



**Norfolk Public Schools**  
The cornerstone of a proudly diverse community

# 5<sup>th</sup> Grade



**Phase II**  
**April 6 to April 24, 2020**

<b>Name:</b>	
<b>School:</b>	
<b>Grade Level:</b>	<b>Teacher:</b>

**NPS Curriculum & Instruction**

## Social Studies Learning in Place Plans

### Fifth Grade: April 6-10

Learning Experience 1	Learning Experience 2	Learning Experience 3
<p>The government of Virginia is broken up into 3 branches. Each branch has specific duties to keep our government running smoothly. Use the organizer titled The Government of Virginia to help you complete the activity Hey, That's Our Job.</p>	<p>Read How a Bill Becomes a Law. On your own paper, create a flow chart or organizer <u>with illustrations</u> to show the 6 steps of how a bill becomes a law. You must include the step and a summary of what happens during that step. Examples of the first 2 steps are below: Step 1: Drafting and Introduction – A legislator asks that their idea be drafted into a bill during a General Assembly meeting. Step 2: Committee Action – The bill is referred to the committee and they decide what to do with it.</p>	<p>Use the information you have learned about Virginia's government to complete the multiple choice questions.</p>

## Social Studies Learning in Place Plans

### Fifth Grade: April 20-24

Learning Experience 1	Learning Experience 2	Learning Experience 3
<p>During your English lessons, you learned about the economy of Virginia. Refer back to textbook pg 154-155 in your English packet to help you with this assignment.</p> <p>Complete the organizer Made in Virginia.</p>	<p>Think about what you learned about the regions of Virginia earlier this year. Use your background knowledge and pg 154-155 to help you answer these questions on a separate sheet of paper.</p> <ol style="list-style-type: none"><li>1) What region would be the best location to harvest seafood?</li><li>2) What region is best for mining coal?</li><li>3) In what region would I find the shipbuilding industry?</li><li>4) What region would I find most of our state and federal government workers?</li></ol>	<p>The service industry is important to Virginia's economy. Virginians earn income through jobs in: Private health care, computer programming or systems design, and engineering. Government services including operation of public schools, hospitals and military bases are also important jobs.</p> <p>Think about these jobs and decide which two you would be interested in doing as an adult. Write <u>2 paragraphs</u> describing the jobs in the service industry you are interested in and provide explanations for each. Remember a good paragraph has a topic sentence, many details or reasons, and a conclusion.</p>

**Virginia state government is made up of three parts (branches) that ensure Virginia laws agree with the state constitution.**

### **THE LEGISLATIVE BRANCH**

It makes state laws. It is divided into two parts (Senate and House of Delegates). The General Assembly is the legislative branch of Virginia government.

### **THE EXECUTIVE BRANCH**

It makes sure states laws are carried out. The governor heads the executive branch of state government.

**The  
Government  
of Virginia**

### **THE JUDICIAL BRANCH**

It decides cases about people accused of breaking the laws and whether or not the law agrees with Virginia's constitution. It is the state court's system.

## **Hey, That's Our Job!**

What are the jobs and powers of the three branches of government? Place an "L" for Legislative, an "E" for Executive, and a "J" for Judicial next to the job that each branch of the state government carries out.

- |                                    |                                  |
|------------------------------------|----------------------------------|
| ___ tries civil and criminal cases | ___ has power of judicial review |
| ___ prepares the budget            | ___ makes laws                   |
| ___ executes laws of Virginia      | ___ grants pardons               |
| ___ confirms cabinet officers      | ___ approves the budget          |

# How a Bill Becomes a Law

The following steps are the typical process by which bills become laws:

## 1. Drafting and Introduction

A legislator has an IDEA FOR A BILL, usually from a constituent.

The legislative member presents the idea and requests that it be DRAFTED INTO A BILL. In January, when the General Assembly meets, the Delegates and Senators introduce their bills in their respective chambers.



## 2. Committee Action

The bill is REFERRED to a committee. The members of the committee consider the bill and decide what action to take. This is when the public may speak.

After listening to the testimony, the committee will vote to recommend the passage or defeat of the bill. They may also offer changes (called amendments). If the committee recommends passage of the bill, it then goes back to the chamber where it was introduced.

## 3. "Floor" Action

The title of the bill must be read or printed in the calendar three times.



**FIRST READING:** The bill is printed in the calendar or is read by the Clerk.

**SECOND READING:** The bill may be amended after it has been read a second time. In the House of Delegates, the bill will be debated.

**THIRD READING:** In the Senate, the bill may be debated. A final vote is taken during the third reading.



## 4. Voting

If the bill passes, it is then SENT TO THE OTHER CHAMBER where it follows a similar process of committee action, floor debate, amending, and voting. If the bill passes both houses in the same form, it then goes to the Governor. If the bill is amended by the other house, it is then returned to the body from which it originated for approval of the amendment.



A COMMITTEE OF CONFERENCE is usually created to resolve any differences between the House of Delegates and the Senate.

## 5. Governor's Action

Once passed in the same form, the bill is then sent to the Governor for his approval.

The GOVERNOR may:

- sign the bill into law.
- amend the bill and return it to the General Assembly for their approval.
- veto the bill and return it to the General Assembly, where the House of Delegates and Senate may override the Governor's veto by a two-thirds vote of both houses.
- take no action and the bill becomes law without his signature.

## 6. Law

Bills that become law during a Regular Session (or the Reconvened Session that follows) are effective on July 1st, unless otherwise specified.



