Norfolk Public Schools
The cornerstone of a proudly diverse community

5th Grade

Phase III
April 27 to May 15, 2020

Name:	
School:	
Grade Level:	**Teacher:**

NPS Curriculum & Instruction

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Social Studies Learning in Place Plans
Fifth Grade: April 27 – May 1

Learning Experience 1	Learning Experience 2	Learning Experience 3
Read the page "Top Virginia Industries." For each industry (service, manufacturing, and agricultural) create a mind map for each. Be sure to use pictures, words, phrases, etc. to give details and explanations of each.	Use the information you learned in Learning Experience 1 to create a one page advertisement flyer for a service, manufactured good or agriculture product that is found in Virginia. Be sure to include: - a catchy headline to grab readers attention - a drawing/picture of service, good, or product - reasons your why others would want your service, good or product, these can be short phrases to get readers attention - where to buy or find your service, good or product and who to contact	Read the chart "8 THINGS TO KNOW ABOUT VIRGINIA'S ECONOMY." Think about what you have learned about Virginia's regions, climate, and economy this year. Use what you know and this chart to create four cause and effect statements that show you understand the importance of Virginia's products and industries. Example: Because Virginia doesn't grow and sell as much tobacco as they did in the past, livestock products are now the most important agricultural product in Virginia.

Social Studies Learning in Place Plans
Fifth Grade: May 4-8

Learning Experience 1	Learning Experience 2	Learning Experience 3
Use the map titled "Agriculture in Virginia". Analyze the map and notice the key, the title and how it is organized. Complete the Agriculture in Virginia chart for each of the five regions you have previously learned about. For each region choose a product that can be found in it and then explain why it would be produced successfully in that area. Think about the land features, services, populations, etc. of each region. Then, how is that product useful to the rest of the state and even the country.	Using the bar graph titled "Top 10 Virginia Manufacturing Sectors, in Millions of Dollars, 2017" answer the questions to help analyze the data.	Look over and read the text features on page 156. Remember text features (photos, captions, headings etc.) give us information that might not be found in the paragraphs or main text. Answer the following questions on a separate sheet of paper. 1. Make a prediction using the text features about what page 156 is going to discuss, describe how the three photos are related. 2. Read the paragraphs "Our Bright Future" and "Virginia on the Move". Write a main idea statement and 2 key details for each paragraph. 3. Answer the following question: How do transportation systems affect Virginia's economic growth today? 4. Answer the following question: Name 4 products that are exported from Virginia to countries around the world.

Social Studies Learning in Place Plans
Fifth Grade: May 11-15

Learning Experience 1	Learning Experience 2	Learning Experience 3
Read the brochure titled "Coastal Virginia Attractions" These are various tourist attractions we have right here in Hampton Roads and in the Coastal Plains region. Answer the questions on the page after "Coastal Virginia Attractions" using the information from the brochure.	Choose a region of Virginia and create a plan to bring more tourists to that region. Think about what would make you want to go to a certain area or destination. There are many different reasons people choose to visit somewhere they often think about: - Historical features - Architecture - Events - Shopping - Food - Music and Art - Landscape - Fun Experiences Create a mind map, graphic organizer, comic strip, brochure, advertisement, paragraph or any other way of your choice to demonstrate how you would bring more tourists to a region of your choice. Be creative!	Read the article "Video Games Strain Italian Internet as Coronavirus Keeps Kids Home", about how kids are now using the internet more around the world. Read and respond to the following prompt and questions in a complete paragraph: *Virginia has a large number of communications and other technology industries. Many students in the state of Virginia are now using technology more than ever.* *Do you feel technology will now be changed and used in the future in education? How? Why or why not?"* Remember a paragraph has a topic sentence, supporting details and a closing sentence.

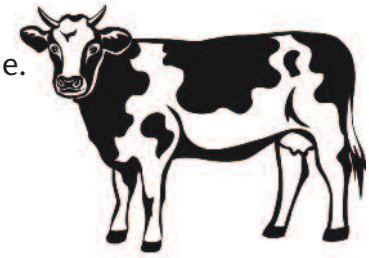
TOP VIRGINIA INDUSTRIES

Service Industries	• Private health care • Computer programming or systems design • Architectural or engineering • Banking and lending • Government services (public schools, hospitals, military bases)
Manufacturing Industries *(making goods on a large scale, using machinery)*	• Shipbuilding • Beverages (such as soft drinks) • Chemical goods • Motor vehicle parts and trucks • Tobacco products
Agricultural Industries *(due to fertile soil and favorable climate)*	• Livestock products, such as chickens (broilers), cows, milk, turkeys, and hogs • Cash crops, such as soybeans, corn, tobacco, tomatoes, apples, and peanuts

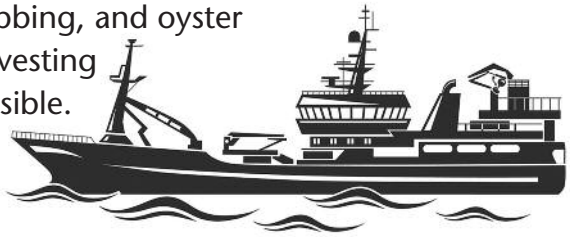
Source: FivePonds Press

8 THINGS TO KNOW ABOUT VIRGINIA'S ECONOMY

1. Once the basis of Virginia's economy, tobacco has been replaced by livestock and livestock products as the state's most valuable source of agricultural income.



2. Access to deepwater ports and proximity to the Chesapeake Bay and the Atlantic Ocean make shipbuilding, fishing, crabbing, and oyster harvesting possible.



3. In the past, the success of the Appalachian coalfields was due to the expansion of the railroads that transport coal to piers in the Tidewater for shipment to both domestic and international markets. Today, coal is less crucial to Virginia's economy as businesses and individuals shift to other sources of energy.

4. Virginia's transportation system (highways, railroads, air transportation, and shipping) moves raw materials to factories and finished products to markets.

Virginia exports agricultural and manufactured products, including tobacco, poultry, coal, and large ships.

5. Virginia has a large number of communications and other technology industries.

6. Tourism is a major part of Virginia's economy.

7. Because many federal government workers live and/or work in Virginia, the federal government has a significant impact on Virginia's economy.

8. Virginia has increased trade relationships with other countries.

Source: Agricultural of VA

Agriculture in Virginia

Region	Agricultural Product	Why is it successful in this region?	How is this product useful to the rest of the state and country?

Top Virginia Manufacturing Sectors Graph

Directions: Using the bar graph, answer the questions below in complete sentences.

Source: National Association of Manufacturers

1. Read the title across the top of the graph and the sectors down the left side of the page. What do you think this bar is representing? What are sectors? What is manufacturing?

2. How is the bar graph organized?

3. Which two sectors manufacture about the same amount?

4. What manufacturing sector does Virginia make the most money in? Why do you think Virginia makes the most money in that manufacturing sector? Give three examples of something that is manufactured in that sector.

Richmond's glowing lights are reflected in the waters of the James River.

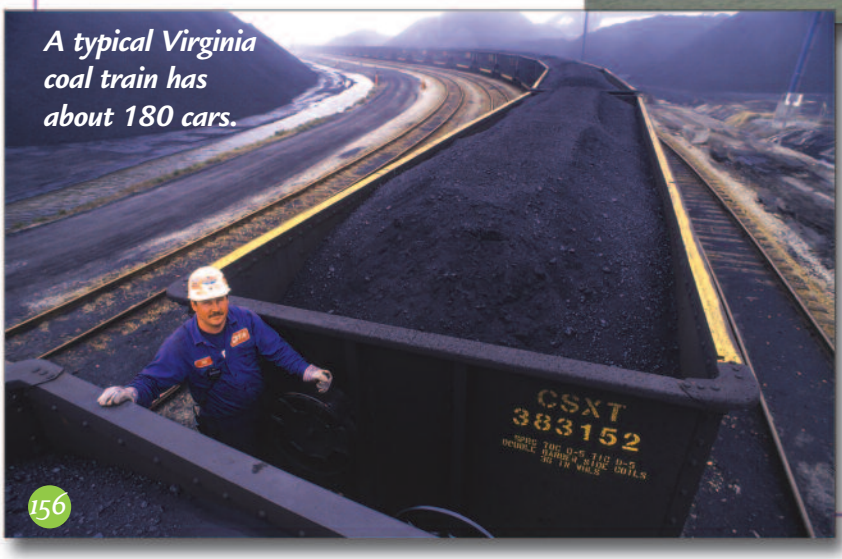
Advances in transportation, communications, and technology have facilitated migration and led to economic development in Virginia.

Industries in Virginia produce goods and services used throughout the United States and the world.

OUR BRIGHT FUTURE

Today in Virginia's modern office buildings, computers hum away, helping to run America's businesses. High above, powerful jet planes soar through the clouds. Trucks thunder by, day and night, on eight-lane superhighways. In the waters of Hampton Roads, state-of-the-art submarines glide swiftly beneath the surface. This is what Virginia is like in the 21st century.

An aircraft carrier is tended to at the U.S. naval base in Norfolk—one of the nation's most important.



A typical Virginia coal train has about 180 cars.

Virginia on the Move

Massive freight trains haul raw materials, such as coal. They carry farm products from the western part of the state to Virginia's port cities and on to the rest of the nation. Massive supertankers and cargo jets carry Virginia's products—tobacco, coal, soybeans, and poultry—to countries all around the world.

Coastal Virginia Attractions

SCREAM

Get topsy-turvy on the rollercoasters at **Busch Gardens** in Williamsburg! Their new coaster, Pantheon, offers epic thrills as America's fastest multi-launch coaster. If keeping your feet on the ground is preferable, don't miss the live performances on stages throughout the park and seasonal events like **Howl-O-Scream**, **Bier Fest** and fireworks shows. Cool off at nearby **Water Country USA**, the state's largest water park, where your family can hang ten on mega-slides and Virginia's first ever hybrid water coaster, or kick up your feet while floating along the lazy river; little ones will enjoy themed play areas, child-sized water slides and shallow pools.

EXPERIENCE

From the first permanent English settlement in North America through the Revolutionary War and beyond, Virginia is rife with opportunity to travel through time. Begin with an archeological exploration of the New World at **Historic Jamestowne**. Nearby, **Jamestown Settlement**'s costumed interpreters bring your discoveries to life – in outdoor replicas of English ships, a colonial fort and a Powhatan Indian village. Head into the 18th century at **Colonial Williamsburg** to try out weaving or brickmaking at the world's largest living history museum before reliving the 1761 British surrender at the **American Revolution Museum at Yorktown**. Round out your journey with a trip to the **Fort Monroe National Monument** to hear four centuries of stories, featuring American Indians, Captain John Smith and the first enslaved Africans to arrive in English North America – as well freedom seekers like Harriet Tubman and others who have shaped the history of this prominent site.

TASTE

Tickle your tastebuds along the **Salty Southern Route**, a journey into the culture and traditions of Virginia's renowned peanuts, pork products and salt-cured hams. Venture through **Smithfield** (the namesake to Smithfield Foods), **Suffolk** (home to world-famous Planter's Peanuts), and other quaint southern communities as you explore culinary roots of historic – and tasty – proportions.

FROLIC

Catch some waves at **Virginia Beach Oceanfront**! A little sun and surf make for the ultimate vacation feeling, while entertainment, shops, restaurants and more are only a few feet away on the expansive three-mile boardwalk. Stroll, bike, rollerblade or surrey your way to a selfie with the 12-ton "Neptune" statue. Looking for something more secluded? Escape to **Sandbridge** to enjoy a week of bliss in your house rental (perfect for families and groups) and feel right at home among the sand dunes and dancing sea oats. Close proximity to the **Back Bay National Wildlife Refuge** and **False Cape State Park** offer great kayaking, hiking and fishing.

Coastal Virginia Attractions Questions

1. Why do they use bold words in each section? What type of information do they give the reader in this brochure?

2. Where would a tourist to Virginia visit if they wanted to learn about history? What would they learn about if they visited that place?

3. If you wanted to learn about Virginia's food culture, what section would you look at? What are some food products that Virginia is known for?

4. If you and your friends wanted to go to the beach for a weekend, which beach would you choose to visit the Virginia Beach Oceanfront or Sandbridge? Why would you choose that beach?

5. What place would you most want to visit that was mentioned in the Coastal Virginia Attractions brochure and why?

Video games strain Italian internet as coronavirus keeps kids home

By Forbes, adapted by Newsela staff on 03.18.20
Word Count **519**
Level **1020L**

A screenshot from the video game "Fortnite." Italian children are stuck at home after the closure of schools and many have been turning to video games. Image: Epic Games

The entire country of Italy is currently on lockdown. The government has limited almost all travel and social gatherings. Officials are trying to contain and halt the spread of coronavirus in a country that has seen one of the worst outbreaks so far.

The coronavirus, officially called COVID-19, is a flulike illness that is considered a pandemic because of its global spread. Sometimes it can be deadly, however, the virus mostly targets older people. The risk of children getting it is low.

Fighting the virus has also involved shutting schools down until further notice and now, there are unforeseen side effects of closing schools.

When kids are home from school and essentially not allowed to leave the house, it is not hard to guess what many of them are going to turn to. Many are playing video games.

Italian Internet Traffic Is Way Up

This is having some very real effects on Italian internet providers. A bunch of housebound kids, along with adults, are playing games like "Fortnite" and "Call of Duty" online every day. The games use a lot of bandwidth. Bandwidth is the amount of data that can be transmitted over an internet connection per second.

"We reported an increase of more than 70 percent of internet traffic over our landline network, with a big contribution from online gaming," said Luigi Gubitosi. He is the head of Telecom Italia, an internet provider.

The increased internet traffic did lead to some temporary outages in Italy. However, those have reportedly been brought under control, according to Telecom Italia.

This situation is likely to be duplicated in the U.S. very shortly. State after state has begun the process of closing down schools for anywhere from two to three weeks, but it could be more depending on how coronavirus continues to spread.

Like Italian kids, American kids will also probably be playing online video games to pass the time indoors. Many will have no school, no homework, no sports and little else to do but play games and watch TV. We have already seen some U.S. internet providers lift data caps, or limits, in the wake of the pandemic.

Lots Of People Are Playing Video Games Right Now

"Call of Duty" was not mentioned directly by Telecom Italia. However, Activision, the company that makes "Call of Duty," launched its Warzone battle royale this week, which drew 6 million players in its first day.

It's what a lot of people are playing at the moment. Many gamers are working their way through old games, playing their usual favorites like "League" and "Counter-Strike: Global Offensive" or starting new seasons of "Destiny" or "The Division."

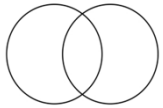
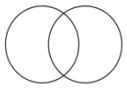
It is easy to question how U.S. internet providers may handle the coming internet slowdown if things get even worse. If Italy is a model, the technology appears to be holding.

Still, the U.S. has far more people and a whole lot of internet problems even on a good day. As more U.S. schools close, expect similar surges in internet gaming traffic. It will remain to be seen how that affects things overall as time goes on.

#NPS LITERACY
STRATEGIC.
AUTHENTIC.
ENGAGED.

