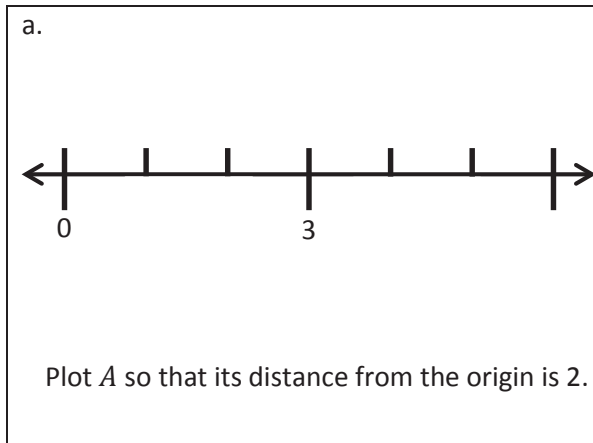
3. Number line g is labeled from 0 to 6. Use number line g below to answer the questions.

a. Plot point A at $\frac{3}{4}$.

b. Label a point that lies at $4\frac{1}{2}$ as B.

c. Label a point, C, whose distance from zero is 5 more than that of A.

    The coordinate of C is _____.

d. Plot a point, D, whose distance from zero is $1\frac{1}{4}$ less than that of B.

    The coordinate of D is _____.

e. The distance of E from zero is $1\frac{3}{4}$ more than that of D. Plot point E.

f. What is the coordinate of the point that lies halfway between A and D? _____
    Label this point F.

4. Mrs. Fan asked her fifth-grade class to create a number line. Lenox created the number line below:

    Parks said Lenox's number line is wrong because numbers should always increase from left to right. Who is correct? Explain your thinking.

5. A pirate marked the palm tree on his treasure map and buried his treasure 30 feet away. Do you think he will be able to easily find his treasure when he returns? Why or why not? What might he do to make it easier to find?

    Look for the treasure
    30 feet from this tree!

Name _____

Video Lesson

Date _____
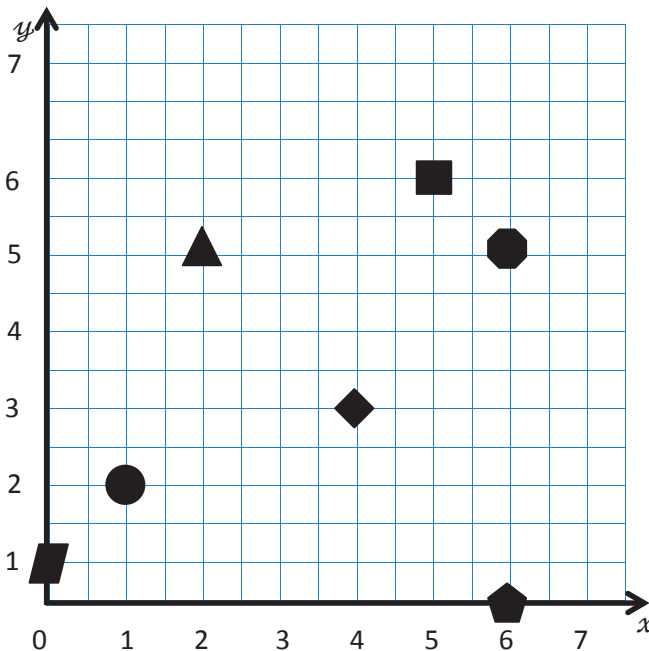
1.

a. Use a set square to draw a line perpendicular to the x-axes through points P, Q, and R. Label the new line as the y-axis.

$\cdot Q$

x

$\bullet P$

R

x

x
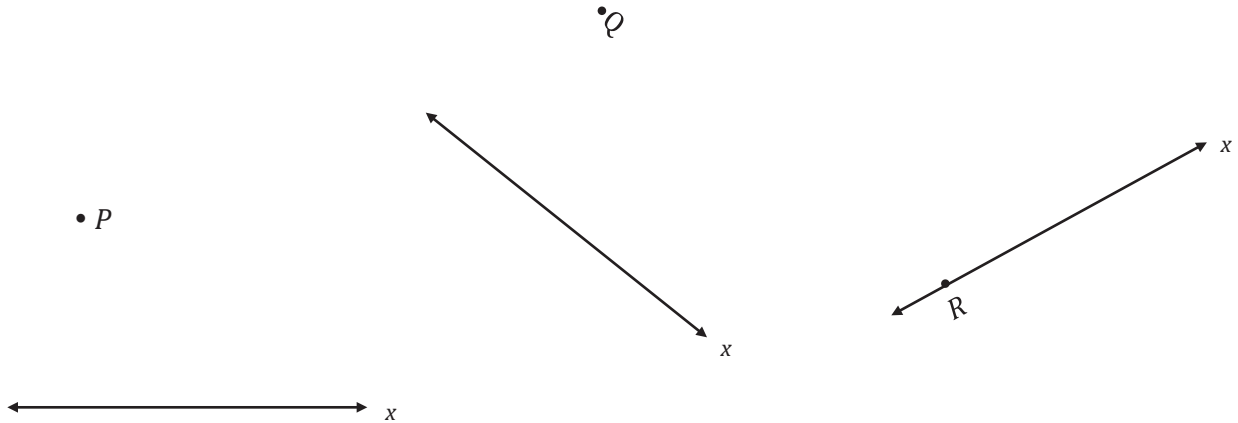
a. Choose one of the sets of perpendicular lines above, and create a coordinate plane. Mark 7 units on each axis, and label them as whole numbers.