## Virginia Government

- |   |   |
|---|---|
| <p>1. Legal cases in Virginia are heard and decided by</p> <ul style="list-style-type: none"><li>A. the General Assembly.</li><li>B. the legislative branch.</li><li>C. the Senate.</li><li>D. the judicial branch.</li></ul> <p>2. This branch decides whether or not a law agrees with Virginia's Constitution.</p> <ul style="list-style-type: none"><li>A. military B. judicial</li><li>C. legislative D. executive</li></ul> <p>3. The legislative branch of the Virginia government is known as the</p> <ul style="list-style-type: none"><li>A. House of Burgesses.</li><li>B. General Assembly.</li><li>C. General Assimilation.</li><li>D. Congress.</li></ul> <p>4. How many branches make up Virginia's government?</p> <ul style="list-style-type: none"><li>A. three</li><li>B. seven</li><li>C. two</li><li>D. five</li></ul> <p>5. The executive branch of the state government is headed by the</p> <ul style="list-style-type: none"><li>A. Governor.</li><li>B. Attorney General.</li><li>C. Senator.</li><li>D. President.</li></ul> <p>6. The highest court in the state judicial branch is</p> <ul style="list-style-type: none"><li>A. the Virginia Supreme Court.</li><li>B. the Governor.</li><li>C. the General Assembly.</li><li>D. the Attorney General.</li></ul> | <p>7. What is the General Assembly?</p> <ul style="list-style-type: none"><li>A. a building designed by Thomas Jefferson</li><li>B. the legislative branch of Virginia</li><li>C. part of the judicial branch of Virginia</li><li>D. the executive branch of Virginia</li></ul> <p>8. The Virginia General Assembly is divided into two parts</p> <ul style="list-style-type: none"><li>A. the Senate and the House of Burgesses.</li><li>B. the Senate and the House of Representatives.</li><li>C. the Senate and the Congress.</li><li>D. the Senate and the House of Delegates.</li></ul> <p>9. The Virginia Assembly included the governor of Virginia, the governor's council, and</p> <ul style="list-style-type: none"><li>A. colonists, chosen by the Governor.</li><li>B. the Governor's family.</li><li>C. representatives elected by the citizens.</li><li>D. the King of England.</li></ul> <p>10. The primary function of the executive branch is to</p> <ul style="list-style-type: none"><li>A. make sure that the laws of the state are carried out.</li><li>B. decide cases about people accused of breaking the law.</li><li>C. make the state's laws.</li><li>D. decide whether or not a law agrees with Virginia's Constitution.</li></ul> <p>11. The Virginia Assembly, the House of Burgesses, and General Assembly were, at different times, names for</p> <ul style="list-style-type: none"><li>A. the executive branch of Virginia government.</li><li>B. the judicial branch of Virginia government.</li><li>C. the legislative branch of Virginia</li></ul> |
|---|---|

**Made In Virginia Activity: Sort the following phrases into the correct columns. Use the pages in your English packet for help.**

- Architectural or engineering services
- Soybeans and corn
- Banking and lending
- Computer programming
- Apples
- Peanuts
- Health Care
- Livestock
- Public Schools
- Shipbuilding
- Coal
- Seafood
- Military

Products	Services

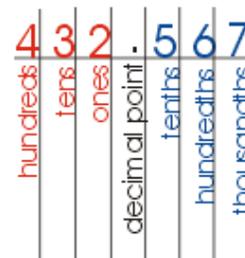
## Math Pacing

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b>	5.2 Notes	5.2 TEI	5.2 Checkpoint #s 1-5	5.2 Checkpoint #'s 6-10	5.2 Formative Assessment
<b>Week 2</b>	5.1 and 5.3 Notes	5.1 and 5.3 TEI	5.1 and 5.3 Checkpoint #s 1-5	5.1 and 5.3 Checkpoint #'s 6-10	Formative Assessment

### SOL 5.2 Notes and Practice

*Converting fractions to decimals:* Some fractions are easy to remember....

$$\frac{1}{2} = 0.50 \text{ or } 0.5 \quad \frac{1}{4} = 0.25 \quad \frac{1}{5} = 0.20 \text{ or } 0.2 \quad \frac{1}{10} = 0.1$$



Other fractions can be converted to decimals by looking at the fraction as a division equation. Students may use a calculator to perform these equations.

$$\frac{1}{3} = 0.33 \text{ (repeating decimal)} \quad \frac{1}{8} = 0.125$$

*Ordering fractions and decimals:* First convert all of the fractions to decimals. Line them up vertically to compare them. Determine the correct order (least to greatest or greatest to least).

$$\frac{1}{2}, 0.56, \frac{3}{8}, \quad \frac{1}{2} = 0.50 \quad \text{least to greatest: } \frac{3}{8}, \frac{1}{2}, 0.56$$

$$0.56 = 0.56 \quad \frac{3}{8} = 0.375 \quad \text{greatest to least: } 0.56, \frac{1}{2}, \frac{3}{8}$$

<p>1. Which decimal is equal to <math>\frac{5}{8}</math>?</p> <p>A     0.8            B     0.45            C     0.08            D     0.045</p>	<p>2. Which statement below is true?</p> <p>A     25.34 &gt; 25.6            B     25.34 &lt; 25.021            C     25.34 &lt; 25.314            D     25.34 &gt; 25.334</p>
<p>3. Which set of decimals is in order from <i>greatest</i> to <i>least</i>?</p> <p>A     2.002, 2.02, 2.220, 2.2            B     2.002, 2.02, 2.2, 2.220            C     2.220, 2.2, 2.02, 2.002            D     2.220, 2.002, 2.02, 2.2</p>	<p>4. Which set of numbers is ordered from <i>least</i> to <i>greatest</i>?</p> <p style="text-align: center;"><math>\frac{2}{5}, \frac{3}{10}, \frac{1}{2}, 0.35</math></p> <p>A     <math>\frac{2}{5}, \frac{3}{10}, \frac{1}{2}, 0.35</math>            B     <math>\frac{1}{2}, \frac{3}{10}, 0.35, \frac{2}{5}</math>            C     <math>\frac{1}{2}, \frac{2}{5}, 0.35, \frac{3}{10}</math>            D     <math>\frac{3}{10}, 0.35, \frac{2}{5}, \frac{1}{2}</math></p>

**SOL 5.2 Technology Enhanced Items (TEI)**

1. Directions: After showing your thinking, write your answer in the box.

**Write the fraction below in its decimal equivalent.**

$$\frac{2}{5}$$

2. Directions: After showing your thinking, write your answer in the box.

**Write the fraction below in its decimal equivalent.**

$$\frac{7}{8}$$

3. Directions: After showing your thinking, write your answer in the box.

**Write the decimal below as an equivalent fraction.**

**0.75**

4. Directions: Draw an arrow from the fraction on the left to the equivalent decimal on the right. You must draw one arrow to and from each box.