NPS Learning in Place English
Grade: Fifth Grade

READ 14.2

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 7	Read ***Visitor's Guides*** **Planning a trip** Use a Venn Diagram to compare and contrast the two destinations.  *You have won a pretend trip to either **Disneyland Paris** or **The Hawaiian Islands** from "A Made-Up Company, INC." Use the **Visitor's Guides** to choose which prize package you will accept, then write about why you chose that destination.*	Reread ***Visitor's Guides*** Now that you have chosen your destination you will need to choose 2 activities to do while you are there. List the 2 activities. *Choose one activity to write about. Explain **why** this activity would be your number one choice to visit during your trip. Feel free to write about both!*	Read ***Lodging Accommodations*** You will need to choose where you will stay when you arrive at your destination. *Write a letter to "A Made-Up Company, INC," explaining why you chose one dwelling over the other. Use a 'Friendly Letter' format to write your letter. (Heading, Greeting, Body, Closing, Signature)*	Read ***A Made-Up Company, INC's Fine Dining Menu*]** Choose an appetizer, main dish, a dessert, and a drink from the menu provided. You will receive 1 meal from this restaurant that must be chosen before your trip so that the chefs have time to prepare. *Write a thank you note to the Chefs, thanking them beforehand for taking the time to prepare this amazing meal just for you!* 	Read ***Top Things to do in Norfolk*** List 5 facts that you learned about Norfolk from reading this flier. *Create your own flier titled **Top Things to do While Quarantined,** using the Norfolk flier as a model. Each item listed should have a few sentences detailing why that is a worthwhile thing to do. Include illustrations and/or cut-out pictures from magazines. Be creative!*
	READ 14.2 *Read a book of choice and record it on the reading log each day.*				
Week 8	Read ***The Wizard of Oz*** excerpt paragraphs 1- 7 Write one sentence summary after each paragraph. Draw a sketch of what you visualized while reading the beginning. *Describe the setting of the beginning of the story in your own words. How does the description of the setting make you feel?*	Read ***The Wizard of Oz*** excerpt paragraphs 8-16 Write one sentence summary after each paragraph. Complete a Venn diagram comparing and contrasting the setting from the beginning of the story to the new setting.  *Write a 1-2 paragraph composition decribing the*	Re-read ***The Wizard of Oz*** Complete the ***Somebody, Wanted, But, So, Then*** graphic organizer. Write a summary statement for the story.	Read ***Lewis and Clark*** As you read, pick three places to stop and draw a sketch of what is happening in the text. *Pick two character traits to describe the narrator. Write a paragraph describing the character traits of the narrator of the story. Include text evidence to support each trait.*	Re-Read ***Lewis and Clark*** Complete the text dependent questions at the end of the text. *Have you ever felt jealous? Write about a time when you felt jealous. Describe what caused you to be jealous and how did you respond.*

		differences between the two settings.			
	READ 14.2 *Read a book of choice and record it on the reading log each day.*				
Week 9	Before Reading ***Astronomers & Our Galaxy*** Complete the KWL chart. In the 'K' column write everything that you already know about Copernicus, Galileo, and Ptolemy. Skim the article, then complete the 'W' column with what you want to know, or what questions you have about Copernicus, Galileo, and Ptolemy. Read paragraphs 1-4 about **Claudius Ptolemy**. *Write to explain why Ptolemy's ideas were accepted as true even though they were not?*	Read ***Astronomers & Our Galaxy*** Review your KWL chart from yesterday, keeping in mind what you want to learn from your reading. Read paragraphs 5-7 about **Nicolaus Copernicus.** *Write to explain why the Roman Catholic Church opposed Copernicus's ideas? How do you think Copernicus felt when his ideas were turned down?*	Read ***Astronomers & Our Galaxy*** Review your KWL chart briefly, keeping in mind what you want to learn from your reading. Read paragraphs 8-12 about **Galileo Galilei.** Go back to the KWL chart and complete the 'L' column telling what you learned from your reading. If your questions from the 'W' column were not answered, consider doing some research (if available) to find out more. Or, keep a journal of questions that you still have that can be answered at a later time. *Write to explain what you would have done if you were Galileo and were put on house arrest for the rest of your life. Would you continue to work or not? Explain.*	Reread ***Astronomers & Our Galaxy*** Use paragraph 9 about Galileo's experiments with objects in motion to ***conduct your own experiment.*** Use objects** you can find around your house that are of similar size, but not the same mass. (One heavy, one light) Ex. A rock and a balled-up piece of paper. Drop the objects at the same time to see which one hits the ground first. *Write the step-by-step process you used to conduct your experiment as you are doing it. Did the results of the experiment surprise you? Explain why or why not.* **Remember to only use objects that are safe to drop inside, or ask a parent to go outside and help you conduct your experiment.	Read **Galileo Galilei** Do you think Galileo did the right thing? Do you think he could have presented his ideas differently as to not offend the Pope? Write to explain your answer. Look at the cartoon below the text ***Galileo and Galilei.*** *Write a paragraph explaining the meaning of this cartoon. How does this apply to the current pandemic?*
	READ 14.2 *Read a book of choice and record it on the reading log each day.*				
Materials	Everyday household materials, Packet includes all reading material, Reading Log, Paper/pencils, Book of choice to read each day				

READ 14.2 READING LOG			
Date	**Number of Pages Read**	**Title**	**#summary**
3-12-20	10	*Cinderella*	#mistreatedgirlmeetsprincelosesshoeandliveshappilyeverafter

Visitor's Guide: Hawaiian Islands Adventure- Prize Package

ACTIVITY 1: *Three -Hour Snorkeling and Sailing Adventure*

Award winning **Kona snorkel tours** to Kealakekua Bay, South Kona and Manta Village off the Big Island of Hawaii. Our Big Island snorkeling tours cover the Kailua-Kona coast with snorkel adventures to exclusive South Kona locations, easy family snorkel in Kealakekua Bay or our manta ray snorkel just outside of Kona.

Climb aboard the Fair Wind II for a scenic morning cruise along the shores south of Kona to historic Kealakekua Bay. Jump into the pristine tropical waters of Kealakekua Bay, considered the best snorkeling site in all of Hawai'i, and enjoy our on-board high jump and waterslide!

ACTIVITY 2: *The Volcano Van Tour*

IMMERSE YOURSELF in the diverse landscapes of the Big Island of Hawaii on this guided tour that takes you to the rainforests and waterfalls along Mauna Kea's Hamakua Coast and to the summit of the active volcano Kilauea in Hawaii Volcanoes National Park.

ACTIVITY 3: *Nahuku Thurston Lava Tube*

Located in Hawaii Volcanoes National Park, Nahuku (Thurston Lava Tube) is one of the main attractions for visitors as they explore the park. Like veins leading from the central 'heart' of the volcano, lava tubes direct molten earth toward the ocean. As of Friday, February 21, 2020 this location in the park is now open after being closed due to 2018 volcanic activity.

As the lava flows, the outer crust begins to harden while the inner lava continues to flow. Once the flow stops, the tunnel formation remains. Thurston Lava Tube could date back some 350-500 years. The tube is named for Lorrin Thurston, a newspaper publisher that played an instrumental role in creating the park.

Visitor's Guide: Disneyland Paris - Prize Package

Activity 1: Walt Disney Studios Park

Get ready for lights, camera, and a whole lot of action as blockbuster attractions and star-studded shows add some movie magic to your family's story. New for this year: dancing with Disney Characters in Studio D, a Cars-themed trip on Route 66, and Frozen: *A Magical Invitation*.

Activity 2: Live Shows at Disneyland Park

No matter the time of year, there's a good chance you and your family can experience Disney Parks like never before with live music, sports and entertainment events-each one glowing with a distinctly Disneyland Paris sparkle and featuring themed food and limited-edition souvenirs.

Activity 3: A Paris Sightseeing Tour

A Paris Sightseeing Tour is a great way to see the best attractions: the **Eiffel Tower**, the Champs-Elysées, the Invalides, the Louvre, the Arc de Triomphe, the Opéra, and even Notre-Dame and the Grand Palais.

Lodging Accommodations

Choice A- *A Made Up Company, INC's very own hotel and indoor water park*



This suite features a log cabin-themed sleeping area, three twin beds, a queen bed, and a full sofa sleeper. Plus, you will have unlimited access to our Ultimate Water Fun Park.

Choice B- *A Made Up Company, INC's very own Ranch*



Brimming with western luxury, The Lodge & Spa is an exclusive destination abundant with authentic ranch culture, unbridled adventure and limitless panoramic landscapes. This place will leave you speechless, while providing your family and friends with a lifetime of stories. Over 30,000 acres of luxury!

A Made-Up Company, Inc.

Fine Dining Menu

Appetizers	Main Course	Dessert	Beverages
Fried Mozzarella Sticks	(*Comes with your choice of two of the following sides— French Fries, Mashed Potatoes, Rice, Corn, Green Beans, Broccoli)*	Ice Cream Sunday	Soda (Any Flavor)
Nachos with Cheese Sauce		Chocolate Covered Strawberries	Lemonade
4 Boneless Buffalo Wings	Filet Mignon	Cake (any flavor)	Iced Tea (Sweet or Unsweet)
Bacon and Cheese Covered Fries	Chicken strips	Milk Shake (Any Flavor)	Bottled Water
	Spaghetti and Meatballs	Banana Split	Raspberry or Peach Tea
	Macaroni and Cheese		
	Gourmet Pizza		

TOP THINGS TO DO IN NORFOLK

1. CHILL BY THE WATER.

Pretty much everything you do in Norfolk comes with a water view. From enjoying a cocktail and a sunset on Grain's rooftop bar, to sharing some apps and a cool breeze at Waterside, for the perfect trip, just add water.

4. FIND YOUR SEA LEGS.

Kayaking, sailing, fishing, crabbing, swimming, harbor cruising - activities in, on and around the water are a must.

2. BEACH IT.

Kick back, relax, and take in the views on the recently extended beaches of Ocean View (or OV as the locals call it).

5. BIKE SHARE THE ELIZABETH RIVER TRAIL.

Rent a bike, or use your own, and explore Norfolk's neighborhoods along the 10.5-mile Elizabeth River Trail. Pace Norfolk is the city's premier bike share service where riders can rent and return bikes from a multitude of hubs located throughout downtown AND from public bike racks throughout the city.

3. MEET THE MERMAIDS.

Norfolk's official mascot turns 21 in 2020! See a mermaid? Snap a selfie with her and post with hashtags #Mermaid21 and #VisitNorfolkVA!

6. EAT EVERYTHING.

As one of the East Coast's most dynamic foodie destinations, Norfolk's culinary scene is cook'n! From fresh-caught Chesapeake Bay seafood, to made-from-scratch southern cuisine, to locally owned favorites, you're sure to be left full, happy, and ready for a nap by the water.

7. EXPLORE THE BATTLESHIP *WISCONSIN*.

The Battleship *Wisconsin* (BB-64) is a former US Navy ship that served in WWII, the Korean War, and the Gulf War – now it's an iconic landmark and museum in the heart of our downtown. Learn more at *Nauticus.org*.

8. PLAY YOUR ART OUT.

The Barry Art Museum at Old Dominion University adds to the city's already strong presence of beautiful Tiffany glass at the Chrysler Museum of Art, the Chrysler Glass Studio, the NEON District, the Harrison Opera House, Chrysler Hall, Wells Theatre, the Railroad District Art Walk, and the brand new Glass Light Hotel & Gallery downtown.

9. SHOP. SHOP. AND THEN SHOP SOME MORE.

Throughout the city, you'll find everything from a vibrant mix of unique, local boutiques to an array of top national retailers.

10. BE A TOURIST.

Take one of Norfolk's many guided and self-guided tours, most of which are offered year round. Experience 400 years of Norfolk and American history on the Cannonball Trail, marvel at the murals on the NEON Arts District tour, raise a glass or eight on the city's brewery hop, or climb aboard the Victory Rover and see the world's largest Naval Station.

Looking for more to do? Norfolk's one of the most active festival cities in the world, hosting nearly 100 festivals each year – most of them free! Check'em out at ***visitnorfolk.com/festivals***.

The Wonderful Wizard of Oz

-excerpt from **The Wonderful Wizard** of Oz by Frank Baum

1. Dorothy lived in the midst of the great Kansas prairies, with Uncle Henry, who was a farmer, and Aunt Em, who was the farmer's wife. When Dorothy stood in the doorway and looked around, she could see nothing but the great gray prairie on every side. Not a tree nor a house broke the broad sweep of flat country that reached the edge of the sky in all directions. The sun had baked the plowed land into a gray mass, with little cracks running through it. Even the grass was not green, for the sun had burned the tops of the long blades until they were the same gray color to be seen everywhere.

2. It was Toto that made Dorothy laugh, and saved her from growing as gray as her other surroundings. Toto was not gray; he was a little black dog, with long, silky hair and small black eyes that twinkled merrily on either side of his funny, wee nose. Toto played all day long, and Dorothy played with him, and loved him dearly.

3. Today, however, they were not playing. Uncle Henry sat upon the door-step and looked anxiously at the sky, which was even grayer than usual. Dorothy stood in the door with Toto in her arms, and looked at the sky too. Aunt Em was washing the dishes.

4. From the far north they heard a low wail of the wind, and Uncle Henry and Dorothy could see where the long grass bowed in waves before the coming storm. There now came a sharp whistling in the air from the south, and as they turned their eyes that way they saw ripples in the grass coming from that direction also.

5. Suddenly Uncle Henry stood up. "There's a cyclone coming, Em," he called to his wife; "I'll go look after the stock." Then he ran toward the sheds where the cows and horses were kept.

6. Aunt Em dropped her work and came to the door. One glance told her of the danger close at hand. "Quick, Dorothy!" she screamed; "run for the cellar!"

7. Toto jumped out of Dorothy's arms and hid under the bed, and the girl started to get him. Aunt Em, badly frightened, threw open the trap-door in the floor and climbed down the ladder into the small, dark hole. Dorothy caught Toto at last, and started to follow her aunt. When she was half way across the room there came a great shriek from the wind, and the house shook so hard that she lost her footing and sat down suddenly upon the floor. A strange thing then happened. The house whirled around two or three times and rose slowly through the air. Dorothy felt as if she were going up in a balloon. In spite of the swaying of the house and the wailing of the wind, Dorothy soon closed her eyes and fell fast asleep.

The Wonderful Wizard of Oz

8. She was awakened by a shock, so sudden and severe that if Dorothy had not been lying on the soft bed she might have been hurt. As it was, the jar made her catch her breath and wonder what had happened; and Toto put his cold little nose into her face and whined dismally. Dorothy sat up and noticed that the house was not moving; nor was it dark, for the bright sunshine came in at the window, flooding the little room. She sprang from her bed and with Toto at her heels ran and opened the door.

9. The little girl gave a cry of amazement and looked about her, her eyes growing bigger and bigger at the wonderful sights she saw.

10. The cyclone had set the house down, very gently-for a cyclone, in the midst of a country of marvelous beauty. There were lovely patches of green grass all about, with stately trees bearing rich and luscious fruits. Banks of gorgeous flowers were on every hand, and birds with rare and brilliant plumage sang and fluttered in the trees and bushes. A little way off was a small brook, rushing and sparkling along between green banks, and murmuring in a voice very grateful to a little girl who had lived so long on the dry, gray prairies.

11. While she stood looking eagerly at the strange and beautiful sights, she noticed coming toward her a group of the strangest people she had ever seen. They were not as big as the grown folk she had always been used to; but neither were they very small. In fact, they seemed about as tall as Dorothy, who was a well-grown child for her age, although they were, so far as looks go, many years older.

12. When these people drew near the house where Dorothy was standing in the doorway, they paused and whispered among themselves, as if afraid to come farther. But a little old woman walked up to Dorothy, made a low bow and said, in a sweet voice, "You are welcome, most noble Sorceress, to the land of the Munchkins. We are so grateful to you for having killed the wicked Witch of the East, and for setting our people free from bondage."

13. Dorothy listened to this speech with wonder. What could the little woman possibly mean by calling her a sorceress, and saying she had killed the wicked Witch of the East? Dorothy was an innocent, harmless little girl, who had been carried by a cyclone many miles from home; and she had never killed anything in all her life.

14. "You are very kind; but there must be some mistake. I have not killed anything."

15. "Your house did, anyway," replied the little old woman, with a laugh; "and that is the same thing. See!" she continued, pointing to the corner of the house; "there are her two toes still sticking out from under a block of wood."

16. Dorothy looked and gave a little cry of fright. There, indeed, just under the corner of the great beam the house rested on, two feet were sticking out, shod in silver shoes with pointed toes.

-excerpt from **The Wonderful Wizard of Oz** by Frank Baum

Somebody- Wanted- But-So-Then

The strategy "**Somebody- Wanted- But-So-Then**" (SWBST) is used during or after reading. It provides a framework to use when summarizing the action of the story or historical event by identifying key elements. The SWBST strategy is also used to help understand plot elements such as conflicts and resolutions.

Once you have identified these key elements, creating a summary of the story will be a snap! Look at the example for, *The Three Little Pigs.*

Somebody Who is the main character?	**Wanted** What does the MC want or want to do?	**But** What is the problem or conflict?	**So** How does the MC solve the problem?	**Then** What is the resolution?
The Big Bad Wolf	Pigs for dinner	They kept hiding in new homes made of straw, sticks, and brick.	The wolf blew down the houses, except for the one made of brick.	The pigs were safe and the wolf went hungry.

Somebody Who is the main character?	**Wanted** What does the main character want?	**But (Because)** What is the problem or conflict?	**So** How does the main character solve the conflict	**Then** What was the resolution? How did the story end?

Summary:

_____

_____

_____

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_____

In 1803, Meriwether Lewis and William Clark began their journey to explore lands west of the Mississippi River. Lewis's dog, the narrator in this story, traveled with them on their journey.

from Lewis and Clark and Me: A Dog's Tale

by Laurie Myers

1 Lewis and I had stopped by the river's edge to survey the flow of the water when the calf wandered up. I do not know what it was thinking. Probably nothing. I've never considered buffaloes to be smart. Anyway, this buffalo calf took one look at me and went straight to Lewis.

2 When Lewis walked on, the calf followed, right on his heels. That calf was acting as though Lewis were his mother.

3 Now, when Lewis and I walked, we sometimes split up. I'd hear an animal, or smell something that I needed to check out, and I would head in a different direction. Not this time. I stayed with Lewis and the calf, but I walked a few yards behind. The calf kept looking back at me. Maybe he was hoping I would disappear so that he could have Lewis all to himself, or something ridiculous like that.

4 Lewis stopped by the river again. The calf stayed by his side. I stared at the calf. Why was he attaching himself to Lewis? Did he think he was going to stay with Lewis permanently?

5 I needed to scare off the calf. That would put an end to this nonsense. I was sure Lewis didn't want him around any more than I did. I decided a growl would be enough. After all, this was just a calf. Of course, buffaloes are stubborn. If I needed to, I could throw my paws into the air and play the part of bear-dog. That would work.

6 I took a deep breath in and started a low growl. It was not my most vicious growl, just a low, constant rumble to let that calf know he wasn't welcome. The calf looked over his shoulder at me, then took a step closer to Lewis. That didn't make any sense. Lewis and I were a team; moving close to Lewis was like moving close to me.

7 Next, Lewis did something that surprised me. He reached out his hand and placed it on the calf's head, the same way he put his hand on my head sometimes. That was the last thing I expected. Could it be that Lewis wanted the calf to stay with us? What was Lewis thinking?

8 "Where's your mother?" Lewis said.

9 At that moment everything became clear, like the streams in the mountains. I looked at

the calf's eyes. He didn't have those piercing black eyes that the adult buffaloes have when they're mad. His eyes were soft, tinted with fear.

10 The calf was afraid of me. How could I have missed that? The calf reeked of fear. He was twice my size, but he was frightened nonetheless. I backed away.