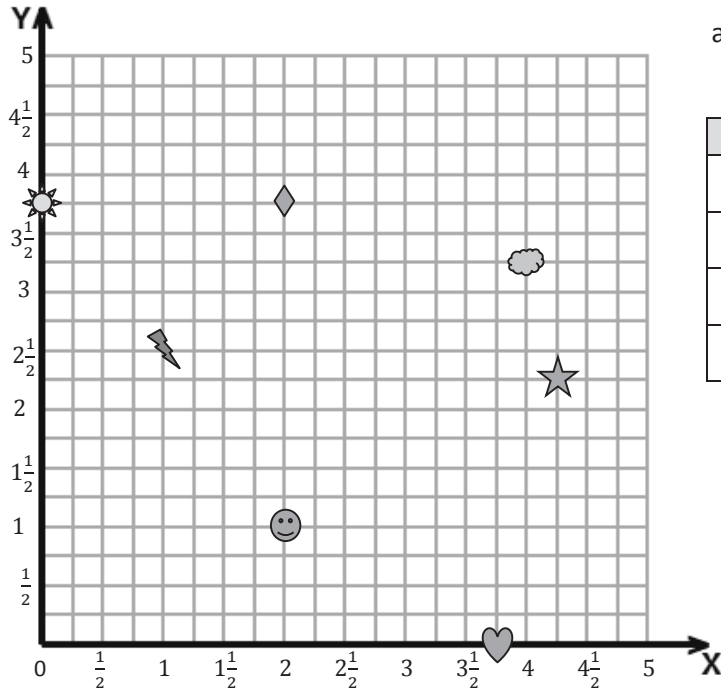2. Use the coordinate plane to answer the following.

a. Name the shape at each location.

x-coordinate	y-coordinate	Shape
2	5	
1	2	
5	6	
6	5	

b. Which shape is 2 units from the y-axis?

c. Which shape has an x-coordinate of 0?

d. Which shape is 4 units from the y-axis and 3 units from the x-axis?

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3. Use the coordinate plane to answer the following.

a. Fill in the blanks.

Shape	x-coordinate	y-coordinate
Smiley Face		
Diamond		
Sun		
Heart		

b. Name the shape whose x-coordinate is $\frac{1}{2}$ more than the value of the heart's x-coordinate.

c. Plot a triangle at (3, 4).

d. Plot a square at $(4\frac{3}{4}, 5)$.

e. Plot an X at $(\frac{1}{2}, \frac{3}{4})$.

4. The pirate's treasure is buried at the ✖ on the map. How could a coordinate plane make describing its location easier?
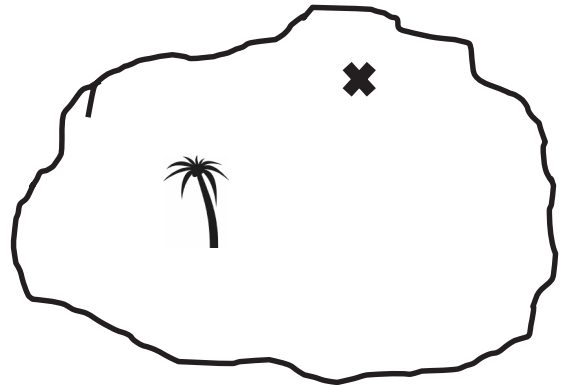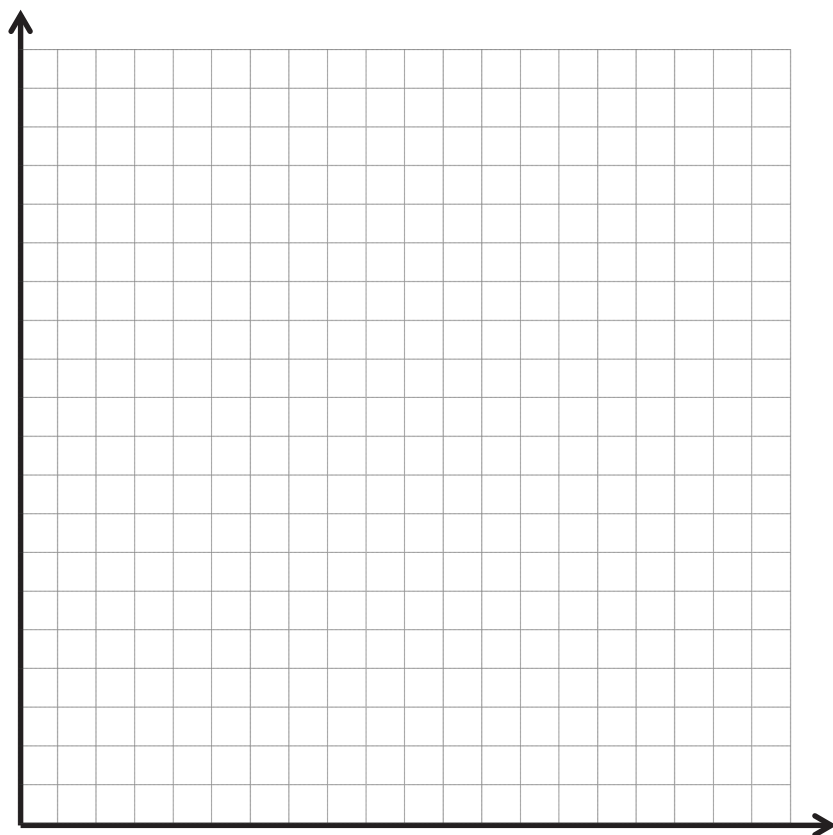
coordinate plane

Week of May 4
How are shadows formed?

Tell how a shadow and the object that makes the shadow are alike and different?

_____

_____

_____

_____

_____

Light Sources

Light is a form of energy. The sun is the primary source of light energy for Earth. A bonfire, a candle, and a street lamp are some other sources of light energy.

Light energy travels as waves in straight lines, as long as nothing is in its way. A **shadow** is an area of partial darkness where light has been blocked by an object.

Do objects such as waxed paper and frosted glass have shadows when they are in the path of light?

_____
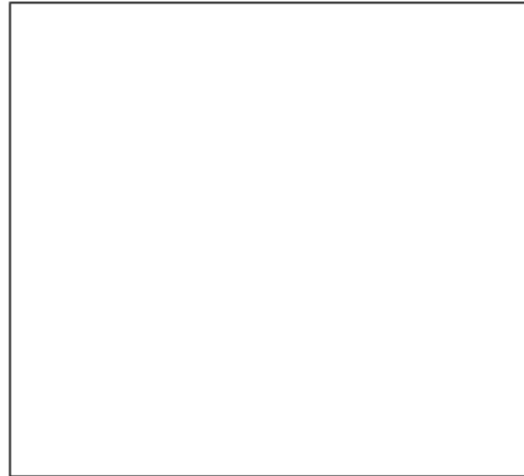
_____

_____

_____

_____

Shadows

If you hold your hand in front of a wall and then shine a flashlight or other light source on your hand, a hand-shaped shadow will show up on the wall. Your hand absorbs or reflects that light and blocks the path of the light rays. A shadow appears where the light rays cannot reach the wall. The size of a shadow can change. If you hold your hand close to the wall and shine the flashlight on it, the shadow will be about the same size as your hand. If you move your hand closer to the light source, the shadow will be larger than your hand.