$\frac{1}{2}$	0.8
$\frac{2}{10}$	0.5
$\frac{4}{5}$	0.2

5. Directions: Circle the box you want to select.

**Which is the decimal equivalent to the fraction  $\frac{2}{8}$ ?**



7 Write these numbers on the number line in order from least to greatest.

$$\frac{1}{8}, 0.8, 0.25, \frac{3}{5}$$



8 Which set of numbers is ordered from *greatest to least*?

F  $1.4, 1\frac{1}{2}, 1.9, 1\frac{1}{5}$

G  $1.9, 1\frac{1}{2}, 1.4, 1\frac{1}{5}$

H  $1\frac{1}{5}, 1.9, 1\frac{1}{2}, 1.4$

J  $1.4, 1.9, 1\frac{1}{2}, 1\frac{1}{5}$

9 Which set of numbers is ordered from *least to greatest*?

A  $0.1, \frac{1}{8}, 0.5, \frac{10}{11}$

B  $0.1, 0.5, \frac{1}{8}, \frac{10}{11}$

C  $\frac{1}{8}, \frac{10}{11}, 0.1, 0.5$

D  $\frac{1}{8}, 0.1, \frac{1}{5}, \frac{10}{11}, 0.5$

10 Which decimal goes in the blank so that this list is in order from *least to greatest*?

$$\frac{1}{4}, \underline{\hspace{2cm}}, \frac{3}{2}, \frac{2}{3}, 1.9$$

F 0.1

G 0.4

H 0.6

J 0.8

## 5.2 Formative Assessment

1 Which decimal is equivalent to  $\frac{3}{4}$ ?

- A 0.34
- B 0.75
- C 0.50
- D 0.33

2 Which list of numbers is ordered from greatest to least?

$0.42, \frac{2}{12}, \frac{7}{8}, 0.24$

- A  $\frac{2}{12}, 0.42, \frac{7}{8}, 0.24$
- B  $0.24, \frac{2}{12}, 0.42, \frac{7}{8}$
- C  $\frac{7}{8}, 0.42, 0.24, \frac{2}{12}$
- D  $0.42, \frac{2}{12}, \frac{7}{8}, 0.24$

3 Order these fractions in descending order on the number line. (least to greatest).

$$\frac{5}{4} \quad \frac{7}{8} \quad \frac{2}{5} \quad \frac{1}{2} \quad \frac{1}{4} \quad \frac{11}{12}$$



4 Which decimal is equivalent to  $\frac{5}{10}$ ?

- A 0.2
- B 0.25
- C 0.50
- D 0.15

5 List the numbers in order from least to greatest.

$\frac{3}{8}, \frac{4}{5}, 0.35, 0.70$

### SOL 5.1 and 5.3 Notes and Practice

5.1 Rounding decimals: Underline the place that you are rounding to. Look to the place to the right to determine if you should round up or down.

Example: 5.829 rounded to the nearest whole (ones):  $\underline{5}.829 = 6$   
 rounded to the hundredths place  $5.8\underline{2}9 = 5.83$

$5.\underline{8}29 = 5.8$

5.3 A number is divisible by.....

- 2 → If the number is even.
- 3 → If the sum of the digits of the number is divisible by 3.
- 4 → If the last two digits are divisible by 4.
- 5 → If the last digit is 0 or 5.
- 6 → If the number is divisible by BOTH 2 and 3.
- 7 → If the last digit is removed, doubled, and subtracted from the remaining new number and the difference is 0 or 7. (Must be repeated.)
- 8 → If it is one of every other product of multiples for 4, beginning with 8- (8, 12, 16, 20, 24, 28, 32...)
- 9 → If the sum of the digits is divisible by 9.
- 10 → If the last digit is 0.

1. Round 5.693 to the nearest whole.  A     5 B     5.7 C     5.69 D     6	2. When rounded to the nearest tenth, which of the decimal numbers below rounds to 546.7?  A     546.772 B     546.64 C     546.681 D     546.75
3. Which number is not prime?  A     31 B     49 C     79 D     97	4. Which number is not composite?  A     45 B     67 C     86 D     91

Circle the relationships that are ALWAYS true.

The difference of 2 even numbers is even.	The difference of 2 odd numbers is odd.	The product of 2 even numbers is even.	The difference of 2 even numbers is odd.
The product of 2 odd numbers is odd.	The sum of 2 odd numbers is odd.	The sum of two even numbers is even.	The product of an even and odd number is odd.
The product of 2 odd numbers is even.	Even numbers are divisible by 2.	The difference of 2 even numbers is odd.	The ones-place determines if a number is even or odd.
The difference of 2 odd numbers is even.	The product of an even and odd number is even.	The product of an even and odd number is odd.	Odd numbers are not multiples of 2.
The sum of an even and odd number is even.	The sum of an even and odd number is odd.	Even numbers have 2 as a factor.	Odd numbers are divisible by 2.

SOL 5.1 and 5.3 Technology Enhanced Items (TEI)