11 Lewis scratched the calf's ears. I was touched by the gentle way Lewis handled him.

12 Lewis turned and started back toward the boat; the buffalo calf close at his heels. I followed, keeping my distance so as not to scare the calf. When we arrived at the boat, Lewis and I got in. The calf watched us from the shore as we pulled away.

13 Suddenly it all seemed very funny to me. Imagine a buffalo calf thinking it could be a part of our lives. How in the world would he get in and out of the boat? I thought about the ridiculous sight. It's times like that when I wish I could laugh. I wagged my tail.

14 Now, when I think back on the whole situation, I guess I was jealous. I see that in young dogs. A new puppy comes along, all playful and cunning, and everyone pats it and plays with it. Then the big dogs jump all over themselves trying to get noticed. Well, I didn't jump all over myself, but I suppose that if it had gone much further, I might have. My feelings for Lewis have always run strong.

Text Dependent Questions

Directions: Use the text to answer each question. Write the answer on a separate piece of paper. Be sure to write your answers in complete sentences.

1. Who's is the narrator in this story? How do you know? Cite text evidence that supports your answer.
2. How does the narrator's feelings change about the calf from the beginning of the story to the end? Why? Explain your answer using evidence from the text.
3. Which sentence from the text best reveals the narrator's view of his relationship with Lewis? Explain your answer.
4. Find the example of figurative language used in paragraph 9 and explain why the author used it.

Astronomers and Our Galaxy

Ptolemy, Copernicus, and Galileo

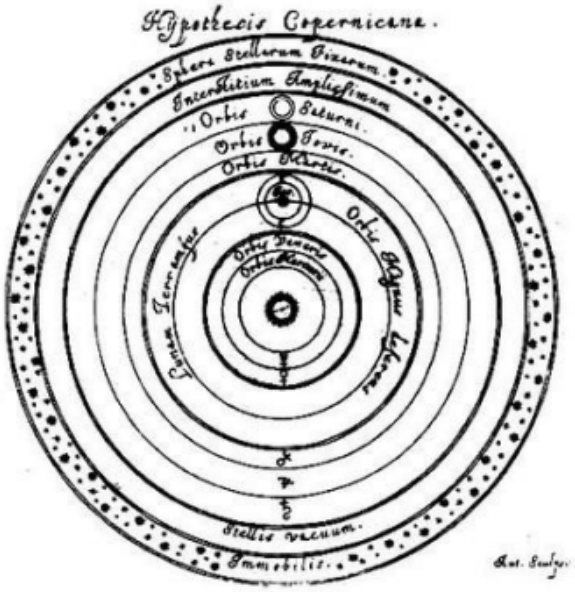
1 Does the sun revolve around Earth, or does Earth revolve around the sun? We now know that our galaxy is heliocentric - Earth revolves around the sun. But people have not always believed that. They stood on Earth and looked at the sun "rising" in the east, and "setting" in the west, and assumed the sun was the object that was moving, and didn't know that Earth was rotating on its own axis.

2 Going back in history, we can look at the work of **Claudius Ptolemy** (85-165 A.D.) a Greek man who lived and worked in both Rome and Egypt. He made models of the solar system that explained the movements of celestial bodies, but with his models he assumed that Earth was the center of our galaxy as well as the center of the total universe (geocentric). He also assumed planets moved in a circular orbit and that the stars orbited in a sphere outside our galaxy's planets.

3 For many hundreds of years Ptolemy's theories were accepted as true. In fact, the Roman Catholic Church sanctioned his beliefs and insisted that no other theory was acceptable, as Ptolemy's beliefs agreed with those of Aristotle.

4 Though we now know that his assumptions about Earth being the center of all celestial systems was incorrect, his models were so good that modern planetariums use them now to display the sky from the viewpoint of Earth.

5 For various reasons other scientists had questioned Ptolemy's work, most notably **Nicolaus Copernicus** (1473-1543). Copernicus, though he was German speaking, grew up in Poland. When it came time for him to attend university, he went to Italy, but when he was needed back home to take care of his ailing uncle, he returned to Poland and worked as a church canon (religious cleric). At this time he also pursued an interest he had had since childhood - astronomy.



6 Although, like Ptolemy, he believed the orbits of planets were circular (in the 17th C. **Kepler** proved they were elliptical) he did conclude that the center of our galaxy was the sun; the planets, including Earth,

Ptolemy, Copernicus, and Galileo - continued -

revolved around the sun. Stars didn't move; they only appeared to move because Earth itself was moving, as it rotated on its axis.

7 His work showing that our galaxy is heliocentric was heavily criticized by the Roman Catholic Church. They felt his conclusions were heresy - against the teachings of the church. Copernicus had written and published a book that explained his theories but due to the church's opposition, it was banned for nearly 300 years.

8 Several centuries later **Galileo Galilei** (1564-1642) came along. He was born and educated in Italy, studying mathematics and physics at the University of Pisa. Galileo kept to the traditional Aristotelian views that were still the only ones accepted by the Roman Catholic Church, which held that Earth was the center of our galaxy.

9 However, at one point due to financial difficulties he left the university and supported himself by teaching math. He liked studying and experimenting with objects in motion and eventually published some of his studies. This brought him acclaim and caused him to be offered a position as a professor back at the University of Pisa. While there, he continued experimenting. For instance, he dropped items of different weights from the top of the Leaning Tower of Pisa and made detailed notes about the times they took to hit the ground. He concluded that contrary to the common belief back then, heavier objects did not fall faster than objects that weighed less; they all fell at the same speed. This caused Galileo problems with the church because his scientific conclusions disagreed with those of Aristotle. As a result, he fell into disfavor with the church as well as the university and lost his professorship in Pisa.

10 His next position was at the University of Padua teaching geometry, mechanics, and astronomy. His lectures attracted large crowds. So many people came to hear him that his fame grew. His name became well-known among the scientific community, especially after his continued experiments and studies of motion resulted in the development of the universal law of acceleration which all bodies in the universe followed. And, as time went on, he found himself in agreement with Copernicus's discovery that the planets revolved around the sun, Earth was not the center of the galaxy - but still held that the orbits were circular.

11 Galileo had seen simple telescopes and he figured out how to improve upon them so that he could see further and with much clearer focus. He pointed the telescope toward the heavens and made many discoveries including the fact that the moon was not flat and it had

Ptolemy, Copernicus, and Galileo - continued -

craters and mountains on its surface. He also could tell that Jupiter had moons which revolved around Jupiter, not around Earth. Eventually he published his findings, explaining his theories that agreed with Copernicus: The sun is the center of the galaxy! The church felt this was heresy and ordered him not to teach nor encourage others to believe his sun centered theory. As a result the Inquisition gathered information about him and put him on trial from September 1632 to July 1633. He wasn't imprisoned during that time and continued to live a rather normal life. Finally, he was coerced to admit he really believed the heliocentric theory and he was convicted of heresy. His punishment was house arrest for the rest of his life. He was not supposed to meet with certain people nor publish anymore but he managed to flout those admonitions for many years until he died.

12 Ultimately, in 1758 the Roman Catholic Church dropped its ban on Galileo's work, and by 1835 it had dropped opposition to heliocentrism, too.

K **(What I already know)**	**W** **(What I want to know)**	**L** **(What I have learned)**

Galileo Galilei

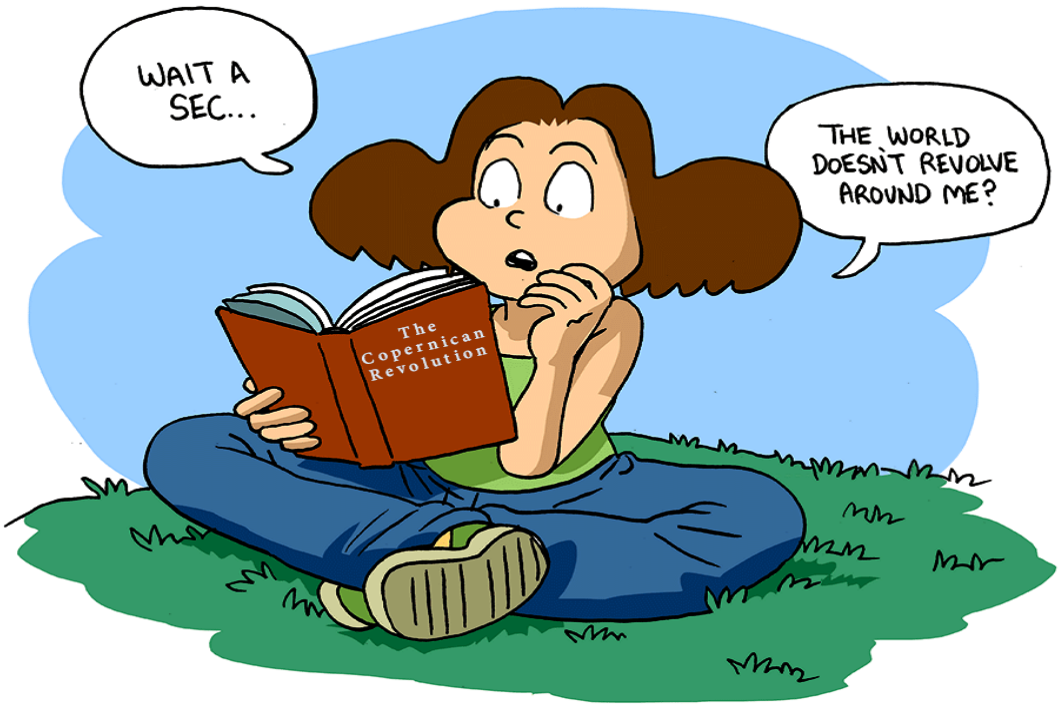
The Catholic Church famously condemned Galileo Galilei's work, which supported Copernicus's heliocentric model of the universe. That's because the Church subscribed to Ptolemy's geocentric model, which put the earth, not the sun, in the center of everything. Galileo's notorious imprisonment has come to symbolize the conflict between science and religion. But in reality, the scientist's sentence had a lot more to do with politics than religion.

Galileo and **Pope Urban VIII** were actually friends. Before he became pope, Urban had backed Galileo in a scientific dispute with a cardinal. Even after assuming the papacy in 1623, he was supportive of Galileo's work. The new pope gave the scientist permission to write about Copernicus's new heliocentric model. But on one condition: Galileo had to treat the theory as a hypothesis, not as established fact.

Nine years later, Galileo presented his *Dialogue Concerning the Two Chief Systems of the World.* To Urban's dismay, Galileo had broken his promise—spectacularly! The book not only presented Copernican ideology as fact, it mercilessly mocked the pope.

Furious at being made a fool, the pope jailed Galileo. It's likely that he was motivated as much by the personal betrayal as the insult to Catholic doctrine. Galileo's arrest announced to the world that the bishop of Rome was not to be humiliated.

Explain the meaning of the cartoon below.



Norfolk Public Schools
Science Learning in Place Plan: Grade 5 Lessons

Week 7: April 27 – May 1, 2020 (Review: Electricity and Scientific Investigation)

Monday	Tuesday	Wednesday	Thursday	Friday
Students will read the Interactive Notebook Passage entitled **"Electrical Circuits"** and answer questions for paragraphs 1 and 2. Students will justify their thinking by highlighting evidence from the text.	Students will read the Interactive Notebook Passage entitled **"Electrical Circuits"** and answer questions for paragraphs 3 and 4. Students will justify their thinking by highlighting evidence from the text.	Students will read the Interactive Notebook Passage entitled **"Electricity: Famous Contributions "** and answer questions for paragraphs 1 and 2. Students will justify their thinking by highlighting evidence from the text.	Students will read the Interactive Notebook Passage entitled **"Electricity: Famous Contributions "** and answer questions for paragraphs 3 and 4. Students will justify their thinking by highlighting evidence from the text.	Students will read the Electromagnet Scientific Method Task Card and answer the Task Questions.

Week 8: May 4 – 8, 2020 (Review: Weather and Scientific Investigation)

Monday	Tuesday	Wednesday	Thursday	Friday
Students will read the Interactive Notebook Passage entitled **"Storms"** and answer questions for paragraphs 1 and 2. Students will justify their thinking by highlighting evidence from the text.	Students will read the Interactive Notebook Passage entitled **"Storms"** and answer questions for paragraphs 3 and 4. Students will justify their thinking by highlighting evidence from the text.	Students will read the Interactive Notebook Passage entitled **"Cloud Types "** and answer questions for paragraphs 1 and 3. Students will justify their thinking by highlighting evidence from the text.	Students will read the Interactive Notebook Passage entitled **"Cloud Types "** and answer questions for paragraphs 4 - 7. Students will justify their thinking by highlighting evidence from the text.	Students will analyze the Average Monthly Rainfall 1950 – 2007 data and answer the three bulleted questions.

Week 9: May 11 – 15, 2020 (Review: Rock Cycle and Scientific Investigation)

Monday	Tuesday	Wednesday	Thursday	Friday
Students will read the Interactive Notebook Passage entitled **"Rock Cycle"** and answer questions for paragraphs 1 - 4. Students will justify their thinking by highlighting evidence from the text.	Students will read the Interactive Notebook Passage entitled **"Rock Cycle"** and answer questions for paragraphs 5 - 7. Students will justify their thinking by highlighting evidence from the text.	Students will divide the back of the interactive notebook passage page into 7 sections and illustrate each paragraph based on information that was learned from each individual paragraph.	The students will show an understanding of the week's review of content through writing. The students will observe the diagram of the rock cycle. The students will first have to brainstorm essential vocabulary that will be essential to create a paragraph to accurately explain what is happening in the image. The students will then write, edit and rewrite a descriptive paragraph.	Students will analyze the Rock Cycle Diagram and answer the questions. Students will read the investigation summary of Jackson's Experiment and observe the image of the experiment provided before identifying the investigative components.

Electrical Circuits

We have learned that **electricity** is a form of energy created when electrons flow or move between **atoms**. A continuous flow of electrons from atom to atom to atom creates an **electrical current**. An electrical current can be compared to the flow of water through pipes. However, a *current of electricity* travels in a path called a **circuit**. There are two main kinds of circuits: **closed circuits** and **open circuits**.

A **closed circuit** is like a road that crosses over a river by way of a bridge. A bridge allows your car to travel on a road, cross the water, and continue on the other side. In the same way, a closed circuit allows electrical energy (electrons) to continue flowing and moving. A closed circuit has no breaks in it to stop the flow of electricity.

On the other hand, an **open circuit** is like a road that ends at the rivers edge. When there is no bridge, your car can go no farther. In an open circuit, a similar thing happens. The movement or flow of electrical energy (electrons) can go no farther. An open circuit has a break in it that *stops* the flow of electricity.

In addition to being open and closed, an **electrical circuit** can also have a different number of paths. A circuit that has only one pathway for the electrical current is called a **series circuit**. A circuit that has two or more pathways is called a **parallel circuit**.

SOL 4.3 PART 2 Electrical Circuits

Paragraph 1

- What is electricity?
- What is an electrical current?
- How does electricity travel?
- What are the two main kinds of circuits?

Paragraph 2

- What are the two main kinds of circuits?
- What is a closed circuit?

Paragraph 3

- What is an open circuit?

Paragraph 4

- What is a series circuit?
- What is a parallel circuit?

Electricity: Famous Contributions

Ben Franklin, **Michael Faraday**, and **Thomas Edison** made important contributions to our understanding and uses of electricity. Have you ever watched lightning during a storm and wanted to know more about it? An American by the name of Ben Franklin did.

Ben Franklin thought that **lightning** might be a "natural" electrical current. Ben knew that electrical currents would pass through metal. To find out whether lightning was an electrical current, he attached a metal key to a kite and flew it during a thunderstorm. When lightning struck the kite, Ben saw that the current did pass through the metal key. This discovery led him to develop many terms that we still use today when we talk about electricity: *battery, conductor, negative, positive, charge, and electrician*. Ben also knew that lightning was very dangerous. This led him to invent the **lightning rod** to protect buildings, ships, and people. Even though electricity was just a hobby for Ben Franklin, he made many important contributions.

An English scientist by the name of **Michael Faraday** continued Franklin's studies on electricity. He is best remembered for his study of **electromagnetism**. Faraday discovered that electricity could be made by moving a magnet inside a wire coil. This discovery led him to build the first **electric motor**, **generator**, and **transformer**.

Like Ben Franklin, **Thomas Alva Edison** was an American scientist and inventor who also had an interest in electricity. When Edison was born in 1847, electricity was still a new idea. However, by the time he died, entire cities were lit by electricity. Much of this incredible progress was due to the work of Edison. In his lifetime, he patented 1,093 inventions! (A patent is a document that says no one else can copy the same invention.) Thomas Edison's most famous invention was the **light bulb**.

SOL 4.3 PART 4 Electricity: Famous Contributions

Paragraph 1

- What famous people made important contributions to our understanding and uses of electricity?

Paragraph 2

- What did Ben Franklin think about lightning?
- How did he prove his hypothesis?
- What terms do we still use today?
- Why did he invent the lightning rod?

Paragraph 3

- What did Michael Faraday contribute?
- What did his discovery about electromagnetism lead him to do?

Paragraph 4

- What were the contributions of Thomas Alva Edison?
- What was his most famous invention?

Electromagnets

Kimmie made an electromagnet with 15 coils the picked up 4 paperclips. She wondered if using a thicker wire would make the electromagnet stronger.

Kimmie Plan:

1. Wrap a thin wire around a nail 15 times and connect to a batter. Count how many paperclips the electromagnet attracts.
2. Wrap a thick wire around a nail 15 times and connect to a battery. Count how many paperclips the electromagnet attracts.