The angle at which light strikes an object also affects the size of a shadow. Think of your own shadow on a sunny day. Around noon, when the sun is highest in the sky, your shadow is short. Early in the morning or late in the day, the sun is lower in the sky and your shadow is longer.

Cause and Effect Read the paragraph again. Circle what causes
a shadow to form.

Shine a flashlight or other light source on the wall. Move an object that will absorb light forward and backward in front of the light source. Sketch the object's shadow at three different distances. Describe how the size and outline of the object's shadow change.

Week of May 11
Gravity

Non-Contact Forces

For friction to work, two things need to touch. There has to be a contact between two surfaces, or contact with a gas or a liquid. But there are forces that can act at a distance. They work even if the object that is pushing or pulling is not touching the object being pushed or pulled! A force that acts at a distance is called a **non-contact force**. One of these non-contact forces that acts on us every day is gravity.

Does Gravity Affect You? Stand. Stretch your left arm overhead. Leave your right arm at your side. Wait one minute. After one minute, compare the color of the palms of your hands. Share what you notice. What does gravity have to do with what you notice?

_____

_____

_____

_____

Gravity

Every object in the universe exerts a pull on every other object. This force of attraction between any two objects is called gravity. Only the gravity of a large object such as Earth is strong enough to cause effects that we can notice easily. Without gravity, things would not fall. Gravity pulls objects toward Earth's center without touching them.

The weight of an object is just the force of Earth's pull on that object. As an object moves away from Earth, the object weighs less and less because the pull of Earth's gravity becomes weaker and weaker with distance.

Balanced Forces

When you hold a book in your hand, your hand is pushing the book up. At the same time, Earth's gravity is pulling the book down. The two forces push against each other just enough to keep the book from moving.

Two forces of equal strength that combine to act on the same object but in opposite directions are **balanced**. Balanced forces cancel each other out and cannot change the motion of the object.

Several forces can be balanced at the same time. For example, several ropes may pull on a camping tent without causing a change in motion. The total of all the forces acting on a body is called the net force. When the forces acting on a body are balanced, the net force is zero.

Earth's gravity pulls the rocks down.

The ground pushes the rocks up.

Determine Think about two forces acting on the rocks to the left. Explain why the rocks are not moving. Use the words opposite and balanced in your explanation.

_____

_____

_____

_____

_____

_____

_____

_____

5th Grade Social Studies Directions

5th Grade students have two reading activities-one on *Individual Rights vs. Society's Rights* and the second *How Students Make a Difference*.

• For the week of May 4- May 8 students will read the *Individual Rights vs. Society's Rights* and complete the activities at the end of the reading.

• For the week of May 11-May 15 students will complete the *How Students Make a Difference* reading and compete the activities at the end of the reading.

Individual Rights vs. Society's Needs

The Bill of Rights guarantees people the freedom of speech. But that freedom is not without limits. There are times when the needs of society are greater than a person's right to say what he or she wants. How do we guard individual rights while also protecting the needs of all people?

Mary Beth and John Tinker were suspended from school for wearing armbands as a war protest. The original bands were entirely black. The peace signs were added later.

In 1965, John and Mary Beth Tinker, their friend Christopher Eckhardt, and two other students wore black armbands as a sign of protest. John and Christopher were 15, and John's sister Mary Beth was 13. Their country, the United States, was at war in the faraway country of Vietnam. These teenagers wanted the fighting to stop and came up with a method to express their concern. One day, all three arrived at school wearing a strip of black cloth on one arm. They hoped that the black bands would make people think about those who were dying in the war.

Many other students at the school paid little attention to the Tinkers and Eckhardt. A few made fun of them, while others criticized them. One student stood up for them and told the others to leave them alone.
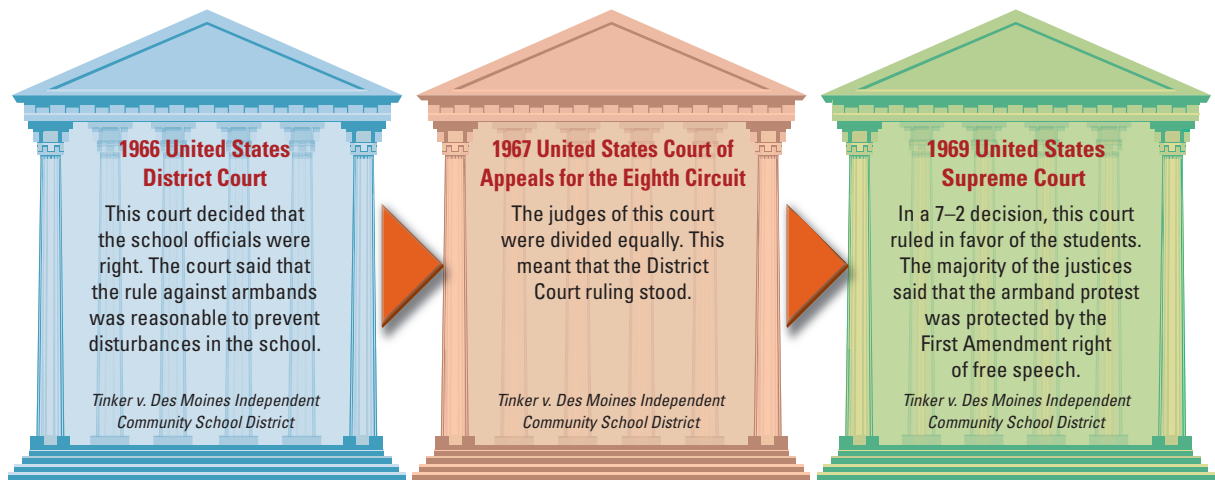
Although Mary Beth's teacher complained of a disruption to his class, most people agreed that this school day progressed much like any other day. However, school officials had a different view. They had found out in advance about the students' plan to wear armbands and thought the protest would cause problems. It might be a distraction in classes, and students might have trouble focusing on their work. To prevent these difficulties, school officials made a new rule that students could not wear armbands to school. When the Tinkers and Eckhardt arrived, school officials asked them to take off the black bands. The students refused, and the officials sent them home. They could not return to school until they came without the armbands.

The Case Moves Through the Courts

1966 United States District Court

This court decided that the school officials were right. The court said that the rule against armbands was reasonable to prevent disturbances in the school.