<p style="text-align: center;"><b>56,718.0<u>9</u>2</b></p> <p>Which number is rounded to the underlined place value?</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">56,718.100</div> <div style="border: 1px solid black; padding: 2px 10px;">56,718.090</div> <div style="border: 1px solid black; padding: 2px 10px;">56,718.000</div> </div>	<p>Which numbers would round to 756.8?</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px 10px;">756.756</div> <div style="border: 1px solid black; padding: 2px 10px;">756.880</div> <div style="border: 1px solid black; padding: 2px 10px;">756.852</div> <div style="border: 1px solid black; padding: 2px 10px;">756.813</div> </div>				
<p>Round the number on the left to its underlined place value. Draw an arrow to the rounded solution on the right.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">2.0<u>7</u>9</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p style="text-align: center;">2.0<u>7</u>9</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p style="text-align: center;">2.0<u>7</u>9</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">2.000</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p style="text-align: center;">2.080</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p style="text-align: center;">2.100</p> </div> </div>	<p>Directions: Write your answer in the boxes. You must include all numbers listed.</p> <p>Write each number under the correct heading on the chart below.</p> <div style="display: flex; justify-content: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px 10px; margin: 0 5px;">69</div> <div style="border: 1px solid black; padding: 5px 10px; margin: 0 5px;">23</div> <div style="border: 1px solid black; padding: 5px 10px; margin: 0 5px;">13</div> <div style="border: 1px solid black; padding: 5px 10px; margin: 0 5px;">53</div> <div style="border: 1px solid black; padding: 5px 10px; margin: 0 5px;">35</div> </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; border-bottom: 1px solid black;">Prime Numbers</td> <td style="width: 50%; text-align: center; border-bottom: 1px solid black;">Composite Numbers</td> </tr> <tr> <td style="border: 1px solid black; height: 100px;"></td> <td style="border: 1px solid black; height: 100px;"></td> </tr> </table>	Prime Numbers	Composite Numbers		
Prime Numbers	Composite Numbers				
<p>Round each number to the underlined place value.</p> <p>a) 567.8<u>9</u>0 <input style="width: 100px; height: 20px;" type="text"/></p> <p>b) 567.8<u>9</u>0 <input style="width: 100px; height: 20px;" type="text"/></p> <p>c) 567.8<u>9</u>0 <input style="width: 100px; height: 20px;" type="text"/></p>					

Directions: Circle the boxes you want to select. You must select all correct answers.

Read the statements about odd and even numbers. Circle the statements that are true.

The sum of two odd numbers is even

The sum of two even numbers is odd

Even numbers have either an odd number or a zero in the ones place

An even number has 2 as a factor or is divisible by 2

Directions: Write your answer in the boxes. You must include all numbers listed.

Write each number under the correct heading on the chart below.

298

1,112

998

877

789

6,344

183

676

Even Numbers	Odd Numbers

5.1 and 5.3 Checkpoint Questions

1 What is 64.567 rounded to the nearest tenth?

\_\_\_\_\_

2 Molly wants to buy a video game that costs \$54.51. What is \$54.51 rounded to the nearest dollar?

- A \$50.00
- B \$54.50
- C \$54.52
- D \$55.00

3 The table shows the average length of the whales at the aquarium.

Whale	Length (in feet)
Beluga	6.025
Orca	6.155
Narwhal	6.075
Minke	6.161

Which whale has a length that rounds to 6.1 feet when rounded to the nearest tenth?

- F Beluga
- G Orca
- H Narwhal
- J Minke

4 A candy bar is 12.36 centimeters long. What is this length rounded to the nearest centimeter?

\_\_\_\_\_

5 A new tent weighs 8.812 pounds. What is this weight rounded to the nearest hundredth?

- A 9
- B 8.9
- C 8.82
- D 8.81

6 Amos wrote a prime number on a card. Circle ALL of the numbers that Amos could have written.

15

17

31

49

53

7 Which is a composite number?

- A 3
- B 9
- C 17
- D 31

8 Which group contains *only* prime numbers?

- F 5, 13, 29, and 47
- G 7, 11, 27, and 43
- H 7, 19, 33, and 41
- J 11, 17, 37, and 39

9 Which is true?

- A A prime number has exactly two different factors.
- B A prime number is always odd.
- C A composite number has only one factor.
- D 2 is a composite number.

10 Why is 45 a composite number?

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### 5.1 and 5.3 Formative Assessment

1. What is 4,321.15 rounded to the nearest tenth?

2. Justin saw a parking lot filled with cars. Which cars have composite numbers on them?



- A 68, 96, 34, 40, 53
- B 40, 55, 28, 34, 96, 68
- C 68, 71, 89, 73, 55
- D 68, 96, 34, 89, 28, 53, 40

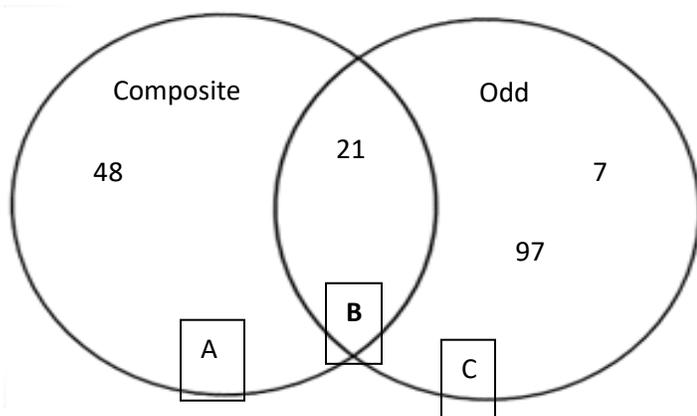
3. A set of baseball uniforms contain only even-numbered jerseys. Which could be three of the jersey numbers from this set of uniforms?

- A 11, 33, 44
- B 20, 34, 49
- C 21, 32, 58
- D 34, 42, 50

4. Which numbers would round to the nearest whole number 365?

- A 365.4
- B 364.48
- C 365.81
- D 364.3

5. Write the number 52 in the correct place in the Venn diagram.



# Norfolk Public Schools

## Science Learning in Place Plan: Grade 5 Lessons

### Week 4: April 6 – 10, 2020

Monday	Tuesday	Wednesday	Thursday	Friday
<p style="text-align: center;"><b>“Plate Tectonics”</b></p> <ul style="list-style-type: none"> <li>▪ Students will read the Interactive Notebook Passage entitled “Plate Tectonics” and answer questions for paragraphs 1 and 2.</li> <li>▪ Students will justify their thinking by highlighting evidence from the text.</li> </ul>	<p style="text-align: center;"><b>“Plate Tectonics”</b></p> <ul style="list-style-type: none"> <li>▪ Students will review the Interactive Notebook Passage entitled “Plate Tectonics” and answer questions for paragraphs 3 and 4.</li> <li>▪ Students will justify their thinking by highlighting evidence from the text.</li> </ul>	<p style="text-align: center;"><b>“Plate Tectonics”</b></p> <ul style="list-style-type: none"> <li>▪ Students will review the Interactive Notebook Passage entitled “Plate Tectonics” and answer questions for paragraphs 5 and 6.</li> <li>▪ Students will justify their thinking by highlighting evidence from the text.</li> </ul>	<p style="text-align: center;"><b>“Plate Tectonics”</b></p> <ul style="list-style-type: none"> <li>▪ Students will illustrate the movement of the different types of boundaries.</li> <li>▪ Students will include descriptive captions that include essential vocabulary and the effect of the boundary.</li> </ul>	<p style="text-align: center;"><b>“Plate Tectonics”</b></p> <ul style="list-style-type: none"> <li>▪ Students will divide the Plate Tectonics illustrations page into 6 sections and number the sections 1-6 (the same as the number of paragraphs).</li> <li>▪ Draw a picture to illustrate what was learned from each paragraph.</li> </ul>