Kimmie Data:

Electromagnet	Paperclips Attracted
Thin Wire	4
Thick Wire	9

Questions:

1. Write a testable question this experiment would answer.
2. Identify the independent variable in this experiment.
3. Identify the dependent variable in this experiment.
4. Identify 2 constants or controlled variables in this experiment.
5. Use the data to write a conclusion for this experiment.

Storms

The Earth's weather changes all the time. It can be calm and quiet one minute and stormy and thunderous the next. Stormy weather can be dangerous with powerful winds and heavy precipitation. **Thunderstorms**, **hurricanes**, and **tornadoes** are examples of violent weather we call storms.

Thunderstorms

The most common type of storm in the state of Virginia is the **thunderstorm**. Thunderstorms usually have strong winds, heavy rain, thunder, and lightning. This type of storm occurs when a cold air mass called a **cold front** forces its way underneath a warmer mass of air and pushes the warm air upward. This happens often during the summer months in Virginia.

Hurricanes

Another storm that can affect the people of Virginia is the **hurricane.** In other parts of the world these powerful storms are called typhoons, cyclones, and even willy-willies! Hurricanes that hit Virginia form over the warm waters of the Atlantic Ocean in the late summer and early fall. Hurricanes are the largest storms on Earth. They begin as small thunderstorms and grow larger as they take in more and more heat and moisture from the warm ocean water. These powerful storms have strong winds that move in huge circles. The speed of the winds can be between 70 mph and 150 mph and can cause much destruction. During a hurricane, trees are blown over, roofs are torn off, and giant ocean waves are formed. These waves, along with the heavy rains that come with this type of storm, can result in severe flooding, destruction of property, and even death.

Tornadoes

Tornadoes also occur in Virginia. They often form without warning during thunderstorms as a column of warm air begins to spin upward forming a **funnel cloud**. Although a tornado is similar to a hurricane with its circular winds, a tornado is much smaller. Don't let its size fool you, however! It can be the most violent of storms with its spinning winds reaching speeds of 300 mph. These high winds can destroy property and are strong enough to pick up and move cars, trains, and even houses.

SOL 4.6 PART 3 Storms

Paragraph 1

- How often does weather change?
- What do we call violent weather?
- What are some examples of storms?

Paragraph 2

- What is the most common storm in Virginia?
- What is a thunderstorm?
- How does a thunderstorm occur?
- When do we usually have thunderstorms in Virginia?

Paragraph 3

- What is another powerful storm in Virginia?
- How do hurricanes form?
- What happens during a hurricane?

Paragraph 4

- How do tornadoes form?
- How is a tornado similar to a hurricane?

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Cloud Types

What can weigh up to 10 million pounds, float in the air, and sometimes last for only 10 minutes? If you said a **cloud**, you're right! Let's investigate the different types of clouds!

Clouds are formed from warm air that rises from the earth. The warm air carries **water vapor** in it. This water vapor comes from water that evaporates from the surface of oceans, lakes, ponds, and other bodies of water. As the warm air rises, the water vapor in it cools down and changes into droplets of water or crystals of ice. These droplets of water connect themselves to tiny bits of dust and dirt floating in the air. As more and more droplets join together, a cloud is formed. If the water droplets become too large and heavy, they fall to the ground as **precipitation**.

Not all clouds are the same. Clouds can come in different shapes, sizes, and colors. These different clouds also help meteorologists predict the weather.

Cumulus clouds are fair weather clouds. They are fluffy and white with flat bottoms and look like big cotton balls in the sky. They are always changing shape and have very large spaces of clear blue sky between them. Precipitation does not usually fall from cumulus clouds.

Another fair weather cloud is the **cirrus cloud**. Cirrus clouds are feathery and look like commas or wisps of hair high in the sky. They are made from tiny ice crystals instead of water droplets like other clouds. No precipitation falls from cirrus clouds. Even though they are fair weather clouds, they often indicate that rain or snow will fall within several hours.

Some clouds, like **stratus clouds** bring foul weather. Stratus clouds are smooth, gray clouds that cover the whole sky. They are also the lowest clouds and look like a blanket of gray. This kind of cloud can stretch for hundreds of miles and can bring light rain and drizzle.

Cumulo-nimbus clouds are another kind of foul weather cloud. This kind of cloud is formed by cumulus clouds that join together. They keep growing until they become so full of moisture, they turn dark and heavy. Cumulo-nimbus clouds often bring thunderstorms with heavy rains, thunder, and lightning. Take a look outside. What kind of cloud do you see today?

SOL 4.6 PART 4 Cloud Types

Paragraph 1
- This paragraph is an introduction to the subject of clouds.

Paragraph 2
- How do clouds form?
- What happens after the warm air rises?
- What happens when the water droplets get too heavy?

Paragraph 3
- What do the different clouds help meteorologists to do?

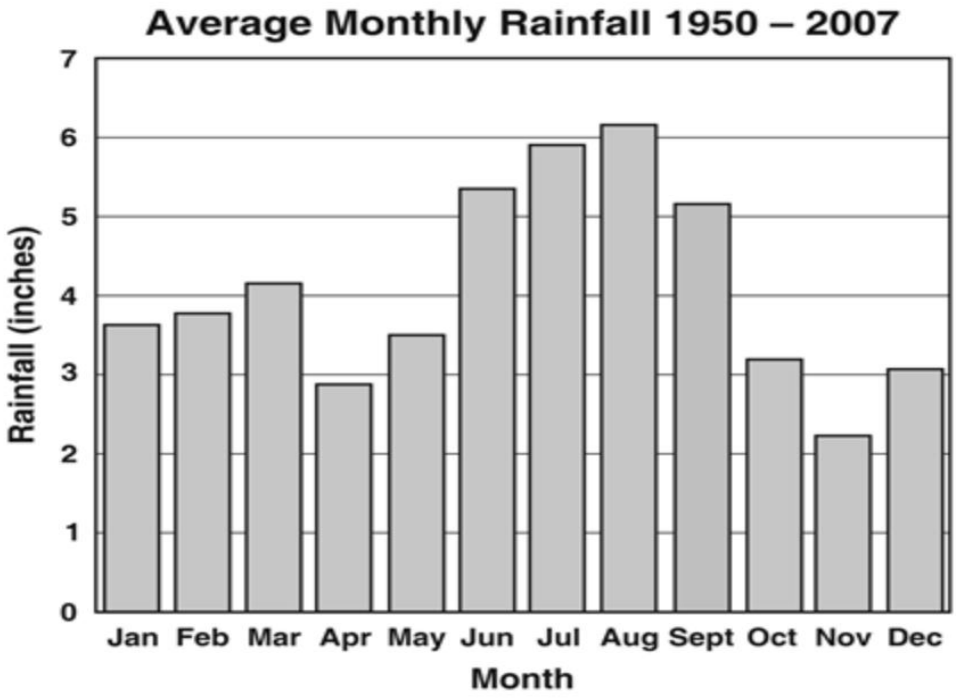
Paragraph 4
- What are fair weather clouds called?
- What do cumulus clouds look like?
- What kind of weather will we have if cumulus clouds are in the sky?

Paragraph 5
- What do cirrus clouds look like?
- What might happen if cirrus clouds are in the sky?

Paragraph 6
- What kind of clouds are stratus clouds?
- What do stratus clouds look like in the sky?
- What kind of weather do these clouds bring?

Paragraph 7
- What kind of cloud is a cumulo-nimbus cloud?
- How are they related to cumulus clouds?
- What kind of weather do these clouds bring?

The average monthly rainfall in an area is shown below.



- **List the four months that get the MOST rain.**

- **List the four months that get the LEAST rain.**

- **Which is the rainiest season in this area? Explain your answer.**

The Rock Cycle

Some people believe that "once a rock, always a rock," but that is not always true. **Heat and pressure** *inside the Earth* and **weathering and erosion** *on the surface of Earth* cause rocks to move and change from one type to another over time. There are **three basic types of rock** on Earth. These three types are classified by **how they are formed**.

Igneous rock forms when **magma** (liquid rock) cools on the surface of the Earth or deep within the Earth. Magma that reaches the surface of the Earth is called **lava**. Cooled and hardened lava is called **igneous rock**. **Granite**, **obsidian**, and **basalt** are igneous rocks.

On Earth's surface, rocks move and change due to **weathering, erosion, and deposition** . **Weathering** is when rocks and other materials on Earth's surface are constantly being broken down. The products of weathering include clay, sand, and rock fragments. These products are soon moved by water and wind.

Erosion is the wearing away and removing of these rock materials. Erosion can be caused by wind, ice, running water, and waves.

Weathered and eroded pieces of rock are called **sediments**. These pieces are eventually deposited (pile up) on the ground or under water. **Deposition** occurs when piles or layers of sediment build up and become buried under more sediment. After a long time these layers become *cemented* together to form **sedimentary rock**. **Limestone**, **sandstone**, **shale**, and **coal** are types of sedimentary rock.

As **sedimentary rock** is covered by more and more layers of sediment, it is pushed deeper and deeper into the Earth and begins to heat up. This heat is caused by **pressure** (push your hands together) and **friction** (rub your hands together) inside Earth. After many years of *heat* and *pressure*, the sedimentary rock changes into **metamorphic rock**. **Marble**, **gneiss**, and **quartzite** are three types of metamorphic rock.

Eventually, great pressures inside the Earth push the **metamorphic rock** deeper into Earth or up to Earth's surface. Metamorphic rock that is pushed deep into the Earth changes into **magma**, which will eventually erupt out of a volcano to form **igneous rock**. The metamorphic rock that is pushed up to Earth's surface during earthquakes is weathered and eroded into sediments that will form **sedimentary rock**. The **rock cycle** never ends!

SOL 5.7 PART 3 The Rock Cycle

Paragraph 1
- How do rocks change over time?
- How many basic types of rocks are on Earth?

Paragraph 2
- How does igneous rock form?
- What is magma?
- When does magma become lava?

Paragraph 3
- What is weathering?
- What happens to the products of weathering such as clay, sand, and rock fragments?

Paragraph 4
- What is erosion?
- What causes erosion?

Paragraph 5
- What are sediments?
- What eventually happens to these weathered and eroded pieces of rock?
- What is deposition?
- How does sedimentary rock form?

Paragraph 6
- What causes sedimentary rock to move deeper into the Earth?
- What causes the rocks to heat up?
- What does sedimentary rock change into after many years?

Paragraph 7
- What happens to metamorphic rock that is pushed deeper into the Earth's surface?
- What happens to metamorphic rock that is pushed up to the Earth's surface?

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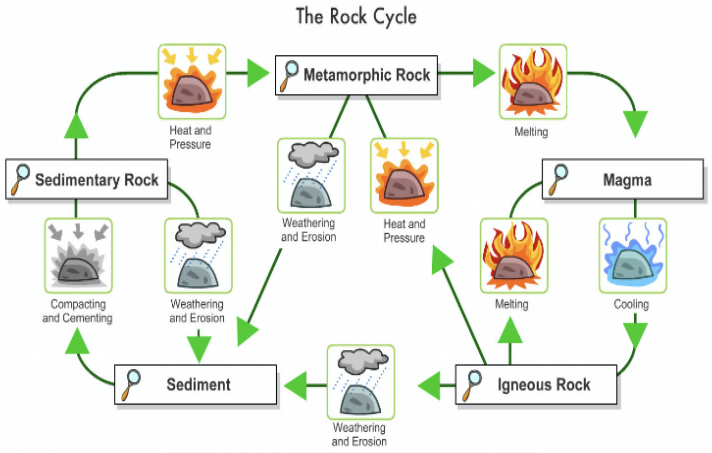
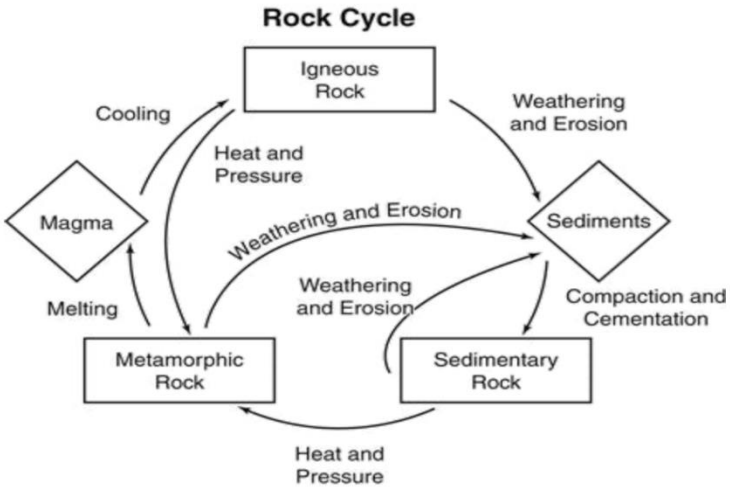


Essential Vocabulary:

Explain the rock cycle using the diagram above.

Use the diagram below to respond to the following.



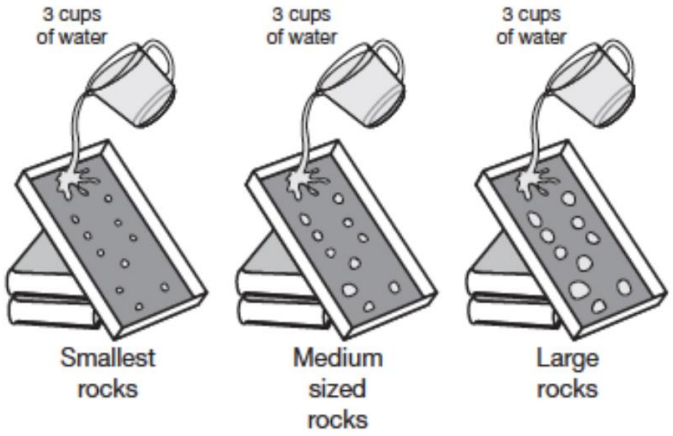
1. What factors are involved in forming metamorphic rock from sedimentary rock?

2. What two processes contribute to the formation of sediments before sedimentary rock forms?

3. What are the two steps of the transformation of metamorphic rock to igneous rock?

4. What two processes cause the conversion of sediments into sedimentary rock?

Jackson's Experiment



Rock Type	Rock Size	Amount of Erosion
metamorphic	small	10 ounces
metamorphic	medium	6 ounces
metamorphic	large	2 ounces

In an experiment, Jackson tested to see how the size of rocks affects the amount of dirt that washes away when water flows downhill. He used different size metamorphic rocks. The trays and incline of the trays was the same.

Possible hypothesis:

Independent variable:

Dependent variable:

Constant(s):

Possible conclusion based on data:

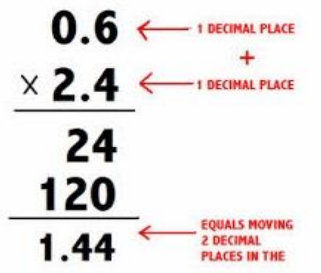
NPS Math Gr. 5 Learning in Place
April 27 – May 15
Name _____ School_____ Teacher_____

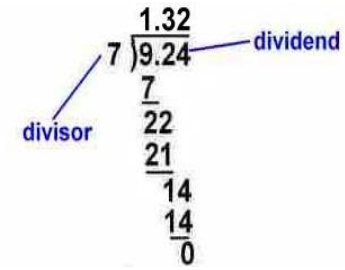
Math Pacing					
	Monday	Tuesday	Wednesday	Thursday	Friday
April 27th	5.5a Product and Quotient of Decimals	5.6b Product of a Whole Number and a Proper Fraction	5.7 Order of Operations	Checkpoint: 5.5a, 5.6b, 5.7	Formative Assessment 5.5a, 5.6b, 5.7

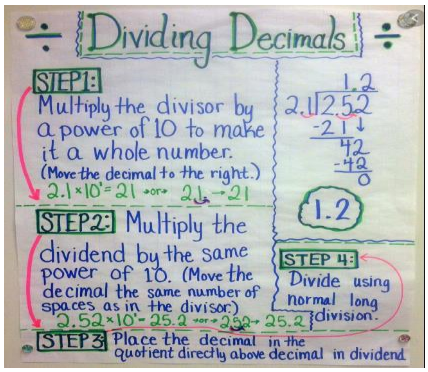
Notes and Practice:

Estimate and determine the product and quotient of two numbers involving decimals

Multiplying and dividing decimals is similar to multiplying and dividing whole numbers. When you multiply decimals, remember to write the decimal point in the **product**. When dividing a decimal, place the decimal point in the quotient above the decimal point in the dividend.





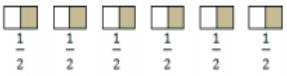


1) $0.83 \times 2.4 =$	2) $0.29 \times 0.74 =$
3) $35 \div 0.7 =$	4) $1.164 \div 0.2 =$
5) Chan worked 6 hours. He was paid $83.28. How much money did Chan earn per hour? A. $13.88 B. $13.78 C. $12.88 D. $12.78	6) Ian bought 0.8 pounds of sliced ham at the deli counter. He paid $6.28. What was the price per pound of the sliced ham? A. $7.10 B. $7.31 C. $7.80 D. $7.85

Notes and Practice:

Solve multiplication problems with whole numbers and fractions with models

When multiplying a whole number by a fraction such as $6 \times \frac{1}{2}$, the meaning is the same as with multiplication of whole numbers: six groups the size of $\frac{1}{2}$ of the whole.