Tinker v. Des Moines Independent Community School District

1967 United States Court of Appeals for the Eighth Circuit

The judges of this court were divided equally. This meant that the District Court ruling stood.

Tinker v. Des Moines Independent Community School District

1969 United States Supreme Court

In a 7–2 decision, this court ruled in favor of the students. The majority of the justices said that the armband protest was protected by the First Amendment right of free speech.

Tinker v. Des Moines Independent Community School District

The Tinkers and Eckhardt went home, where they stayed for about two weeks. This was the length of time that they had planned to wear the armbands. Then the students took off the bands, ended their protest, and returned to school once more.

The dispute, however, was far from over. The students believed that the school had violated their constitutional rights. They and their parents decided to start a legal case against the school about the students' rights protected by the First Amendment.

Recall that the First Amendment says that government cannot take away certain basic freedoms. Among these is the freedom of speech, which the students thought they were using when wearing the armbands.

It may seem strange to charge that the school had taken away the students' right to free speech, since the Tinkers and Eckhardt had not said a word. But they believed that the First Amendment protects the right to express ideas in many different ways. In fact, the United States Supreme Court had ruled that such actions as waving or saluting to a flag could be thought of as types of speech. These other types were known as symbolic speech.

The case was called *Tinker v. Des Moines School District*. The first court to hear the case was a U.S. District Court, which sided with the school. The Tinkers and Eckhardt **appealed** this decision, so the case moved to a U.S. Court of Appeals. This court was split—half the judges sided with the school and half with the students. So, the students appealed to the United States Supreme Court, which agreed to hear the case in 1968.

Tinker v. Des Moines went through two different courts before it reached the Supreme Court. A case moves from one court to the next if the verdict is appealed.

Mrs. Lorena Tinker (left) supported her daughter, Mary Beth Tinker (right), in the court case.

appeal to request that a case or a decision be reviewed by a higher court

In the 1960s, Americans were divided in their opinions about the Vietnam War. The protesters shown here want the war to end.

The Supreme Court justices had a lot to consider in the Tinker case. The Court had long ago decided that symbols such as black armbands could be viewed as a type of speech. Still, all the justices agreed that there were times when government could limit free speech. Was this such a case? Did the school have the right to tell students that they could not wear armbands in silent protest against a war?

Some justices did not think that the school had this right. Justice Abe Fortas wrote, "It can hardly be argued that either students or teachers shed [give up] their constitutional rights to freedom of speech or expression at the schoolhouse gate."

Justice Fortas agreed that schools might need to limit the freedom of speech at times. But, he wrote, they could only do so when there was real danger of a major disruption. It is not enough, he argued, that schools fear a minor disturbance. "Any word spoken, in class, in the lunchroom, or on the campus . . . may start an argument or cause a disturbance," he wrote. "But our Constitution says we must take this risk."

Justice Fortas also wrote that being able to share ideas—even upsetting ones—is part of how students learn. There would be no true freedom of speech if people could be kept from sharing ideas that might prove troublesome. The actions of the Tinkers and Eckhardt did not get in the way of school activities. The Constitution, Fortas wrote, protected such speech.

Not every justice agreed with Fortas. Justice Potter Stewart thought that children do not have the same rights to freedom of speech as adults. But the strongest argument came from Justice Hugo Black.

Black said that the school had treated the students fairly. "I have never believed," he wrote, "that any person has a right to give speeches or engage in demonstrations where he pleases and when he pleases." Black believed that students should be limited in what they can say in class. He stated that the purpose of schools is to teach children. School is not, Black wrote, a place for children to share their own views.

Justice Black agreed that the armbands caused few problems at the school. But he said that the school still had a good reason to outlaw them, since even a mild disruption was too much. "I think the record overwhelmingly shows that the armbands did exactly what the elected school officials and principals foresaw they would," he wrote. The protest "took the students' minds off their class work and diverted them to thoughts about the highly emotional subject of the Vietnam War." School discipline was already lacking in the country, Black wrote. If the Court supported the armband protest, "some students . . . will be ready, able and willing to defy their teachers on practically all orders."

Justices Fortas and Black had strong opinions in this case. But what did the other justices think? How did the Supreme Court rule in *Tinker v. Des Moines School District*?

In the end, seven justices sided with the students, while the other two voted in favor of the school. The Tinkers and Eckhardt had won their case.

The Court's ruling in 1969 affected more than the Tinkers and Eckhardt. It meant that all American students, everywhere, have the right to freedom of speech. Although this freedom has limits, the Constitution protects a young person's right to share his or her views in a calm and peaceful way. ◆

Tinker v. Des Moines paved the way for future generations of students. Today, students continue to express their opinions in and out of school.

Several people had different opinions about the *Tinker v. Des Moines School District* case. Write a sentence giving the point of view of each person or group listed below. Use a first-person pronoun (*I* or *we*) to write as though you were the person named.

1. Mary Beth Tinker, John Tinker, and Christopher Eckhardt

2. School Officials

3. United States District Court Judge

4. United States Court of Appeals

5. Supreme Court Justice Abe Fortas

6. Supreme Court Justice Hugo Black

Which of the opinions above do you most agree with? Why?

How Students Make a Difference

Every year, students from around the United States work with other people to make their communities better places to live. Many of these students find a problem that they are interested in and learn more about it before they take action. What can you do in your community to make a difference?

inquiry the act of asking questions to get information

Homeless people sometimes need help from other people. What can you do to help them?

Planning an Inquiry

One cold evening in December, Melissa and her family were out shopping. As they walked down the street together, Melissa began to notice that there were many people sitting on the streets in the cold. Many of the people she saw were wearing clothes that were not thick enough to keep them warm in the cold winter air. Melissa didn't understand why these people didn't have coats as warm as hers, or why they didn't have a warm place where they could go.

When she got home that evening, Melissa began to think about what she saw. She wanted to learn more about this issue and began to plan an **inquiry,** or investigation, of how she could help. She began her inquiry by asking her parents, "Can I help the homeless?" Her parents told her that she could help the homeless in many different ways. Melissa realized that she hadn't asked the right question to get the answer she wanted.

Melissa decided that she needed to change the question she was asking. She thought that she should ask a question that needed more than a "yes" or "no" answer. So she tried to make one that began with a word like "who," "why," or "what". Melissa decided that her question was "What can I do to help the homeless in my city?"