### Week 5: April 13 – 17, 2020

Monday	Tuesday	Wednesday	Thursday	Friday
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## S p r i n g B r e a k

### Week 6: April 20 – 24, 2020

Monday	Tuesday	Wednesday	Thursday	Friday
<p style="text-align: center;"><b>“Effects on the Ocean Environment”</b></p> <ul style="list-style-type: none"> <li>▪ Students will read the Interactive Notebook Passage entitled “Effects on the Ocean Environment” and answer questions for paragraphs 1 and 2.</li> <li>▪ Students will justify their thinking by highlighting evidence from the text.</li> </ul>	<p style="text-align: center;"><b>“Effects on the Ocean Environment”</b></p> <ul style="list-style-type: none"> <li>▪ Students will review the Interactive Notebook Passage entitled “Effects on the Ocean Environment” and answer questions for paragraphs 3 and 4.</li> <li>▪ Students will justify their thinking by highlighting evidence from the text.</li> </ul>	<p style="text-align: center;"><b>“Effects on the Ocean Environment”</b></p> <ul style="list-style-type: none"> <li>▪ Students will review the Interactive Notebook Passage entitled “Effects on the Ocean Environment” and answer questions for paragraphs 5 - 7.</li> <li>▪ Students will justify their thinking by highlighting evidence from the text.</li> </ul>	<p style="text-align: center;"><b>“Effects on the Ocean Environment”</b></p> <ul style="list-style-type: none"> <li>▪ Students will review the Interactive Notebook Passage entitled “Effects on the Ocean Environment” and answer questions for paragraphs 8 - 10.</li> <li>▪ Students will justify their thinking by highlighting evidence from the text.</li> </ul>	<p style="text-align: center;"><b>“Effects on the Ocean Environment”</b></p> <ul style="list-style-type: none"> <li>▪ Students will divide the Effects on the Ocean Environment illustrations page into 6 sections and number the sections 1-6 (the same as the number of paragraphs).</li> <li>▪ Draw a picture to illustrate what was learned from each paragraph.</li> </ul>

## Plate Tectonics

We have learned that Earth is made up of four layers: **crust, mantle, outer core, inner core**. The layers beneath the crust are under incredible pressure and intense heat (thermal energy). This intense **thermal** (heat) **energy** causes movement of material within the Earth.

### Plate Boundaries

The Earth's surface is broken up into huge **plates** (tectonic plates). These plates are not connected to one another, so they bump, push, and scrape past the other plates around them. As the plates move, the edges or **boundaries** of these plates crack. These cracks are called **faults**. Volcanoes and earthquakes occur on these faults.

When *plates push together*, a **convergent boundary** is formed. Convergent boundaries cause mountain ranges, such as the Appalachian Mountains of Virginia, to rise up from the Earth's surface. Miles below in Earth's oceans, convergent boundaries force plates downward instead of upward and deep trenches are formed.

When *plates move apart*, a **divergent boundary** is formed. Most divergent boundaries occur on the ocean floors of Earth. Mid-ocean ridges are formed as magma rises up between the two separating plates forming volcanoes and mountain ranges deep under water. Most of Earth's new crust comes from the magma that erupts from these divergent boundaries and the **volcanoes** they create.

When *plates slide past each other horizontally*, **transform boundaries** (or strike-slip or sliding boundaries) are formed. These types of boundaries grind against each other causing **earthquakes**. One such boundary is located on the West Coast of the United States. That boundary causes earthquakes in the state of California.

### Continental Drift Theory

This process of plate movement on Earth's surface is also called **continental drift**. These movements, past and present, are responsible for the amazing geological features of our Earth's ever-changing surface.

## Plate Tectonics Illustrations

## Plate Tectonics Active Reading Questions

### **Paragraph 1**

- What are the four layers of the Earth?
- What causes movement within the Earth?

### **Paragraph 2**

- What are plates?
- What causes plates to move?
- What part of the plates bump, push, and scrape past each other?
- Where do volcanoes and earthquakes occur?

### **Paragraph 3**

- How is a convergent boundary formed?
- What landforms are caused by convergent boundaries?
- What happens when a convergent plate is forced downward in the ocean?

### **Paragraph 4**

- What is a divergent boundary?
- Where do most divergent boundaries occur?
- What landforms are created at these divergent boundaries?
- How does Earth renew its crust?

### **Paragraph 5**

- What is it called when plates slide past each other?
- What happens when the plates grind against each other?

### **Paragraph 6**

- What is responsible for the geological features of our Earth's surface?

## Effects on the Ocean Environment

We live on a very watery world! About seventy percent of Earth is covered by water and most of this water is located in our five oceans. **Ocean water** is a complex mixture of gases like air and dissolved solids such as salts. This complex mixture supports many animals and plants. The plants and animals living in the Earth's oceans are affected by the physical characteristics of the ocean environment. These physical characteristics include **depth, temperature,** and **salinity.**

### Depth

**Depth** is one physical characteristic of the ocean that affects where marine or ocean organisms can live. As you travel below the ocean's surface, visibility decreases. This is due to the fact that sunlight can only penetrate water to a depth of about 3,000 feet (900 meters). Because of this, many ocean animals live in the upper zones of the ocean where there is sunlight.