$6 \times \frac{1}{2} = \frac{6}{2} = 3$

At this level, students will use models to solve problems that involve multiplication of a whole number, limited to 12 or less, and a proper fraction where the denominator is a factor of the whole number. For example, a model for $\frac{3}{4} \times 8$ or $8 \times \frac{3}{4}$ shows that the answer is three groups of $\frac{1}{4} \times 8$.

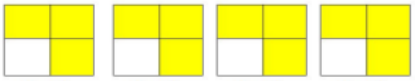
1) $10 \ x \ \frac{2}{5} =$

2) $6 \ x \ \frac{1}{3} =$

3) $4 \ x \ \frac{1}{2} =$

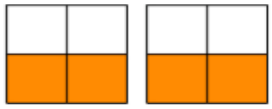
4) $12 \ x \ \frac{3}{4} =$

5) James walked 3/4 mile. Liam walked 4 times as far as James. How far did Liam walk? Use the model to help you multiply.



A $^{4}/_{12}$ mile
B 1 ¼ mile
C 3 mile
D 4 mile

6) A farmer has 2 gardens. The area of each garden is 2/4 acre. How many acres does the farmer have in all?



Notes and Practice:

Simplify numerical expressions using the order of operations

Strategies

Rule 1: First perform any calculations inside parentheses
Rule 2: Next, perform all multiplication and division, working from **left to right**
Rule 3: Lastly, perform all addition and subtraction, working from **left to right**

Example 1: Evaluate 6 + 7 x 8 - 2 using the order of operations.

Solution:

Step 1:	6 + **7 x 8** - 2	Multiplication
Step 2:	**6 + 56** - 2	Addition
Step 3:	**62 - 2**	Subtraction
	60	

Example 2: Evaluate 3 + 6 x (5 + 4) ÷ 3 - 7 using the order of operations.

Solution:

Step 1:	3 + 6 x **(5 + 4)** ÷ 3 - 7	Parentheses
Step 2:	3 + **6 x 9** ÷ 3 - 7	Multiplication
Step 3:	3 + **54** ÷ **3** - 7	Division
Step 4:	**3 + 18** - 7	Addition
Step 5:	**21 - 7**	Subtraction
	14	

P
E
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AS

This graphic shows that multiplication and division are equivalent as are addition and subtraction.

1) What is the first step when following order of operations?

A multiplication
B division
C parentheses
D addition

2) Evaluate the following expression using order of operations:

8 (7 + 2) - 3

A 48
B 69
C 86
D 111

3) Evaluate the following expression using order of operations:

6 ÷ 2 + (8 – 3) x 7

A 38
B 56
C 87
D 92

4) Evaluate the following expression using order of operations:

67 – 3 (5 x 2)

A 37
B 45
C 54
D 76

5) What is the first equation that is solved in the expression 7 + 9 ÷ 3 x 2 + 5?

A 7 + 9
B 9 ÷ 3
C 3 x 2
D 2 + 5

6) Simplify: 8 + 12 ÷ 4 – 3

A 2
B 8
C 14
D 44

Review Questions 5.5a, 5.6b, 5.7 (Use another sheet of paper)

1. $0.2 \times 4.6 =$	2. $0.37 \times 4.4 =$
3. $5.49 \div 0.9 =$	4. $8.4 \div 0.7 =$
5. $60 \times \frac{1}{3} =$	6. $32 \times \frac{3}{4} =$
7. $\frac{7}{8} \times 40 =$	8. $\frac{2}{7} \times 35 =$
9. What operation should be done first when following the order of operations? $5\ (7-2)+1$	10. Solve using the order of operations $3+6 \times 2 \div 3 =$
11. Solve using the order of operations $24-(8 \div 2)+6 =$	12. Solve using the order of operations $5 \times (6-3)+10 \div (8-3) =$

Formative Assessment 5.5a, 5.6b, 5.7 (Use another sheet of paper)

1. $0.48 \times 0.5 =$

   A. 0.204 B. 0.24 C. 2.04 D. 2.4

2. Amanda wants to triple a recipe. The recipe calls for $\frac{3}{4}$ cup of water. How much water does Amanda need? Draw a model to help you multiply. $3 \times \frac{3}{4} =$

   A. $\frac{3}{4}\ cup$

   B. $1\frac{1}{2}\ cups$

   C. $2\frac{1}{4}\ cups$

   D. $3\frac{3}{4}\ cups$

3. What is the value of the expression? Use the order of operations. $24-8 \times 6 \div 2+4$

   A. 112 B. 52 C. 16 D. 4

SOL 5.4, 5.5b, and 5.6a

Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Steps to Problem Solving and Practice 5.4	Steps for Problem Solving and Practice 5.5b	Notes and Practice 5.6a	What's the Story? 5.4, 5.5b, and 5.6a	Formative Assessment 5.4, 5.5b, and 5.6a

The objectives for the week are focusing on word problems with whole numbers, fractions, and decimals. A calculator can be used to complete the problems for all objectives.

Learning Goal: 5.4 The student will create and solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division with and without remainders of whole numbers.

Make sure you to use a problem solving process when solving practical problems. An example:

Practice (on another sheet of paper)

1. Bianca's family went shopping for new winter clothes. They paid $658 for winter coats, $342 for winter boots, and $476 for sweaters and hoodies. If the store will allow them to pay the bill in 12 equal payments, how much will they pay each month?	**2. Hall Honda had 525 Pilot SUVs on the lot on Friday.** • There were an equal number of gold, blue, and green Pilots. • They sold 27 blue Pilots on Saturday. **How many blue Pilots were left?**
3. The State Fair sold $500 worth of tickets for their show last weekend. They sold 73 adult tickets for $5, each. The remaining money was made selling child tickets for $3 each. How many child tickets did they sell? **A. 15 B. 45 C. 365 D. 427**	**4. Write your own practical problem that has 465 as the product. It can be single-step or multistep.**

Learning Goal: The student will create and solve single-step and multistep practical problems.

- **Make sure to go through the steps for solving practical problems. For example:**

1. What question do I need to answer?
2. What do I need to know? (The facts)
3. What steps can I take to answer the question? What is my plan or strategy for solving?
4. Solve the problem. (The solution)
5. Does the solution answer the question/is it reasonable? (The check)

A calculator and loose leaf paper may be used when solving the problems.

1. Kiana, Matt, and Jorge went shopping together. Their groceries came to a total of $26.52. If the three friends shared the cost equally, how much did each of them pay?

A. $3.72
C. $7.60
B. $5.66
D. $8.84

2. Mason has a brick and 5 wood blocks. The brick has a mass of 8.036 kilograms. Each wood block has a mass of 1.097 kilograms. What is the difference between the mass of the brick and the combined mass of the 5 wood blocks?

A. 5.485 kilograms
C. 2.551 kilograms
B. 4.133 kilograms
D. 1.939 kilograms

3. There are 11 packs of rib eye steaks on display at a supermarket. How many pounds do the rib eye steaks weigh in all if each pack weighs 2.5 pounds?

4. A tissue box is 9.25 centimeters in width. What is the total width of 13 tissue boxes on a shelf?

5. Mary was making a volcano for a science experiment. She had two open bottles of vinegar. If there was a total of 4.32 liters in the two bottles. How much liquid did each bottle contain? (You must choose two of the answers)

2.53 liters	1.97 liters
1.79 liters	2.26 liters

6. Create an addition or subtraction practical problem with a solution of 14.9. The problem can be single-step or multistep.

Learning Goal: 5.6a The student will solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers.

Continue to use the problem solving strategies from the previous days.

A calculator may be used to help you with the problems.

The answers must be in simplest form.

Example: Rewrite $\frac{8}{6}$ in simplest form

Step 1: $\frac{8}{6} = 1\frac{2}{6}$ **Step 2:** The GCF of 2 and 6 is 2. **Step 3:** $\frac{2 \div 2}{6 \div 2} = \frac{1}{3}$ **Final answer:** $1\frac{1}{3}$

$2\frac{7}{6} = 2 + 1\frac{1}{6} = 3\frac{1}{6}$

1. Derrick and Sam need 10 pounds of colored gravel for the bottom of their new fish tank. Derrick has $2\frac{2}{3}$ pounds of purple gravel and $4\frac{5}{9}$ pounds of blue gravel. How much yellow gravel does Sam need to buy?

2. Write a practical problem that can be solved using the number sentence $1\frac{1}{3} + \frac{1}{4} = 1\frac{7}{12}$

3. Mrs. Pearson kept track of the distance she walked in a chart.

Day	Distance (in miles)
Tuesday	$1\frac{1}{2}$
Wednesday	$\frac{3}{4}$
Thursday	$1\frac{1}{6}$

How many miles did she walk in 3 days?

A. $2\frac{7}{12}$ **C.** $3\frac{7}{12}$

B. $3\frac{5}{12}$ **D.** $2\frac{5}{12}$

4. Maya has 9 pies to serve at a banquet. The table shows how many pies she has already served.

Pie	Cherry	Apple
Amount Served	$2\frac{3}{4}$	$1\frac{1}{3}$

How much pie does Maya still have left to serve?

9		
$2\frac{3}{4}$	$1\frac{1}{3}$	?

What's the Story?

(Taken from VDOE Algebraic Readiness Plan)

Pick two problems to solve from the choices. (You may do all 3 if you'd like.) For each problem, think about the problem solving steps.

What's the Story 1?

A Camping Trip

Scouting Troop A is going on a hike.

- There are 8 scouts and 2 adults on the trip, each with a backpack.
- Each adult weighs about 160 pounds.
- Each scout weighs about 100 pounds.
- Each backpack weighs about 20 pounds.

The troop will use small boats to cross a river. Each boat can hold up to 360 pounds. How many boats will it take for Scouting Troop A to cross the river?

What's the Story 2?

Summer Walking

Tracey set a goal for walking. She planned to walk 50 miles in 4 weeks. She recorded her plan as follow.

- 1.75 miles every Monday, Tuesday, and Thursday,
- 3.1 miles every Wednesday,
- 2 miles every Saturday,
- and rest Fridays and Sundays.

If Tracey follows this plan, will she meet her goal?

What's the Story 3?

Spirit Day

Brandon is creating a kennel out of fencing for his dog Bailey. He wants the length of the kennel to be $4\frac{1}{3}$ yards and the width to be $5\frac{3}{4}$ yards. How much fencing will Brandon need to buy to go around the kennel?

Formative Assessment 5.4, 5.5b, and 5.6a

1. **Dan bought 15 boards. Each board was 8.25 feet long. He needs 150 feet of boards to be able to finish the project on his deck. How many more feet of boards will he need to buy?**

2. **The delivery driver for Walmart is delivering 32,000 cases of water to three stores. The table shows the number of cases delivered to the first two stores.**

Cases of Water Delivered

Store	Cases Delivered
Store 1	18,104
Store 2	9,294

The number of cases that the driver still needs to deliver is ---

A. 59,398 **B. 27,398** **C. 8,810** **D. 4,602**

3. **478 fifth graders will attend a performance at Chrysler Hall. They will be riding on buses that carry 28 students on each bus. How many buses will be needed to get all the students to the performance?**

4. **James is a swimmer on the Maury swim team. For practice, he swam 10 $\frac{1}{2}$ laps on Monday and 8 $\frac{4}{5}$ laps on Tuesday. What were the combined number of laps James swam on Monday and Tuesday?**

5. **On Monday, Alberto's Bakery received 25 pounds of flour. On Tuesday they used 12 $\frac{2}{5}$ pounds of flour and 4 $\frac{2}{3}$ pounds of flour on Wednesday. How much flour is left for the baking that needs to be done on Thursday?**

6. **The Peterson family will travel 393.2 miles on their trip to Tennessee. If four people share the driving evenly, how many miles will each person drive?**

Monday	Tuesday	Wednesday	Thursday	Friday
5.8 Notes – Practice (your own paper)	5.9 Notes – Practice (your own paper)	5.11 Notes - Practice (your own paper)	Checkpoints (your own paper)	Formative Assess. (your own paper)

5.8 Notes and Practice

Perimeter is a measure of the path or distance a plane figure; found by adding the measures of the sides. To find the perimeter, add the measure of each side.

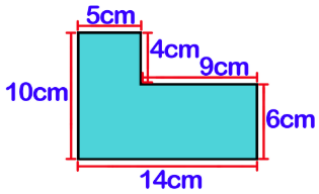
Area refers to the surface included within a plane figure. It is measured by the number of square units needed to cover a surface or plane figure.

- To find the **area of a rectangle**, multiply the length times the width (**A= l x w**).
- The **area of a square** can be found by multiplying one side by another. (**A = s x s**)
- A right triangle is half of a rectangle. To find the **area of a right triangle**, multiply the base times the height, then divide the number in half. **A= ½ (b x h)** or **(b x h) ÷ 2**

Volume is the measurement of a three-dimensional figure of capacity and measured in cubic units.

- **Volume** of a solid figure may be found by counting the cubic units. Be sure to account for any "hidden" cubes.
- Volume of a **rectangular prism** can be found by multiplying the <u>base</u> x <u>height</u> x <u>width</u>.

Example 1: Find the perimeter of the figure.



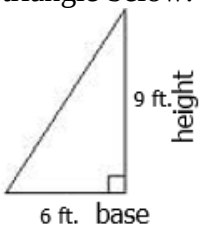
P = 10 + 5 + 4 + 9 + 6 + 14
P = 48 cm

The perimeter is 48 cm.

Example 2: Tyler is getting a new carpet for his room. His room is 12 ft. long and 15 ft. wide. How much carpet does Tyler need?
*Carpet covers the floor, so we are looking for area
*The floor is rectangular in shape
A = l x w
A = 12 ft x 15 ft
A = 180 sq. ft. or 180 ft^2

Tyler needs 180 sq. ft. or 180 ft^2 of carpet.

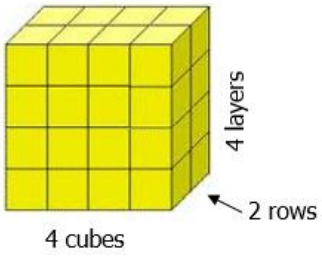
Example 3: Find the area of the triangle below.



A = (b x h) ÷ 2
A = (6 x 9)÷ 2
A = 63 ÷ 2
A = 31.5

The area of the triangle is 31.5 square feet or 31.5 ft^2.

Example 4: Find the volume of the given figure.

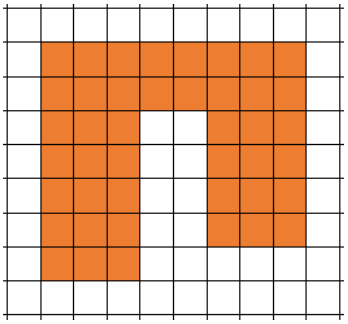


V= 4 x 4 x 2
V = 32 cubic cm. or 32 cm^3

The volume is 32 cubic cm. or 32 cm^3.

Practice

1. What is the area and perimeter of the shaded part below?

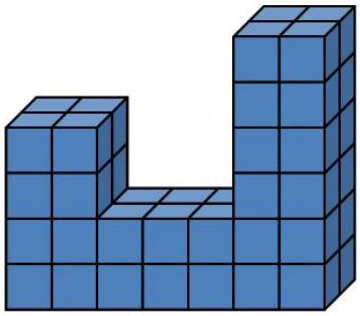


Perimeter -_____
Area - _____

2. What is the volume of the trailer in the picture below?

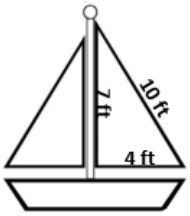
A. 54 cubic feet
B. 216 cubic feet
C. 2,592 cubic feet
D. 5,184 cubic feet

3. What is the volume of the irregular solid below?



4. Harry is making a frame to fit a picture that measures 8 inches by 10 inches. How much frame does Harry need?

5. What is the area (in feet) of the triangle sail in the picture?



A. 280 square ft
B. 28 square ft
C. 21 square ft
D. 14 square ft

6. What is the area of a square cement pad with one side that measures 8 meters?

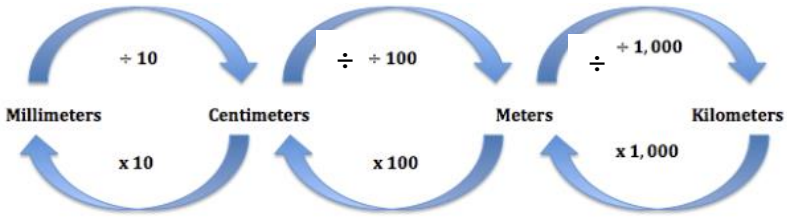
A. 8 meters squared
B. 16 meters squared
C. 32 meters squared
D. 64 meters squared

5.9 Notes and Practice

Length is the distance between two points along a line. Metric units for measurement of length include millimeters, centimeters, meters, and kilometers. Appropriate measuring devices include centimeter ruler, meter stick, and tape measure.

Equivalent Measurement:
1 kilometer (km) = 1000 meters (m)
1 meter (m) = 100 centimeter (cm)
1 centimeter (cm) = 10 millimeter (mm)

Guide when converting:

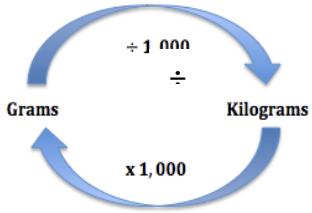


Mass is the amount of matter in an object. The mass of an object remains the same regardless of its location.

Weight is determined by the pull of gravity on the mass of an object. The weight of an object changes depending on the gravitational pull at its location.
In everyday life, most people are actually interested in determining an object's mass, although they use the term weight (e.g., "How much does it weigh?" versus "What is its mass?").