This question seemed difficult to answer. To find out the answer to her question, she first decided to ask other questions. She needed to know "why are some people homeless?", "what does the government do to help people who don't have homes?", and "what are some difficulties that people who live on the street face?" By answering these questions, Melissa believed she would be able to find a way to help people who are homeless.

Melissa began her search for answers by watching the news to find out why some people lived on the streets. One news program she watched explained that people were homeless because they didn't work. However, when she watched a different news program, she got a different answer. This news program explained that some people are homeless because they have nowhere else to go.

These news programs disagreed on the subject, and she didn't know which news program had correct information about homeless people. Instead she decided to research facts about the subject on her own. She went to the local library and began to read many different books about the problem. She found out that there were many reasons why people were homeless, but most of the books said that many people are homeless because they cannot afford a place to live. Since so many of these sources agreed, she believed that they were more reliable than the news.

Using the computers at the library, Melissa tried to find out how the government helps people who don't have homes. She explored different government Web sites, and she found out that many different states ran shelters where homeless people could stay, while other places provided cheap places to live.

Melissa also began to research difficulties that homeless people faced. She found that during winter, many homeless people have a very difficult time staying warm and safe. Many do not have enough warm clothing. Some even get very sick. Melissa decided that this problem was the answer to her question about how she could make a difference. She could collect coats and jackets and give them to people without homes so that they could stay warm.

Donation boxes, like this one, can be used to collect coats at many different places. What other goods can someone donate?

donate to give money or goods to someone who needs it

Taking Informed Action

After finishing her research at the library, Melissa went home to think about the different ways that she could collect coats for the homeless. She began by asking her parents if they had any coats or jackets that they no longer use. Melissa also told her friends to ask their parents if they had coats that they could **donate** as well. She donated these coats to her local homeless shelter.

When Melissa went back to the homeless shelter, many more people there still did not have warm clothing. She knew that she could do more to help the homeless in her community. Melissa talked with her classmates, and they began to discuss different ways that they could help even more people. After they had thought of a few different options, they voted on creating bins where people could donate their used coats. They put these donation bins at school and asked their entire school to bring coats that their families no longer used.

To get the rest of their community involved, Melissa and her classmates also went to city hall. Together, they talked to people about the difficulties many homeless people faced because they didn't have warm clothing. They also talked about how having donation bins for coats at public places could help make the community better.

Melissa's efforts eventually paid off. The city set up bins at different places around her town, even at city hall. People began to bring coats in, and soon many people had warm clothing that they could wear. She made a difference in her community.

Melissa's actions made an important difference in her community, but she also knew that many other communities might have homeless people who do not have enough warm clothing to wear. Melissa decided that she could help these communities like she had helped her own.

Knowing that a group of people can make larger changes than just one person, Melissa decided to create an organization that would help people around her state. Her organization began by raising money. Melissa created bake sales and lemonade stands. Members of the organization chose to volunteer by baking goods or working at the stand. The money they made was used to buy new coats to donate to other cities around the state. These volunteers also used the money to buy and to create new donation bins. These bins could be set up in other cities around her state so that even more people could donate.

Her organization also tried to get the government involved in providing warm clothing for people. She began by having volunteers write letters to different state leaders around the United States. In the letters, they wrote about the importance of providing warm clothing for the homeless and how it could improve the communities around the nation. She also spoke out about why the government needed to help provide money and assistance to people in need.

Melissa's project started as a small idea to improve her community. With her hard work, however, it grew into something that made a big difference beyond her community. ◆

Volunteers allow an organization to help many people. How can you volunteer to help other people?

Give two specific examples of how Melissa fulfilled each step of the inquiry process outlined below.

Asking Questions

Gathering and Evaluating Sources

Taking Informed Action

At Home Activities and Resources for Families (English Language Development)

Greetings dear parent/guardian. Thank you for supporting your child's learning at home. The resources provided in this packet will provide your child with additional opportunities to practice English language development skills through different vocabulary, grammar, and reading skills.

Each packet has stories to read in English with questions and vocabulary activities. You do not need to print any activities as responses can be written on a separate sheet of paper.

Thank you again for your enthusiasm and willingness to do activities with your child at home.

Actividades en el hogar y recursos para familias (Desarrollo del idioma inglés)

Saludos querido padre/tutor. Gracias por apoyar el aprendizaje de su hijo en casa. Los recursos en este paquete le brindarán a su hijo oportunidades para practicar su desarrollo del inglés a través de diferentes actividades de vocabulario, gramática y lectura.

Cada paquete tiene historias para leer en inglés con preguntas y actividades de vocabulario. No necesita imprimir ninguna actividad, ya que las respuestas pueden escribirse en una hoja de papel por separado.

Gracias nuevamente por su entusiasmo en completar las actividades con su hijo en casa.

A Soccer Misunderstanding

by Gina Montague

Name: _____

A Soccer Misunderstanding

Written by Gina Montague
Illustrated by Jeff Harvey

Shauna ran across the soccer field toward her best friend, Ryan, who was heading toward the goal with the ball. But when she was almost close enough to swipe the ball, Ryan tripped over something and fell onto the grass.

She was about to ask Ryan if he was okay when he got up quickly and dusted himself off, glaring at her.

Shauna was surprised by the look on Ryan's face. It took her a moment to comprehend that he must think she had tripped him. She told him that she didn't trip him, but he didn't seem to believe her. Playing after-school soccer was usually Shauna's favorite part of the day, but Ryan ruined it by being mean to her for the rest of the afternoon.

When Shauna got home, she felt so awful that she walked straight to her room without even saying hello to her mom. She didn't know what to do. Ryan was her best friend, and she didn't want their friendship to end because of something she didn't even do.

So, before school the next day, Shauna waited outside Ryan's house until he came out to walk to school.

Before Ryan could say anything, Shauna took a deep breath and started talking. "I promise I didn't trip you, and it really hurt my feelings that you thought that I did."

Ryan was quiet for a moment, looking at the ground between them. "I know—I was just mad that I tripped. I didn't mean to hurt your feelings. Can we still be friends?"

Shauna grinned, relieved that Ryan wasn't still mad at her. "Okay, but next time you trip, get mad at the ground instead of me!"

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When Ryan looked up and saw her smile, he smiled, too.

"Deal!"

Shauna was glad to have her best friend back.