**Plant life** is even more dependent on the penetration of sunlight. Because of this, ocean plants need to live much closer to the surface (328 feet or 100 meters) in order to have enough light to carry out the life process of **photosynthesis.** Below 3,000 feet the oceans are pitch black and cold. You see, as depth *increases* temperature *decreases* (becomes colder) and water pressure *increases.* In fact, at the deepest parts of the ocean, the water is barely above the freezing point and ocean pressure is 8 tons per square inch. (That's like a really big elephant putting all of his weight in a one-inch square.)

Very few organisms can live in those conditions. No plants will be found at these depths but the creatures that do are very strange-looking animals! Most **deep-sea animals** are small and feed mainly on other fish and dead animals and plants that float down from the surface. Many of these creatures have body parts that produce a type of light that glows to hunt and attract prey.

### Temperature

**Temperature** is a physical characteristic of the ocean that affects where marine organisms can live. The ocean has a wide range of temperatures from the almost 100°F (38°C) in the shallow coastal waters of the tropics to the freezing waters of the poles. Near the Equator, the waters of Earth's oceans can reach the temperature of a warm bath. Many forms of sea life live in the warmer ocean waters including living coral reefs, manatees, rays, clams, and horseshoe crabs. In the polar region, many fish have a kind of natural antifreeze in their blood. Ocean mammals in the Arctic regions survive by relying on a thick layer of fatty blubber and fur to keep them warm. Ocean plants, such as phytoplankton, can also grow in these cold waters but only during the warmer summer months.

## **Salinity**

**Salinity** is another physical characteristic of the ocean that affects where marine organisms can live. Salinity is the amount of salt that is dissolved in ocean water. The salinity of the oceans varies during the year. Such factors as rainfall, evaporation, river run-off and ice formation cause the salinity of a body of water to change. While rainfall and river run-off *add* water and *lower* the salinity, evaporation and ice formation *remove* water and *increase* the salinity.

Animals that live in salty water have developed ways to deal with their salty environment. Most marine creatures keep the salinity inside their bodies equal to the salinity of the surrounding water. If they are moved to waters of higher or lower salinity, they will eventually die.

## Effects on the Ocean Environment

### Active Reading Questions

#### **Paragraph 1**

- How much of the Earth is covered by water?
- Where is most of the water located?
- What “complex mixture” makes up ocean water?
- What does this complex mixture support?

#### **Paragraph 2**

- What affects the plants and animals living in the Earth’s oceans?
- What do the physical characteristics of the ocean environment include?

#### **Paragraph 3**

- What is one physical characteristic that affects where marine organisms live?
- Why does visibility decrease as you travel below the ocean’s surface?
- Where do most ocean animals live?

#### **Paragraph 4**

- Why do most ocean plants need to live closer to the surface of the ocean?
- What is photosynthesis?

#### **Paragraph 5**

- What happens to temperature as depth increases?
- What happens to water pressure as depth increases?

#### **Paragraph 6**

- How does temperature affect where marine organisms can live?

#### **Paragraph 7**

- What is lifelike for marine organisms that live in the waters near the equator?

#### **Paragraph 8**

- How do marine organisms survive in the waters of the polar regions?

#### **Paragraph 9**

- What is another physical characteristic that affects marine organisms and where they live?
- What is salinity?
- Why does the salinity of the oceans vary during the year?

#### **Paragraph 10**

- How do marine animals adapt to the salinity of the ocean?

## **Effects on the Ocean Environment Illustrations**

# NPS Learning in Place English

## Grade: Fifth Grade



	Monday	Tuesday	Wednesday	Thursday	Friday																		
<b>Week 4</b>	<p>Read the poster, <b>Stop the Spread of Germs.</b></p> <p>Write 5 questions that can be answered by this poster in your journal. Write the answers underneath each question. Quiz the people in your family to see who knows the most about staying well during virus season!</p>	<p>Read <b>Fossil Fish Found!</b></p> <p>Use the clues in the article to answer the following question in your journal: <b>Why might the coelanth have been considered extinct?</b></p> <p>Give at least 3 detailed reasons that you found in the text to draw this conclusion. Use the following to help you organize your ideas before writing:</p> <div style="text-align: center;"> <table border="1"> <tr> <td colspan="3">Conclusion</td> </tr> <tr> <td>clue</td> <td>clue</td> <td>clue</td> </tr> </table> </div>	Conclusion			clue	clue	clue	<p>Read <b>Cave of the Crystal</b></p> <p>Use the text and text features to answer the following question: <i>Should the owners stop pumping out the water, so that the caves will flood again or should they keep pumping out the water? Defend your choice using evidence from the text.</i></p> <div style="text-align: center;"> <table border="1"> <tr> <td>Reason</td> <td>Reason</td> </tr> <tr> <td colspan="2">Your choice</td> </tr> <tr> <td>Reason</td> <td>Reason</td> </tr> </table> </div>	Reason	Reason	Your choice		Reason	Reason	<p>Reread <b>Fossil Fish Found!</b> and <b>Cave of the Crystal</b></p> <p>Compare and Contrast the two discoveries (the living fish and the crystal cave) in your journal. Compare/contrast the following:</p> <ul style="list-style-type: none"> <li>• How the discoveries were made</li> <li>• What scientists learned from the discoveries</li> <li>• Details about the discoveries</li> </ul>	<p>Read Social Studies Text, <b>Made in Virginia</b> p. 154-155</p> <p>Create a chart with the headings, <b>Natural Resources, Human Resources, and Goods.</b> Do a scavenger hunt of all the things in your house from the text that fall into those categories. Write about how your family uses resources from Virginia in your everyday life. Create a chart like the one below to help you plan.</p> <table border="1" style="width: 100%;"> <tr> <td>Natural Resources</td> <td>Goods</td> <td>Services</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	Natural Resources	Goods	Services			
	Conclusion																						
clue	clue	clue																					
Reason	Reason																						
Your choice																							
Reason	Reason																						
Natural Resources	Goods	Services																					
<b>Week 5</b>	<b>Spring Break: April 13 through 17</b>																						