Equivalent Measurement:
converting:
1 kilogram (kg) = 1000 grams (g)

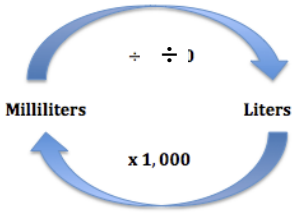
Guide when



Liquid Volume is the space a liquid takes up. Metric units to measure liquid volume (capacity) include milliliters and liters.

Equivalent Measurement:
converting:
1 Liter (L) = 1000 milliliters (ml)

Guide when



Example 1	Example 2	Example 3
Cheryl's old house is 3 kilometers from her new house. How many meters is the old house from the new house? 3 km = **3000** m 3 x 1000 = 3000	During science class, Marco found that the mass of a rock was 3,500 grams. What was the mass of the rock in kilograms? 3,500 grams = **3.5** kg 3,500 ÷ 1000 = 3.5	William bought a 2-liter bottle of soda. How many milliliters of soda did he buy? 2 liters = **2,000** ml 2 x 1000 = 2000

Practice

1. Fill in the blank. 1,570 meters = _____ kilometer	2. Find the equivalent measurement. 5 kg = _____ g	3. Find the missing measurement. 3,200 milliliters = _____liters
4. My phone is 16 centimeters long. How many millimeters long is my phone?	5. Steven bought a winter squash with a mass of 1.8 kilograms. If one kilogram is equal to 1000 grams, how many grams is the winter squash?	6. Holly needs 2,500 milliliters of soda. How many liters does Holly need?

5.11 Notes and Practice

Elapsed time is the amount of time that has passed between two given times. Elapsed time can be found by counting on from the beginning time or counting back from the ending time.

Example 1: Find the elapsed time.

Start time – 5:15 am End time – 8:05 am

1. First, figure out the hours.

5:15	hrs
6:15	1
7:15	1

2

2. Since we can't add another whole hour, switch to minutes.

3. Begin the minutes where the hours left off.

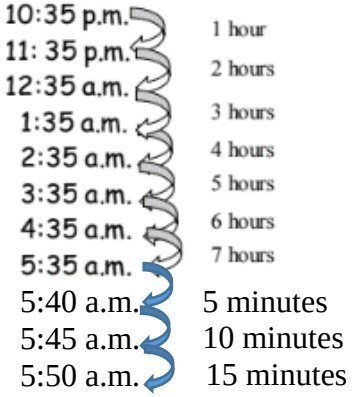
7:15	min
7:30	15
7:45	15
8:00	15
8:05	5

50

4. Add the total hours and minutes

*Elapsed time is 2 hours, 50 minutes.

Example 2: Ally went to bed at 10:35 p.m. last night. She slept for 7 hours and 15 minutes. What time did Ally wake up?



Ally woke up at 5:50 a.m.

Practice

1. What time is 12 hours and 20 minutes after 11:15 pm?

A. 12:30 am
B. 12:30 pm
C. 11:35 pm
D. 11:35 am

2. How long did John sleep if he went to bed at 9:40 pm and got up at 7:40 am?

A. 2 hours and 20 minutes
B. 9 hours and 20 minutes
C. 9 hours and 40 minutes
D. 10 hours and 20 minutes

3. The time is shown in the clock below. Mr. Johnson's class eats lunch at 12:25 pm. How long do his students have to wait to eat lunch?

A. 3 hours and 15 minutes
B. 3 hours and 20 minutes
C. 4 hours and 15 minutes
D. 4 hours and 20 minutes

4. Five hours and 42 minutes after he started a bike tour, Chen completed the tour. If he finished at 2:17 pm, what time did he start?

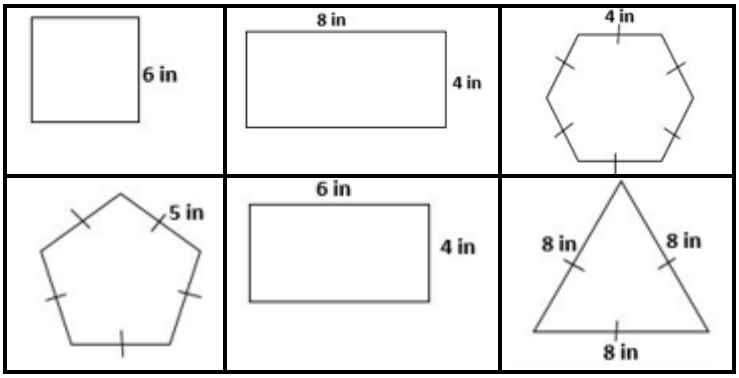
A. 8:25 am
B. 8:35 am
C. 7:59 pm
D. 8:35 pm

5.8, 5.9, and 5.11 Checkpoint/TEI

1. The area of a polygon is 12 square feet. Select all polygons that have this area.

A rectangle with a length of 4 feet and a width of 2 feet.	A rectangle with a length of 4 feet and a width of 3 feet.
A triangle with a base of 4 feet and a height of 3 feet.	A triangle with a base of 4 feet and a height of 6 feet.
A square with a side length of 4 feet.	A rectangle with a length of 6 feet and a width of 2 feet.

2. Select all polygons that have a perimeter of 24 inches.



3. Draw an arrow from the times given on the left to the correct elapsed time on the right. You must draw one arrow to and from each box.

10:05 A.M. to 2:25 P.M.		8 hours 54 minutes
11:05 A.M. to 6:18 P.M.		4 hours 20 minutes
10:15 A.M. to 7:09 P.M.		7 hours 13 minutes

4. Draw an arrow from the measurement on the left to the equivalent measurement on the right. You must draw one arrow to and from each box.

3000 g		2 kg
1 kg		3 kg
2,000 g		1,000 g

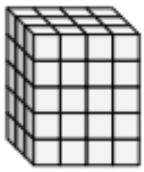
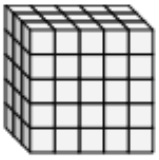
5. Ethan has some materials for a project. He has 5.62 meters of rope and 562 milliliters of paint.
He knows: 1 meter = 100 cm
1 liter = 1000 milliliters
Find the equivalent measurements.

5.62 meters= ☐ cm.

562 milliliters = ☐ liter(s)

0.0562	0.562	5.62
562	5,620	56, 200

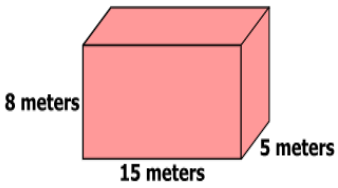
6. Which of the following has a volume of 60 cubic units? Circle all possible answers.

	A box that is 6 inches long, 5 inches wide, and 2 inches tall
A garden plot 10 ft long, 3 ft wide and 2 ft high	

7. Read each question carefully. Write the letter of your answer on the blank provided.

_____ 1. A movie starts at 4:20 p.m. and lasts 2 hours and 47 minutes. What time will the movie end?
_____ 2. A 15-hour and 35-minute train ride ended at 6:48am. What time did the train ride begin?
_____ 3. Spot the dog went to sleep at 10:45pm, and he slept for 7 hours and 23 minutes. What time did Spot wake up?

5.8, 5.9, and 5.11 Formative Assessment

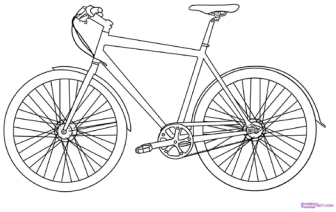
1. The Lions football team took an overnight flight for their next game. The flight left at 9:20 P.M. on Wednesday and lasted 7 hours and 50 minutes. When did the plane land? A. 1:30 P.M. B. 4:20 A.M. C. 5:10 A.M. D. 7:50 P.M.	2. The end zone of a football field is a rectangle that is 15 yards wide and 40 yards long. A team wants to cover this end zone with red paint. How much red paint will the team need? A. 55 square yards B. 110 square yards C. 220 square yards D. 600 square yards
3. The distance between 1st and 2nd base on a baseball field is 27.5meters. How many millimeters would that be? A. 2.75 mm B. 275 mm C. 2,750 mm D. 27,500 mm	4. What is the area of a right triangle with a base of 4 feet and a height of 8 feet? A. 12 square feet B. 16 square feet C. 24 square feet D. 32 square feet
5. Fill in the blank. 530 milliliters = _____ liter (s) A 0.53 B 5.3 C 53.000 D 530,000	6. Mario began watching a movie at the time shown on the clock. The movie was 2 hours and 25 minutes long. What time did the movie end?  A. 7:55 p.m. B. 8:30 p.m. C. 9:30 p.m. D. 9:55 p.m.
9. This figure represents a storage container. What is the volume? 	8. You printed off a picture to give to your friend for her birthday but you need to frame it first. If the picture is 4 inches long and 6 inches wide, how much wood would you need to make a frame?

5th Grade ART, CHORUS, STRINGS, PE, GIFTED AND ESL

Elementary Art-Learning in Place Packet

Grades K-5 April 27-May 15, 2020

Grades K-1	Instructions	Vocabulary to Discuss	Examples (Do not copy)
April 27-May 1	Go outside and take a walk, don't forget to take your paper with you. Crisscross applesauce and draw a flower or plant using a pencil or pick the flower and take it indoors to draw. This is called observational drawing, which means drawing from life. Add color using crayons, markers, colored pencils or watercolor.	Observational drawing Line Color Nature	
May 4-8	Draw a picture of your favorite dessert. Think about the shapes that make the object. Use different types of lines. Create a pattern on the background.	Shape Color Line-(straight, zigzag, broken, dotted, wavy) Background Pattern	
May 11-15	Go for a nature walk with your family. Draw one of the animals that you see in your neighborhood. Draw the shape of the animal and then add color to create the texture of the animals (fur, scales, hair, or feathers). Don't forget to draw where the animal lives-habitat. The entire page should be filled with color.	Shape Texture (how something feels or looks like it feels) Habitat Color	
Grades 2-3			
April 27-May 1	. Go outside and take a walk, don't forget to take your paper with you. Find plant life or flowers you would like to draw. Crisscross applesauce and begin drawing what you see with a pencil. This is called	Observational drawing Nature Foreground Background Line Color	

	observational drawing, which means drawing from life. After completing your sketch, take your art inside and add color using crayons, markers, colored pencils or watercolor.		
May 4-8	Draw a chair. A chair may seem like a complex object, break it down into smaller shapes. Use your observational drawing skills. Really look at the chair and how all of the shapes connect together. Add shadow and horizon line.	Observational Draw Shapes Form Shadow Horizon Line	
May 11-15	Draw a picture of your favorite toy. Think about the shapes that make the whole object. Add color and then add shadow and highlight to the color. Add a horizon line and color to the background.	Observational Draw Shapes Shadow Highlight Background	
Grades 4-5			
April 27-May 1	Go outside and take a walk, don't forget to take your paper with you. Find plant life or flowers you would like to draw. Crisscross apple sauce and begin drawing what you see with a pencil. This is called observational drawing, which means drawing from life. After completing your sketch, take your art inside and add color using crayons, markers, colored pencils or watercolor.	Observational drawing Nature Foreground Middle ground Background Line Color	

May 4-8	Begin in one spot on the paper and start drawing doodles. Create as many doodles as you like, no doodles should overlap or interfere with any other doodles. If you wish, you can create a doodle theme. In other words, draw only geometric shapes (ie squares, triangles, circles etc.) or draw only organic shapes (squiggly "natural" shapes). When you have filled your paper with doodles, begin coloring in. You may use solid color, lines, texture, or pattern to fill the entire page.	Doodle Overlap Geometric Shapes Picture Plane Organic Shapes Line Color Texture Pattern	
May 11-15	Contour Portrait Drawing: A contour drawing is an excellent way to train the eye to draw what it really sees rather than what it thinks it sees. Look in the mirror. Pick a point on the object where the eye can begin its slow journey around the contour or edge of the object. Remember, the eye is like a snail, barely crawling as it begins its journey. When the eye begins to move, so should the hand holding the pencil. Try drawing the entire contour of the object without lifting your pencil form the paper.	Contour Portrait Proportion	

Are you looking for more art ideas?

Silly Drawing Prompts

Animals

1. Draw a llama surfing.
2. Draw a fish swimming in something other than water.
3. Combine two animals to create a new one.
4. Draw a shark eating a cupcake.
5. Draw a crab at a birthday party.

6. Draw a seahorse in a blizzard.
7. Draw a dinosaur crying.
8. Draw an animal with arms for legs and legs for arms.
9. Draw a pug on a treadmill.
10. Draw a horse throwing a horseshoe.
11. Draw a shark waterskiing.
12. Draw a walrus in a beach chair.
13. Draw a circus elephant standing on a ball.
14. Draw a koala bear sitting on a trashcan.
15. Draw a lizard putting on lipstick.
16. Draw a squirrel roasting a marshmallow.
17. Draw an octopus with spoons for legs.
18. Draw a mouse riding a motorcycle.
19. Draw a flamingo doing ballet.
20. Draw a butterfly eating a steak
21. Draw a cat chasing a dog.
22. Draw a lobster dancing.
23. Draw a cat playing a sport.
24. Draw a chicken skydiving.

Food

1. Draw a piece of fruit in outer space.
2. Draw a Pop Tart lifting weights.
3. Draw a loaf of bread at a disco.
4. Draw a rainstorm of sprinkles.
5. Draw french fries on a rollercoaster.
6. Draw a food eating another food.
7. Draw a walking taco.
8. Draw chicken wings flying.
9. Draw a banana slipping on banana peels.
10. Draw a cookie with googly eyes instead of chocolate chips.
11. Draw a pineapple rollerblading.
12. Draw a piece of asparagus snowboarding.
13. Draw an annoying orange.
14. Draw a donut riding a skateboard.
15. Draw a turkey leg eating a turkey sandwich.
16. Draw a cheeseburger wearing a dress.
17. Draw a banana in pajamas.
18. Draw a peanut butter and jelly sandwich on vacation.
19. Draw an apple talking to your art teacher.
20. Draw a hot dog flying.
21. Draw a lemon making orange juice.
22. Draw an ice cream cone eating a Popsicle.
23. Draw a garden of lollipops.

MUSIC

5th Grade Chorus Learning in Place April 27-May 1, May 4-8, and May 11-15

Name_____ Teacher_____

Work alone or with someone. Read and complete the activity in a square. Mark an X over the completed activity. Complete 5 activities in a row to win MUSIC BINGO each week. Rows can go top to bottom, left to right, or diagonally across the squares.

SING a song or poem	Tell a story using a **LOW VOICE**	**DANCE** or **MOVE SLOW**	**SING** a song **FAST**	**SPEAK** a song or poem
Ask an adult what song they remember from their childhood. Have them SING it to you.	**CHANGE** the words to a song	Make or find something to shake. **PLAY** along with a song.	March to the **STEADY BEAT** of a song	**LISTEN** to the music that's created outside your window
Pat your legs to the **STEADY BEAT** of a song	**PLAY** a beat using pencils while **LISTENING** to your favorite song		**SING** a silly song	Tell a story using a **HIGH VOICE**
LISTEN to a song and name 1 instrument you hear	Clap your hands to the **STEADY BEAT** of a song	**SING** a soft (quiet) song to your favorite toy	**DANCE** or **MOVE** to a song	Clap this pattern to someone else: 
WHISPER a song or poem	**SING** a song **SLOW**	Tap your toes to the **STEADY BEAT** of a song	**DANCE** or **MOVE FAST**	**SHOUT** a song or poem

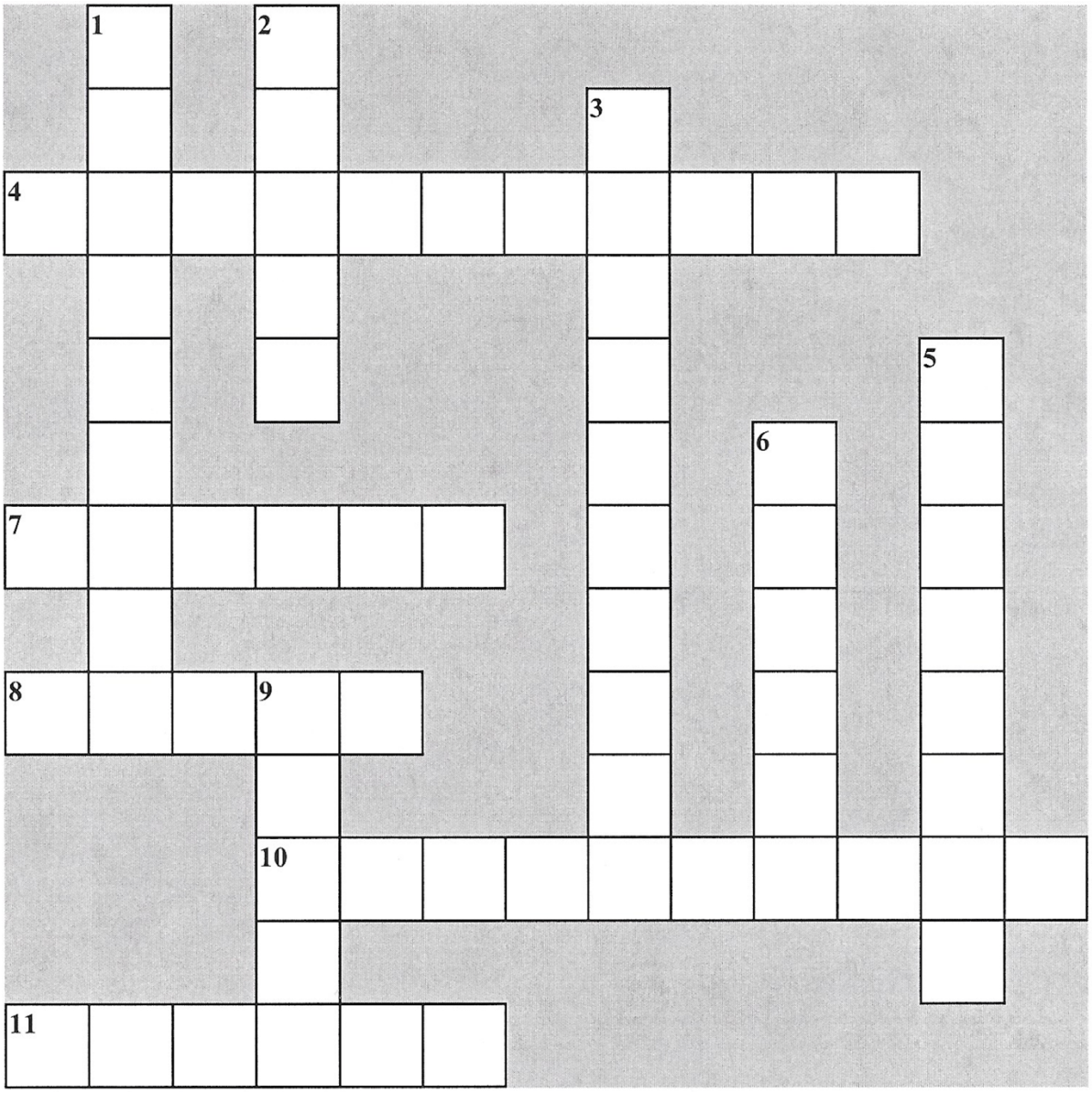
Mark below for each week you complete a MUSIC BINGO!