Imagine Learning®

Name _____

Story Map

Title

Characters	Setting

$\longleftrightarrow$

Problem

Plot/Events

Solution

Imagine Learning®

The Exploding Mountain

by Marnae Wilson

Name: _____

The Exploding Mountain

Lesson 123

Paired with *Create a Timeline—Advanced*

Written by Marnae Wilson
Illustrated by Jim Madsen

Lexile®: 940L, 410 words
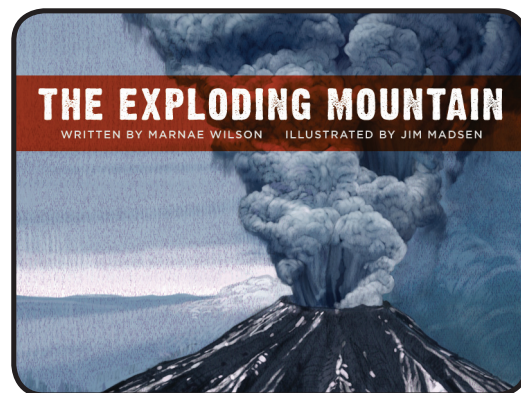
Background

It was the biggest volcanic eruption in the history of the United States. It caused the largest landslide ever recorded. And it was more powerful than the strongest atomic bomb. We're talking about the eruption of Mount St. Helens in the northwestern part of the United States.

The mountain exploded on May 18, 1980, but for several months before that there were signs it was going to erupt. Let's look at a timeline and see what led to the eruption and what happened afterwards.

| March 20 | March 27 | April 4 | April 28 | May 18 |
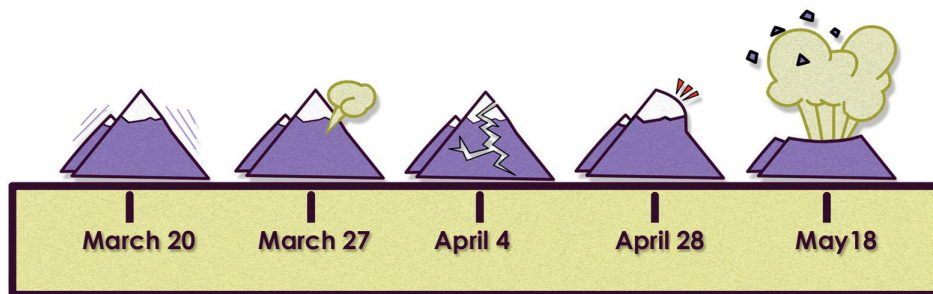
Early Signs

Before 1980, Mount St. Helens had been sitting quietly for more than 100 years. Then, on March 20, there was a large earthquake on the mountain. This earthquake was followed by many more small earthquakes—as many as fifteen per hour.

The earthquakes caused the snow on Mount St. Helens to slide— creating avalanches that were so dangerous that no one was allowed to climb near the snow fields.

As scientists watched the earthquakes, they began to suspect that the mountain was preparing to erupt. By March 27, ash and steam started shooting out of the top of the mountain.

Then, in the first week of April, cracks and craters in the mountain were seen by airplanes flying nearby. Officials decided to move all people out of the area in case there was an eruption.

Imagine Learning®

By the end of April, scientists could see that the whole north side of the mountain was beginning to bulge out. Hot, melted rock called magma was building up inside the mountain and pushing out. And ash and smoke kept exploding from the craters and cracks on the mountain.

Then things seemed to quiet down. People thought it was safe to get close to the mountain. But all through May the bulge kept getting bigger.

Eruption

On May 18, Mount St. Helens exploded. First, a strong earthquake shook the mountain, causing a huge landslide of dirt and rocks. Then the bulge that had been building burst open. The blast from the explosion knocked down all the trees in the area.

The eruption continued for 9 hours, killing 57 people and more than 7000 large animals. Ash from the explosions coated towns 200 miles away.

Mount St. Helens is now about 1000 feet shorter than it used to be, and the area around it is mostly empty and gray. But it's not sitting quietly. Earthquakes, ash, and new bulges in its craters still keep scientists watching the huge volcano.

Imagine Learning®

Name: _____

Main Idea and Supporting Detail: **The Exploding Mountain**

✳ Directions: Fill in the empty boxes, and then write a summary of the article.

Mount St. Helens
The largest volcano in the United States

- Before the eruption
  - Bulge caused by magma
  - Avalanches
  - Earthquakes
  - Cracks
- During the eruption
- After the eruption

My summary of the article

Imagine Learning®

THE EXPLODING MOUNTAIN
WRITTEN BY MARNIE WILSON
ILLUSTRATED BY JIM MADSEN

Nombre _____ Fecha _____

Instrucciones: Lee el pasaje y responde las preguntas. Escribe tus respuestas en una hoja de papel aparte o en el reverso de esta hoja.

Una pequeña aventura

1   Mientras Ian miraba por la ventana, el enorme muelle se fue reduciendo rápidamente en la distancia. El gran transbordador se dirigía mar abierto hacia la isla de Beacon. Apoyó la cabeza contra la ventana y observó el mar arremolinándose debajo.

2   Mientras navegaba, Ian se quitó el grueso abrigo, se instaló en la butaca acolchada y se bebió el chocolate caliente que su madre le había comprado en la cafetería del barco. Era su sexto viaje con su madre para registrar la población de focas de la isla. Le gustaban estos viajes y estaba orgulloso de ayudarla en su trabajo. Estaba pensando en hacerse biólogo marino él también.

3   Horas más tarde, tras de un largo día caminando por las playas, Ian ansiaba sentarse a descansar en el ferri de regreso. Pero volviendo de la boletería, su madre vino riéndose. Habían perdido el ferri de regreso, explicó. Pero de todos modos, había encontrado un medio de vuelta un poco más aventurero.

4   Una extraña mezcla de ansiedad y emoción se agitaba en el pecho de Ian mientras abordaba el viejo barco de pesca. Él y su madre se encajaron en el único banco disponible, rodeados de redes, cabrestantes y todo tipo de aparejos de pesca. Ian podía sentir cómo su estómago subía y bajaba mientras el barco traqueteaba sobre las olas. El agua tras ellos se arremolinaba formando dos crestas coronadas de blanco. De vez en cuando, el agua del mar le salpicaba la cara. Se puso la capucha y cerró los ojos con la esperanza de que se acabaran las subidas y bajadas del barco. Pero sólo consiguió sentirse peor. Tal vez la biología marina no sea lo mío después de todo, pensó Ian mientras el barco y su estómago seguían sacudiéndose arriba y abajo.