<p><b>Week 6</b></p>	<p>Read the poem <i>Karate Kid</i></p> <p>Author's often write poems to express their feelings. What is the <b>theme</b> or author's message of the poem? Write a paragraph in your journal giving evidence from the text to back up your ideas about the theme.</p>	<p>Read <i>Karate Kid</i> and <i>Deanie McLeanie</i></p> <p><b>How are Karate Kid and Deanie McLeanie</b> the same? How are they different? Complete a Venn Diagram about the poems and write a paragraph in your journal to explain.</p>	<p>Read <i>Tiger</i></p> <p>Write a poem using alliteration. Use <b>Tiger</b> as a model. Choose the subject of your poem and think of details to describe it. Focus on a single repeating first consonant sound. Alliteration can draw attention to unique imagery in a poem.</p>	<p>Read <i>A Tom Cat Is</i></p> <p>Notice how the author appeals to the senses describing a sandpaper tongue and needlepoint claws. Write a poem about an animal using at least 3 senses to describe it (sight, sound, taste, feel, and smell)</p>	<p>Read <i>The Midnight Ride of Paul Revere</i></p> <p>Write a Patriotic Poem about a person or event in history. Write about any American topic that you are familiar with and interested in.</p>
<p><b>Read 14.2</b></p>	<p>Read a book of choice and record it on the reading log each day.</p>				
<p><b>Materials</b></p>	<p>Packet includes all reading material          Reading Log          Book of choice to read each day          Paper/pencils</p>				



## Tiger

By Valerie Worth

The tiger  
Has swallowed  
A black sun,

In his cold  
Cage he  
Carries it still:

Black flames  
Flicker through  
His fur,

Black rays roar  
From the centers of his eyes.



## A Tomcat Is

By J. Patrick Lewis

Nightwatchman of corners  
Caretaker of naps  
Leg-wrestler of pillows  
Depresser of laps

A master at whining  
And dining on mouse  
Designer of shadows  
That hide in the house

The bird-watching bandit  
On needle-point claws  
The chief of detectives  
On marshmallow paws

A crafty yarn-spinner  
A stringer high-strung  
A handlebar mustache  
A sandpaper tongue

The dude in the alley  
The duke of the couch  
Affectionate fellow  
Occasional grouch



# STOP THE SPREAD OF GERMS

Help prevent the spread of respiratory diseases like COVID-19.

Avoid close contact with people who are sick.



Cover your cough or sneeze with a tissue, then throw the tissue in the trash.



Avoid touching your eyes, nose, and mouth.



Clean and disinfect frequently touched objects and surfaces.



Stay home when you are sick, except to get medical care.



Wash your hands often with soap and water for at least 20 seconds.



[cdc.gov/COVID19](https://www.cdc.gov/COVID19)

## Fossil Fish Found!

The year was 1938. A strange guest had found its way onboard the Nerine, a fishing boat sailing off the coast of South Africa. It was a huge fish with steel blue eyes and pale blue body with silver markings. The fishermen had never caught anything like it.

The fish acted strangely, too. It crawled slowly across the boat's deck on fins that looked like stubby legs. It oozed thick oil from its body, and bit the boat captain's hand. Then, about three hours after its capture, it died.

"Old Fourlegs." As the fishermen named it, had no value in the food market. But it was very unusual.

The captain called Marjorie Courtenay-Latimer, who sometimes displayed odd fish in her museum in East London, South Africa.

This was not just any old fish. It was a "living fossil" that caused a worldwide stir. Old Fourlegs turned out to be a coelacanth (SEE luh kanth), a fish that first lived about 400 million years ago. Until 1938, scientists had only seen fossils of this kind of fish. They believed it had been extinct for 70 million years!

Unable to identify it, Ms. Courtenay-Latimer wrote to a scientist named J.L.B. Smith. Dr. Smith, an expert on fish, was excited. It sound to him like the lost coelacanth. By the time he managed to reach East London, the fish had been tuffed and its organs thrown away. Still, he could tell it was a coelacanth.

Dr. Smith spent the next fourteen years looking for antoher one. He put up posters in places all along Africa's east coast. He offered a cash reward to anyone who found one.

In 1952, Dr. Smith heard that fishermen in the Comoros Islands, near Madagascar, had caught a coelacanth. He rushed to see it and was surprised to learn that the men had caught this kind of fish before, but threw them back in the ocean because they were not good to eat.

Since the discovery of Old Fourlegs, a anumber of coelacanths have been found, but they are still rare. Many consider this fossil the "most important scientific discovery of the 1900s"



The dark dots on this map show where coelacanths have been caught. Since 1938, about 200 of them have been found.

In the 1930's this natural historian discovered a living fossil!



# Cave of the Crystals

Imagine yourself one thousand feet underground, drilling a new tunnel in an old zinc and lead mine. Suddenly your drill bursts through the rock wall. What you see takes your breath away. Huge crystals fill a cave from end to end, floor to ceiling. They shimmer like moonlight. But before you can explore the cave, you are hit with air as hot as a blast from a furnace.

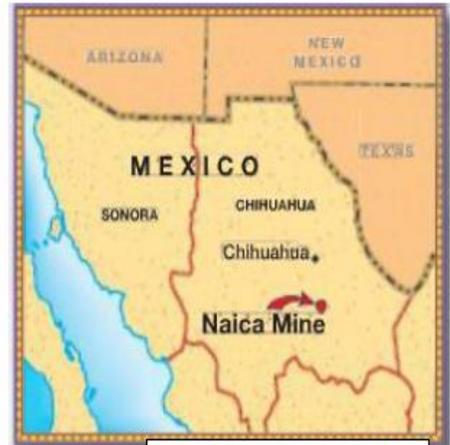
Two mineworkers, Juan and Pedro Sanchez, discovered this amazing "Cave of the Crystals" in 2000 at the Naica Mine in the state of Chihuahua, Mexico. They didn't stay long, for the intense heat drove them away.

The mine owners put an iron door at the mouth of the cave. Scientists came to study the cave, but because of the heat, they could stay inside for only minutes at a time.

Scientists found the crystals were made of selenite gypsum, a translucent, light-colored mineral. The cave had just the right combination of minerals, water, and temperature to grow the crystals. The cave had once been filled with water, and heat from the earth's core kept the water at about 136 degrees Fahrenheit. This heated water caused some of the crystals to grow 36 feet long, about as tall as a three-story house! These are some of the largest natural crystals ever found.