___April 27-May 1 **___May 4-8** **___May 11-15**

MUSIC

5th Grade Chorus Learning in Place April 27-May 1, May 4-8, and May 11-15

Name_____ Teacher_____



PIANO	MEZZOFORTE	LEGATO	DECRESCENDO	VERSE
UNISON	HARMONY	FORTE	CHORUS	MELODY
CRESCENDO	STACCATO	MEZZOPIANO	DYNAMICS	TEMPO

Across

4 Get softer
7 All sing as one
8 Loud
10 Medium Loud (2 words)
11 A line of notes that moves up, down and repeats

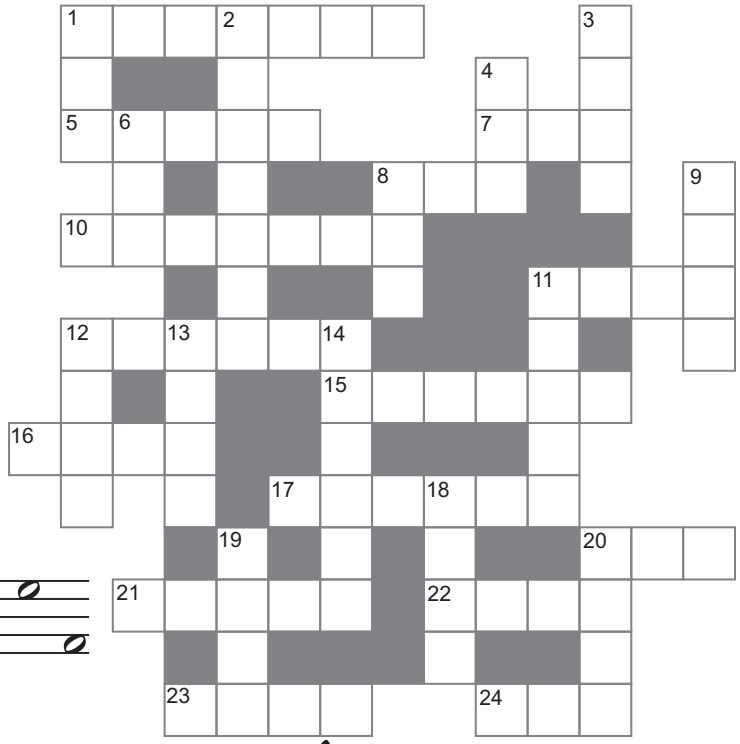
Down

1 Get louder
2 A section that repeats using different words
3 Medium Soft (2 words)
5 Separated
6 Smooth
9 The speed of music

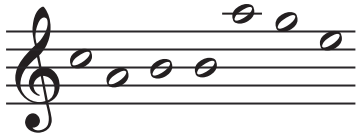
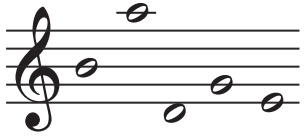
Note Names in the Treble

Name .....

Giant X-Word



Across

1. 
5. 
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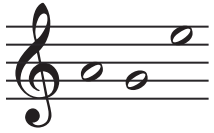
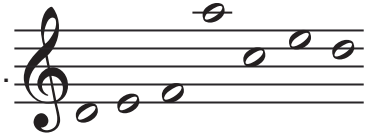
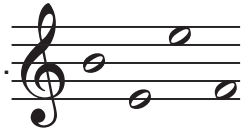
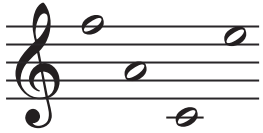
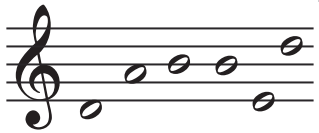
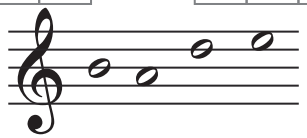
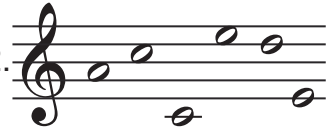
8. 
10. 
16. 
11 
17. 
22. 
12. 
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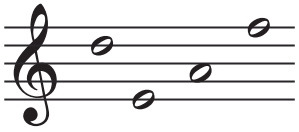
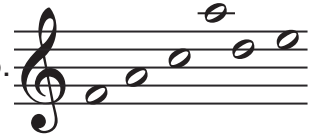
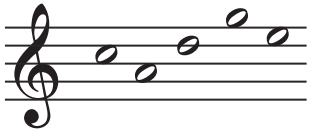
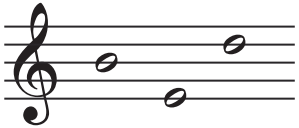
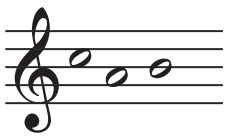
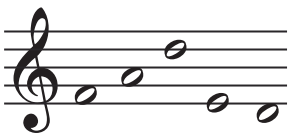
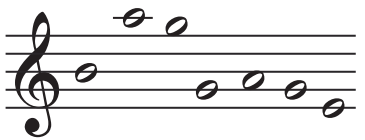
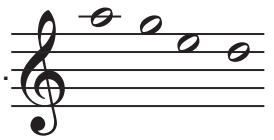
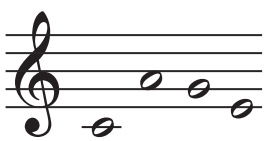
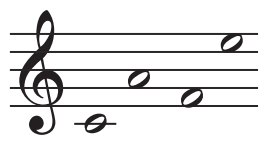
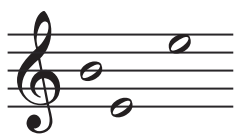
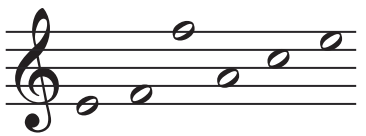
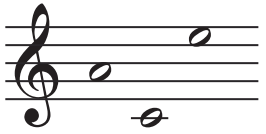
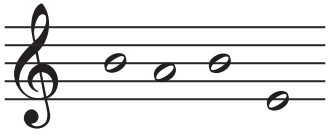
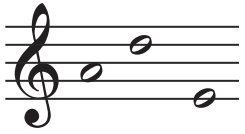
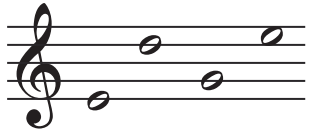
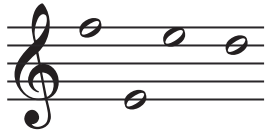
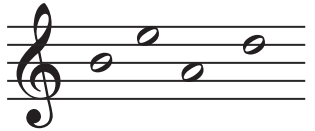
23. 
15. 
21. 
24. 

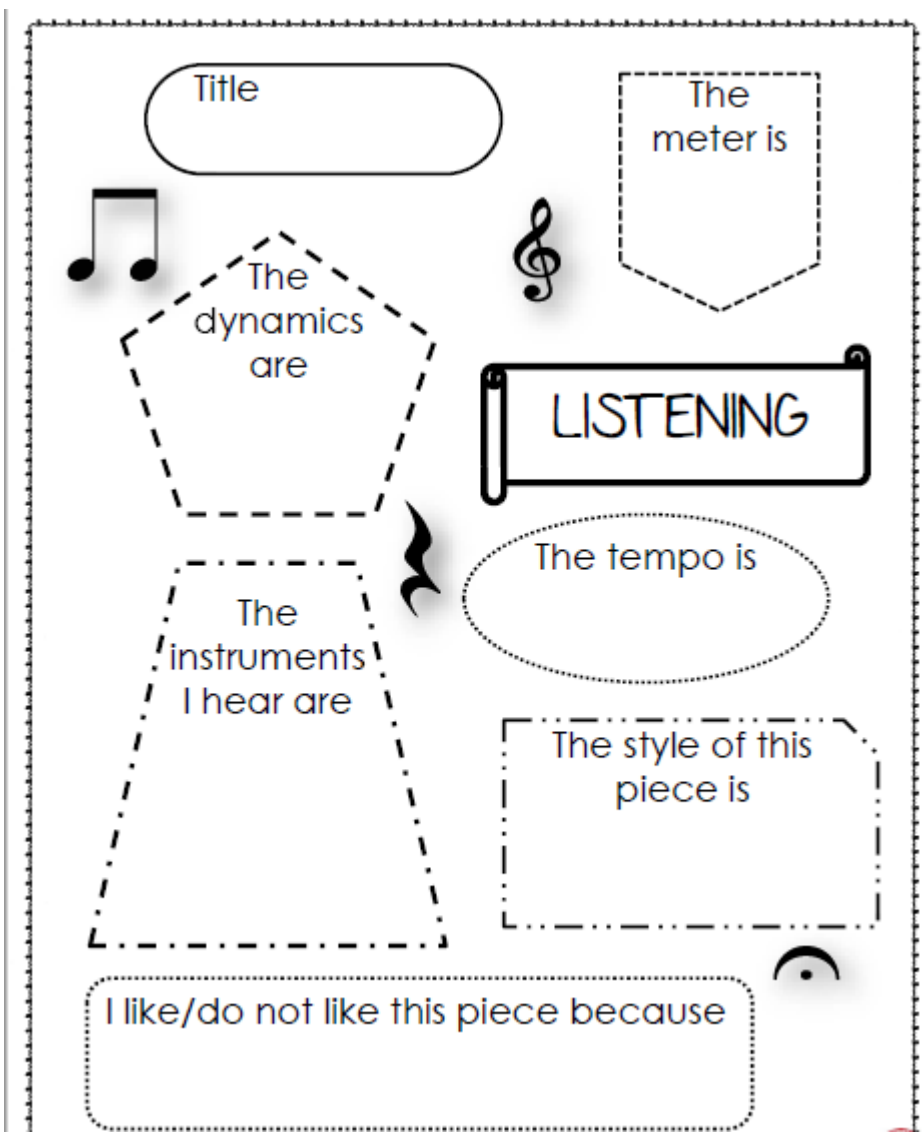
Down

1. 
11. 
2. 
12. 
3. 
13. 
4. 
14. 
6. 
18. 
8. 
19. 
9. 
20. 

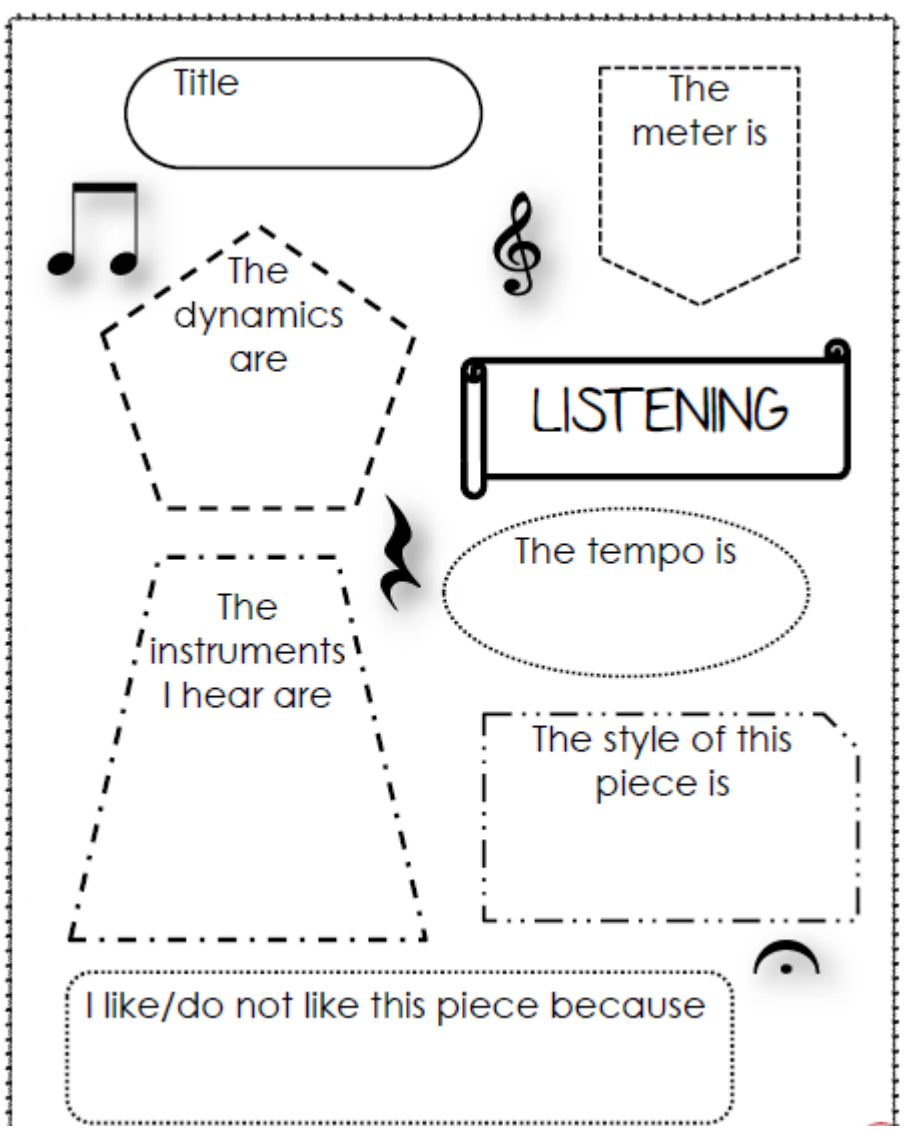
Grade 5 STRINGS Week of May 4-8 , 2020

USE YOUR MUSIC VOCABULARY TO REFLECT:

One I like already:



One I FOUND that's new to me:



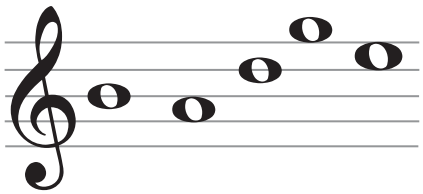
Grade 5 STRINGS Week of May 11-15 , 2020

Note Names in the Treble

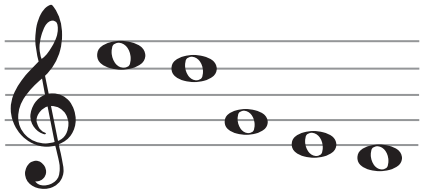
Name .....