✓   **Preguntas de comprensión**

1. **¿Qué están haciendo Ian y su madre al principio del relato?**
2. **Describe <u>dos</u> aspectos en que se parecen los dos viajes en barco.**
3. **Describe <u>dos</u> aspectos en que se diferencian los dos viajes en barco.**
4. **¿Cuál es el viaje que prefería Ian? Explica, cómo lo sabes.**

____/6

Nombre _____ Fecha _____

Instrucciones: Lee el pasaje y responde las preguntas. Escribe tus respuestas en una hoja de papel aparte o en el reverso de esta hoja.

Un momento inesperado

1   Alissa caminaba por la ciudad mirando hacia arriba, fascinada por los rascacielos que se elevaban hasta el cielo oscuro. De repente, sus padres se detuvieron. Algo estaba pasando dentro de un círculo de gente... ¡un espectáculo callejero! Alissa se deslizó delante de su padre para ver mejor.

2   Sobre un cartón, una mujer giraba frenéticamente sobre su espalda, con las piernas levantadas hacia arriba, al ritmo de la música de un gran aparato de radio. Un hombre en un monociclo hacía malabares con tres antorchas encendidas girando alrededor de la bailarina, mientras el público vitoreaba y aplaudía rítmicamente.

3   Después de unos diez minutos, el espectáculo acabó. El hombre saltó ágilmente de su monociclo, la bailarina se puso en pie y juntos hicieron una reverencia. Mientras la gente se retiraba, iba dejando dinero en un recipiente en el suelo cerca de la radio. Alissa puso también un dólar.

4   Cinco minutos más tarde, Alissa estaba sentada en el teatro. Le encantaba el terciopelo rojo de las butacas y los cortinajes que colgaban de las paredes. Cientos de personas se callaron a la vez cuando la luz de los dorados candelabros se atenuó. Una música suave flotó desde el foso frente al escenario. Alissa estiró el cuello para echar un vistazo a la orquesta tocando.

5   Durante las siguientes dos horas, gráciles bailarinas bailaron, giraron y saltaron sobre el escenario. Era una escena invernal y el público soltó un silencioso "Oh!" cuando comenzó a caer la falsa nieve. Cuando se encendieron las luces, Alissa sintió como si hubiera estado soñando. Una docena de bailarinas alineadas sobre el escenario hacían reverencias mientras el público aplaudía. Alguna gente incluso lanzaba rosas a los pies de las bailarinas.

✔ **Preguntas de comprensión**

1.   Describe los <u>dos</u> eventos principales que tienen lugar en el cuento.
2.   Explica <u>dos</u> aspectos en que se parecen estos eventos.
3.   Explica <u>dos</u> aspectos en que se diferencian estos eventos.

___/6

PLANTER UNE VARIÉTÉ

DE TEXTES

DES ACTIVITÉS DE LITTÉRATIE VARIÉES

UNE GRAINE À LA FOIS, PRATIQUONS DES POÈMES, DES AVIS, DES MARCHE À SUIVRE, DES PRÉSENTATIONS DE SUJET, DES AFFICHES INFORMATIVES, ETC

Nom:		Auto-correction Sujet:_____	✓
♠	1	Vérifie les majuscules et les points.	
	2	Vérifie le pluriel des mots. (Les) enfant**s** chantent une chanson.	
♥	3	Vérifie à quelle personne sont écrit les verbes. Vérifie la terminaison des verbes.	
	4	Vérifie si tes phrases sont trop longues. Raccourcis les phrases trop longues.	
♦	5	Vérifie si tu peux écrire des synonymes pour les mots qui se répètent trop souvent.	
	6	Vérifie si tu peux écrire correctement les homonymes.	

Nom:		Auto-correction Sujet:_____	✓
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	6	Vérifie si tu peux écrire correctement les homonymes.	

Nom: _____

Présentation de sujet #2

1. D'après toi, quel est le sujet présenté dans ces deux pages?

Parfois, les gens laissent des déchets sur la plage ou ils les jettent dans la mer. Les déchets peuvent tuer les animaux marins.

LE SAVAIS-TU ?

Le plastique peut causer la mort des animaux marins.

Parfois, les bateaux déversent du pétrole en mer.

16

L'Écho de la semaine, le 30 août

DÉVERSEMENT DE PÉTROLE

La cargaison d'un pétrolier s'est déversée. Les rochers et les plages près de la côte sont couverts de pétrole.

Les gens travaillent fort pour sauver les oiseaux marins. Ils ne peuvent ni nager ni voler, car leurs plumes sont couvertes de pétrole.

Il faudra des mois avant que les plages soient propres.

17

2. Complète les questions suivantes en lisant la présentation de sujet ci-dessus.

Trouve un verbe dans ce texte.	
À quelle personne est conjugué le verbe?	
Par quel pronom personnel peux-tu remplacer le groupe du nom: **_LES GENS_**?	

3. Écris quelques phrases que tu pourrais peut-être retrouver dans le livre ci-dessous.

Mais où va l'eau ?

_____

_____

_____

_____

_____

_____

4. Relie les verbes conjugués avec le verbe à l'infinitif qui correspond.

J'indique	LANCER
Tu penses	PENSER
Nous ramassons	ATTRAPER
Vous attrapez	RAMASSER
Ils lancent	INDIQUER

5. Complète le tableau suivant avec des ***GROUPES DE NOMS* de la lecture**.

Déterminants + noms communs	Déterminants + noms communs + adjectifs

Nom: _____

Présentation de sujet #2

1. D'après toi, quel est le sujet présenté dans ces deux pages?

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Par quel pronom personnel peux-tu remplacer le groupe du nom: *LES GENS*?	

3. Écris quelques phrases que tu pourrais peut-être retrouver dans le livre ci-dessous.

_____

_____

_____

_____

_____

_____

4. Relie les verbes conjugués avec le verbe à l'infinitif qui correspond.

Nous finissons	FINIR
Ils guérissent	COURIR
Tu cours	GUÉRIR
Elle écrit	ÉCRICRE
Vous tapez	TAPER

5. Complète le tableau suivant avec des ***GROUPES DE NOMS*** de **la lecture**.

Déterminants + noms communs	Pronoms personnels + verbes

Vocabulary Instructions: Write a synonym (similar word), antonym (opposite meaning of the word), and draw a picture that shows the meaning of the word for each of the following words from the story "HOW DAY AND NIGHT WERE DIVIDED." The vocabulary words have been highlighted in the story below if context clues are needed by reading the sentence.