QUIZ (tick the correct word)

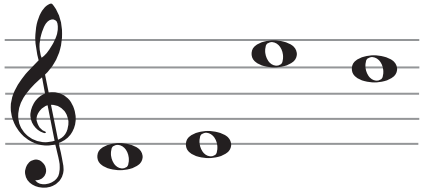
- ☐ badge
- ☐ cadge
- ☐ faded



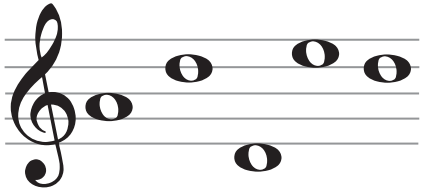
- ☐ faced
- ☐ edged
- ☐ added



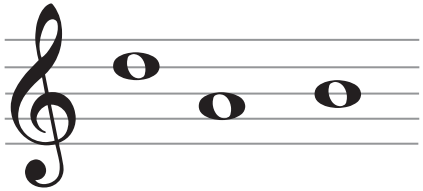
- ☐ deed
- ☐ feed
- ☐ bead



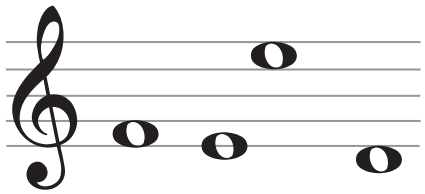
- ☐ egged
- ☐ faced
- ☐ added



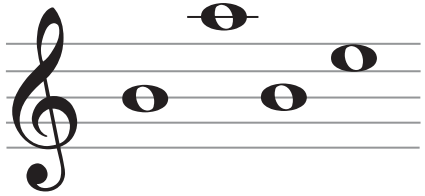
- ☐ bed
- ☐ dab
- ☐ bad



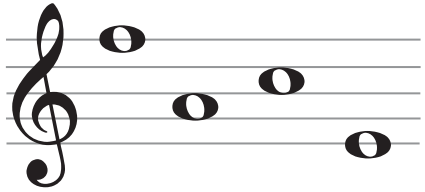
- ☐ bade
- ☐ gage
- ☐ feed



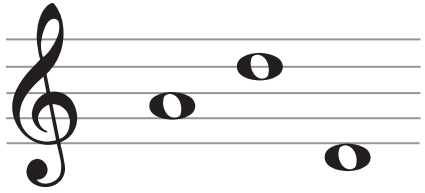
- ☐ gage
- ☐ babe
- ☐ bebe



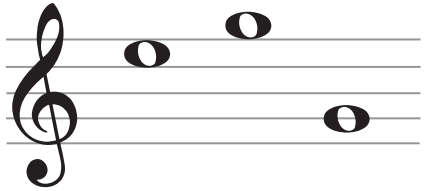
- ☐ fade
- ☐ face
- ☐ bade



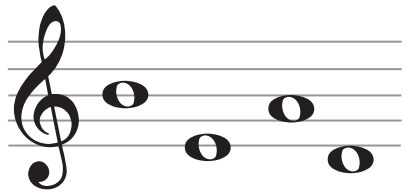
- ☐ add
- ☐ ade
- ☐ abe



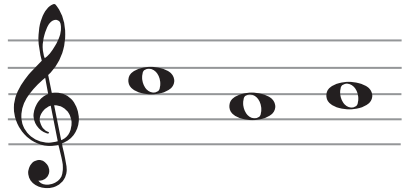
- ☐ dab
- ☐ age
- ☐ egg



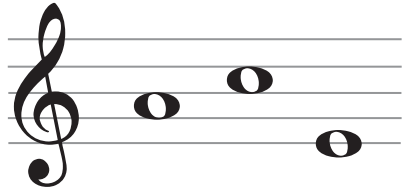
- ☐ bead
- ☐ bade
- ☐ feed



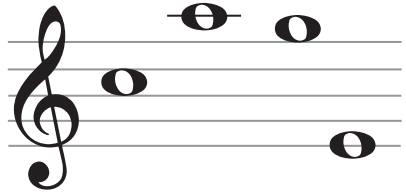
- ☐ cad
- ☐ cab
- ☐ ade



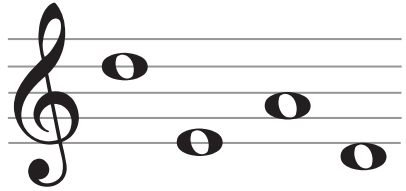
- ☐ ace
- ☐ egg
- ☐ dab



- ☐ face
- ☐ fade
- ☐ cage



- ☐ bead
- ☐ dead
- ☐ bade

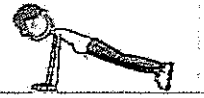
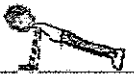
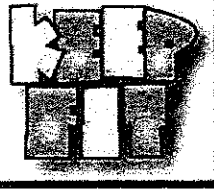


Physical Education Fitness Calendar

Directions: Complete each fitness challenge for each day of the month. When you are finished, pass it in to your Physical Education teacher.

Note: if you miss a day, that's ok. Just make up that day on the next day. The idea is to do something active everyday!!!

April 2020

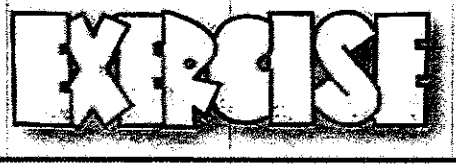
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Student Name: **Parent Signature:** **Classroom Teacher:**			1 Hold a push-ups position while saying the months of the year 3 times. 	2 Skip around the house while you sing the school song. 	3 Crab Walk from the kitchen to your bedroom (Even if it's up or down the stairs!) 	4 **Rest Day**
5 Get some cans of food and do arm curls while a family member or friend counts to 100. Use both arms! 	6 Keep your legs straight while you bend relaxed at the waist. Breathe in and out slowly making your hands reach for the floor. 	7 Do the butterfly stretch while saying out loud 10 words that begin with the letter "J". 	8 **Reach up off the floor 15 times.** 	9 **Do squats while watching 3 commercials on T.V.** 	10 **Rest Day**	11 Balance on one foot while a family member or friend sings the ABC song 3 times. 
12 Challenge a family member or friend to a "Mountain Climber To 50" Race. 	13 Pretend to hula hoop while saying the alphabet forwards then backwards. If you have a hula hoop, use it! 	14 **Dance to one of your favorite songs.** 	15 **Do 60 seconds of arm circles.** 	16 **Rest Day**	17 Grab one foot and stretch your thigh for 30 seconds. Repeat using the other leg. Then try it with your eyes closed. 	18 Hold a push-ups position while giving a high five to a family member or friend 25 times. 
19 **Stand in front of a mirror and flex or move every muscle you can think of.** 	20 Get some cans of food and do lunges while a family member or friend sings you THEIR favorite song. 	21 Spell your full name while you jump in the air for each letter. 	22 **Rest Day**	23 Reach and touch your toes while counting to 30. Go slow! Repeat 3 times. 	24 Do 50 side bends. While doing them sing your favorite song out loud. 	25 Challenge a family member or friend to a "Jumping Jack race to 50" contest. 
26 **Do 100 Jumping Jacks.** 	27 With your back flat against the wall, do the Wall Sit for 60 seconds. 	28 **Rest Day**	29 Make up your own fitness challenge and draw it on the back of this paper.	30 **Pick One Of Your Favorite Days And Do It Again!!!**		**Check off (√) when you finish each day**

Physical Education Fitness Calendar

Directions: Complete each fitness challenge for each day of the month. When you are finished, pass it in to your Physical Education teacher.

Note: if you miss a day, that's ok. Just make up that day on the next day. The idea is to do something active everyday!!!

May 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Student Name: **Parent Signature:** **Classroom Teacher:**			Check off (✓) when you finish each day		1 Touch your elbows to knees 50 times while keeping your eyes closed.	2 Keep your belly on the floor while you push up off the floor. Repeat 20 times. 
3 Do squats while singing the school song. 	4 Do 15 push-ups. 	5 Hold a plank position while counting to 100 by 5's 	6 Do 25 back leg kicks for each leg. 	7 Ask a family member or friend to read a short passage from a book to you while you hold onto one foot. 	8 Do 50 windmills touching one foot, then the other. 	9 **Rest Day**
10 Reach to both sides of your body while listening to one of your favorite songs. 	11 Stretch your calf muscles while you watch 3 commercials on T.V. 	12 Reach for one toe while counting to 25 backwards. Repeat with the other leg. Do that 3 times per leg. 	13 Do 50 Jumping Jacks with a family member or friend. 	14 In a straddle position reach for one toe and count to 10. Repeat reaching for the other toe. Do that 3 times per leg. 	15 **Rest Day**	16 Hold one foot while balancing and counting to 20. Repeat holding the other foot. Do that 3 times per leg. 
17 Do jumping jacks every time a commercial comes on T.V. 	18 With both legs straight, see how far you can reach. Go slow! Breathe in and out each time you reach. 	19 Jog in place while you answer 10 math questions given to you by a family member or friend. 	20 With legs crossed reach up and over your body as far as you can. Repeat reaching the other way. Repeat 3 times per side. 	21 **Rest Day**	22 Do 50 lunges. 	23 Put your toes under the couch and do 15 curl-ups. 
24 Do a plank while spelling your full name backwards 3 times. 	25 Do windmills while you count to 100 by 2's. 	26 Hold a plank position while counting to 50. 	27 **Rest Day**	28 Do a jumping jack for every letter of the alphabet. 	29 Jog 3 times around the outside of your home or block. 	30 Make up your own fitness challenge and draw it on the back of this paper.
31 Pick One Of Your Favorite Days And Do It Again!!!						

Workout for beginners

what's your name!

SPELL OUT YOUR FULL NAME AND COMPLETE THE EXERCISE LISTED FOR EACH LETTER. FOR A GREATER CHALLENGE INCLUDE YOUR MIDDLE NAME & DO EACH ONE TWICE! FOR VARIETY YOU CAN USE A DIFFERENT HISTORICAL PERSON'S NAME OR A FAMILY MEMBER'S NAME EACH TIME.

A 10 jumping jacks

B 5 push-ups

C 1 burpee

D 20 high knees

E 5 crunches

F 10 mountain climbers

G 5 squats

H 10 front lunges

I 10 side lunges

J 10 second wall sit

K 5 calf raises

L 5 second plank

M 3 squat jumps

N 10 second jump rope

O 10 russian twists

P 5 plie squats

Q 10 arm circles

R 10 skaters

S 10 second jog in place

T 10 butt kickers

U 5 inchworms

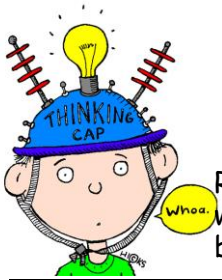
V 5 tricep dips

W 3 star jumps

X 5 bird dogs

Y 10 Leg raises

Z 5 squat jacks



Grade 5: Gifted Opportunities

Gifted Education & Academic Rigor

April 27 – May 15

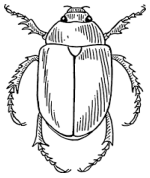
Ready, set, THINK! Complete a Math and/or Communication Skills/Reading activity each week on a separate piece of paper to share with your Gifted Resource Teacher. If your brain needs more, then do the STEM challenge for an extra brain boost! Enjoy!

Subject	Week 7 April 27 – May 1	Week 8 May 4-8	Week 9 May 11-15
Math	Solve one, two or all three of the following math challenges: 1. The solution is 86. Write 2 division and 1 multiplication problems. 2. Vowels = $\frac{1}{2}$ Consonants = $\frac{3}{4}$ What is the fractional value of your name? 3. Our temperature is 70 degrees F. It is 10 degrees colder in England. What is the temperature in Celsius?	Mrs. Smith wants to tile her kitchen floor. The tiles are 3 inches on each side. The floor is 10 feet by 15 feet. How many tiles does she need? The tiles are sold in bundles of 10. Each bundle costs $3.50. How many bundles are needed? How much will she need to pay for the tiles? Write a letter to Mrs. Smith explaining your solution. Include the cost with a visual representation that shows your math.	Make a "Top 5 Reasons for Learning Fractions" list and give a fraction as an example. Use pictures as needed.
Communication Skills /Reading	If you could go back in time and experience an event in your life again, what would it be? Would you go back to change an event that happened or to re-experience a happy time? Explain in detail what this would be like. This should be at least a half-page in length.	Choose one character from any novel you've recently read to think about. Write 2-3 paragraphs comparing this character to yourself. How is that character like you? How is the character different from you? Would you have made the same choices he/she did? Why or why not?	Pick any story or book to read. Create a comic strip showing how an event unfolded in the story. Draw pictures and write captions in each box.
STEM Challenge	Using a ruler, a pencil and marshmallows (or cotton balls) create a catapult that will launch your object the farthest distance. Change the position of your ruler/pencil and launch again. Record any changes you made and how far your objects went each time you launched. What do you think makes the objects go farther?	Create a bridge made out of paper only. Try different designs to see what makes your bridge stronger. Test each bridge design by putting pennies on it. Describe and/or draw each design and record how many pennies each one held. Why do you think one bridge held more pennies than another?	Design something using a paper towel roll, string, tape and a pencil. Give your invention a name and write down how it can be used. Take a picture of your inventions and share with your teacher and peers or bring it to school. Don't forget to patent* your cool invention so no one steals your cool idea. (*What is a "patent"?)

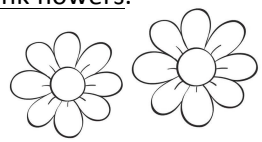
Don't forget to read every day! Your brain will thank you☺.

NPS **ESL** Learning in Place Plan, **Grades 3-5**

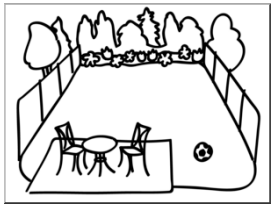
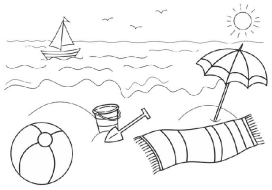
April 27 – May 1, 2020 **Topic: Living Things**

Tree **Trees**	**Plant** **Plants**	**Flower** **Flowers**	**Person** **People**	**Animal** **Animals**	**Insect** **Insects**
 Cliparting.com	 vectorstock.com	 Clip-artlibrary.com	 Cliparting.com	 Clipartart.com **squirrel / squirrels**	 Clipartkey.com **beetle / beetles**

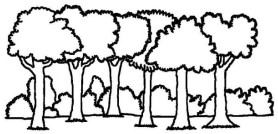
Directions: Use notebook paper to complete these learning activities.

Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Point to each picture above and say the words 3 times. Draw and label 3-5 other living things. **Example:** cat  clipartix.com	Watch a movie or TV show about living things. What living things did you see in the movie or on TV? Write 3-5 sentences using describing words (number, size, or color): I saw _____. **Example:** I saw <u>two big, pink flowers</u>.  PNGio.com	Read a book or magazine in English or your home language about living things. Talk to a family member about the living things you read about. **Example:** I read a book about zoo animals. There were big, yellow lions and tall giraffes. There was a family of five monkeys.	Look *inside* your home. What living things can you find *in* your home? Write 3-5 sentences and use describing words (number, size, or color): In my home, I see _____. **Example:** In my home, I see <u>five people</u>. In my home, I see <u>big green plants</u>.	Look out your window or take a walk with a parent. What living things do you see outside? Make a list of each living thing you see. Draw a picture beside each word. **Example:** Bee  shutterstock.com Grass  wikiclipart.com

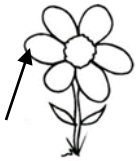
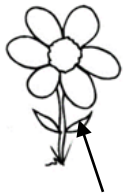
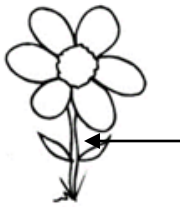
May 4 – May 8, 2020 **Topic: PLACES where we see living things**

Playground	Yard	Street	Beach	Tree	Bush
at the playground	**in the yard**	**next to the street**	**at the beach**	**in the tree**	**in the bush**
 clipartbarn.com	 clipartbarn.com	 cliparting.com	 wikiclipart.com	 cliparting.com	 clipart.email

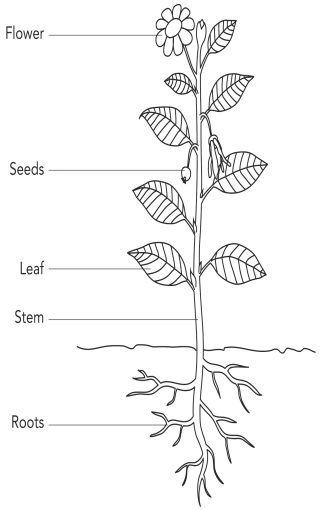
Directions: Use notebook paper to complete these learning activities.

Monday	Tuesday	Wednesday	Thursday & Friday
Point to each picture above and say the words 3 times. Think of 3-5 other PLACES where you see living things. **Example:** woods  clipartart.com	Pick 3-5 living things. Write a sentence telling WHERE (the place) you see each living thing. Use the pictures to help. I see _____ at/in _____. **Examples:** I see a squirrel at the playground. I see insects in the yard. I see birds in the tree.  clipartkey.com	Read a book or watch a TV show about living things. What living things did you read about or see on TV? Talk to a family member about living things in English or your home language. **Example:** I watched a TV show about the beach. Noisy birds live on the beach. They eat the small crabs that live in the sand.	Look out your window or take a walk with a parent. Copy this chart on your notebook paper. Then complete the chart with 3-5 living things. Try to use describing words in your sentences (number, size, or color). **Living Thing** | **Place** | **Sentence** dog | yard | I saw a brown dog in my small yard. | | | | | | | | | | | | | | |

May 11 – May 15, 2020 **Topic: Plant Parts**

Seed	Roots	Flower	Petal	Leaf/Leaves	Stem
 Clipart.email	 Clipart-library.com	 Clip-artlibrary.com			
brown	brown	white, pink, yellow, orange, or purple		green	green

Directions: Use notebook paper to complete these learning activities.

Monday & Tuesday	Wednesday & Thursday	Friday
Point to each picture above and say the words 3 times. Draw, color, & label a picture of a plant. Write 3 sentences telling about your plant. **Example:** My tall plant has eight leaves.  clipart.email	Draw a picture with different types of plants – trees, bushes, flowers, and grass. Label the parts of each plant using the words above. Talk to a family member about your picture. Tell about the plant parts and use describing words (number, size, or color). **Speaking Example**: This is my picture. I drew <u>three trees, one bush, grass, and five yellow flowers</u>. See this flower. Here are <u>the roots, the stem, the leaves, and the petals</u>. My favorite plant in this picture is the <u>tall green tree</u>. It looks like the tree outside of our window.	Use the picture you drew on Wednesday & Thursday. Write 3-5 sentences telling about your picture. Write about the plant parts and use describing words (number, size, or color). **Writing Example**