Quarrel – n. A heated argument or disagreement. Synonym – Antonym – Picture –	Preside – v. be in the position of authority in a meeting or other gathering. Synonym – Antonym – Picture –
Succeeding – adj. coming after something in order. Synonym – Antonym – Picture –	Descendant – n. someone related to a person or group of people who lived at an earlier time. Synonym – Antonym – Picture –

Story Instructions: Read the following Muscogee Creek story from the Muscogee Creek Challenge Bowl Study Guide https://www.mcn-nsn.gov/services/education-training/johnson-omalley/challenge-bowl/. Make sure to pronounce the Muscogee Creek words using the phonetic spelling provided in the story.

HOW DAY AND NIGHT WERE DIVIDED

After the world was made, some of the animals wanted the day to last all the time. Others preferred that it be night all the time. They quarreled about this and could come to no agreement. After a while they decided to hold a meeting, and they asked Nokosi the Bear to preside. Nokosi proposed that they vote to have night all the time, but Chew-thlock-chew, the Ground Squirrel, said: "I see that Wotko the Raccoon has rings on his tail divided equally, first a dark color then a light color, I think day and night ought to be divided like the rings on Wotko's tail." The animals were surprised at the wisdom of Chew-thlock-chew. They voted for his plan and divided day and night like the dark and light rings on Wotko the Raccoon's tail, succeeding each other in regular order. But Nokosi the Bear was so angry at Chew-thlock-chew for rejecting his advice that he thrust out a paw and scratched the Squirrel's back

with his sharp claws. This is what caused the thirteen stripes on the backs of all his <mark>descendants</mark>, the Ground Squirrels.

Activity Instructions: Color each picture of the Day and Night animals after reading the story "HOW DAY AND NIGHT WERE DIVIDED" https://www.mcn-nsn.gov/services/education-training/johnson-omalley/challenge-bowl/. Make sure to pronounce the Muscogee Creek words using the phonetic spelling provided in the chart below.

DAY ANIMALS	NIGHT ANIMALS
NO GO SEE	WOT KO
	This Photo by Unknown Author is licensed under CC BY-SA
CHEW THLOCK CHEW	OH BUH
WAH GUH	BO SEE
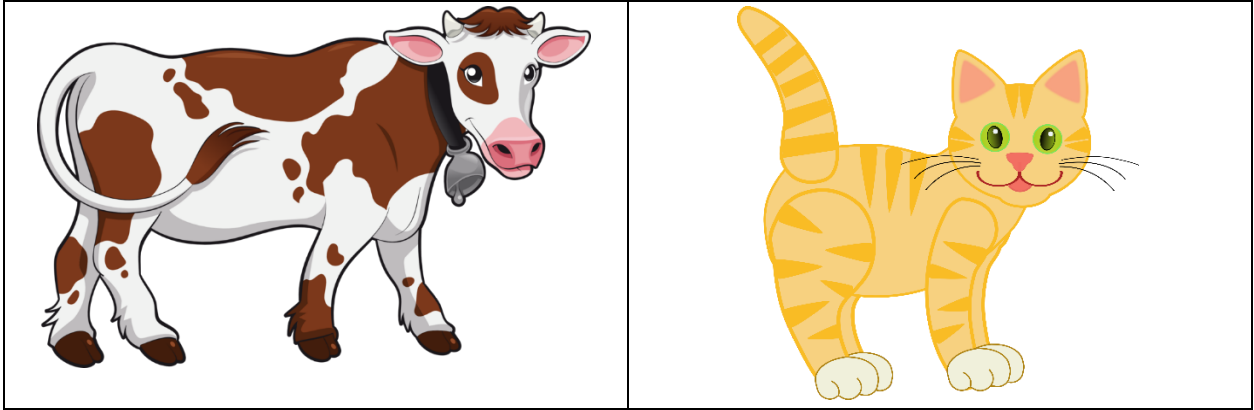
Rock n' Roll Conversations

Take the opportunity to have a conversation with a family member of another generation about the music of their generation. Please have this conversation either in person or by phone or Skype/Facetime. Please avoid a conversation by text or SnapChat as these platforms limit responses and expressions. Use a platform or media that allows real-time responses. The conversation can be with a mom, dad, an aunt, uncle, grandparent or even a neighbor. Just someone from another generation. You may even want record the conversation with your Chromebook or other devise to refer back to answer these question later.

The following are conversation starters. This is by no means all the questions you can ask or may not apply to the genres of music. <u>Have a conversation.</u>

QUESTIONS:

What type of music did you listen to in middle school?

Was the music you liked part of a Dance Decade era? (40's – Swing, 50's – Rock a'billy, 70's – Disco? 80's Pop?)

What was important in the music? (drum beats? Lyrics?)

Were the lyrics important? Were the lyrics poetic (meaningful? Study-worthy? Well-structured? Experience-based? Danceable? Are the lyrics awesome or mostly fluff – not of significant meaning? (i.e. Joni Mitchell vs. Taylor Swift).

Who were some of your favorite artists in middle school? What did you enjoy most about their music (in depth)?   Did you attend any live performances? What was the venue?   How was that experience?

Did your favorite artists write their own music? Is the music it more "mass produced" (voice doubled, auto-tuned) or more acoustic – regardless of the era?

What did your parents think of the music you liked at my age? What do you think of the music <u>I</u> listen to? (play a bit of your music if the person is not sure the type of music you listen to).

If time permits, listen to a song by each other's favorite artist. After listening, share what you like about the artist.

Question: Are there any common reactions between how your guest's parents thought about their music and how YOUR parents think about your music?

Any Final thoughts?

Friday is here! Today is MARVEL DAY.

It's time to get in shape like an Avenger. We are going to get in shape like the **HULK**!

5 rounds of:

1. 30 seconds butt kickers
2. 80 punches (Punch the air. Make sure no one is around you.)
3. 10 knee jump tucks (Jump as high as you can and bring your knees to your chest)
4. 20 sit ups
5. 10 raised leg circle
6. 10 pushups. If you can't do a regular pushup, do modified on your knee pushups!
7. 40 jumping jacks

Now time to cool down from Hulk mode!
Do each one of these for 30 seconds. Feel free to repeat them more than once to get an even better stretch.

1. Stand up toe-touch
2. Quad Stretches
3. Forward fold
4. Butterfly Stretch
5. Sitting toe touch each leg