Another team of scientists is now exploring the whole cave, which is nearly as large as a basketball court. They had to invent special clothing and breathing equipment for their work. Now they can stay inside for up to an hour at a time.

Water pumps keep the Naica mine from filling with water. But without water the crystals will not grow any larger. Should the owners stop pumping out the water, so that the caves will flood again and the crystals will grow even larger? Or should they keep on pumping out the water, so that people can visit the cave? What would you do?



The Cave of the Crystals is located in the desert of northern Mexico.



Inside Mexico's Cave of the Crystals



It took hundreds of thousands of years for the 36-foot crystals to get that big.

On April 18, 1775, the sight of lights in a church steeple summons Paul Revere to ride from Charlestown to Lexington, warning people that the British are coming. Other patriots such as Sybil Ludington, make similar rides at other times, but Revere becomes a huge legend. One reason is the following poem, part of which is shown here.

### The Midnight Ride of Paul Revere

By Henry Wadsworth Longfellow



Listen, my children, and you shall hear  
Of the midnight ride of Paul Revere,  
On the eighteenth of April, in Seventy-five;  
Hardly a man is now alive  
Who remembers that famous day and year.  
He said to his friend, "If the British march  
By land or sea from the town to-night,  
Hang a lantern aloft in the belfry arch  
Of the North church tower, as a signal light, -  
One if by land, and two if by sea;  
And I on the opposite shore will be,  
Ready to ride and spread the alarm  
Through every Middlesex village and farm,  
For the country folk to be up and to arm"  
[Therefore], his friend, through alley and street  
Wanders and watches with eager ears,  
Till in the silence around him he hears  
The muster of men at the barrack door,  
The sound of arms, and the tramp of feet,  
And the measured tread of the grenadiers,  
Marching down to their boats on the shore....  
Meanwhile, impatient to mount and ride,  
Booted and spurred, with a heavy stride  
On the opposite shore walked Paul Revere  
Now he patted his horse's side,  
Now he gazed on the landscape far and near  
Then, impetuous, stamped the earth,  
And turned and tightened his saddle girth;

But mostly he watched with eager search  
The belfry tower of the Old North Church,  
As it rose above the graves on the hill,  
Lonely and spectral and somber and still.  
And lo! As he looks, on the belfry's height  
A glimmer, and then a gleam of light!  
He springs to the saddle, the bridle he turns,  
But lingers and gazes, till full on his sight  
A second lamp in the belfry burns!  
A hurry of hoofs in a village street,  
A shape in the moonlight, a bulk in the dark,  
And beneath, from the pebbles, in passing, a spark  
Struck out by a steed flying fearless and fleet;  
That was all! And yet, through the gloom and the light,  
The fate of a nation was riding that night;  
And the spark struck out by that steed, his flight,  
Kindled the land into flame with its heat....  
And so through the night went his cry of alarm  
To every Middlesex village and farm, -  
A cry of defiance, and not of fear,  
A voice in the darkness, a knock at the door,  
And a word that shall echo forevermore!  
For, borne on the night-wind of the Past,  
Through all our history, to the last,  
In the hour of darkness and peril and need,  
The people will waken and listen to hear  
The hurrying hoof-beats of that steed,  
And the midnight-message of Paul Revere.

## Karate Kid

By Jane Yolen

I am wind,  
I am wall,  
I am wave,  
I rise, I fall,  
I am crane  
In lofty flight,  
Training that  
I need not fight.  
I am tiger,  
I am tree,  
I am flower,  
I am knee,  
I am elbow,  
I am hands  
Taught to do  
The heart's commands.  
Not to bully,  
Not to fight, Dragon left  
And leopard right.  
Wind and wave,  
Tree and flower,  
Chop.  
Kick.  
Peace.  
Power.



## Deanie McLeanie

By Walter Dean Myers

Deanie McLeanie is a basketball genie  
Six foot seven from his sneakers to his beanie  
He wears a fourteen jersey and fifteen shoe  
And there's nothing on the court that the kid can't  
do  
He can scoop, he can loop  
He can put it through the hoop  
He can ram, He can slam  
He can do the flying jam  
He can tap, he can rap  
He can snatch it with a slap  
He can dunk, he can plunk  
He can stop and make the junk  
He can shake, he can bake  
He can lose you with a fake  
He can win  
He can do the copter spin

Cause Deanie McLeanie's a basketball genie  
Six foot seven from his sneakers to his beanie  
He wears a fourteen jersey and a fifteen shoe  
And there's nothing on the court that the kid can't  
do.



Available resources (natural, human, and capital), as well as geography, are major factors in what is produced in the state.

Major products and industries change over time as people and businesses buy different goods and services.

# MADE IN VIRGINIA

How do Virginians earn money? Like most economies, we depend on our natural resources, as well as the unique geography of our state. Fertile soil and a favorable climate make agriculture an important industry in Virginia.

Times change and the things people want change as well, so the items we make in Virginia are always changing. In the 1700s, tobacco kept Virginia's economy humming. Today, with the knowledge that smoking cigarettes is harmful, livestock is of much greater importance to our economy.



## Using Our Natural Resources: Gifts of the Land

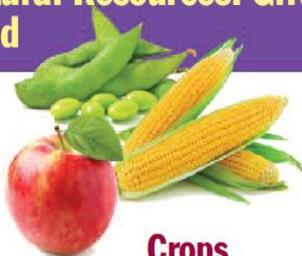


### Livestock

Farmers raise chickens (broilers), cows, turkeys, and hogs to produce



meat and milk.



### Crops

Soybeans, corn, tobacco, tomatoes, apples, and peanuts are among Virginia's biggest cash crops.



### Coal

This resource is not as important to our economy as it once was. We now use other sources of energy, but coal is still one of Virginia's most valuable products.



### Seafood

Deep water ports and access to the Chesapeake Bay and the Atlantic Ocean give us fishing, crabbing, and oyster harvests, which are important to our economy.



## Using Human and Capital Resources: The Goods We Make

Goods are things we make using natural and capital resources. Water in a stream is a natural resource. Water in a plastic bottle bought at a store is a good.



### Ships

Virginia leads the nation in jobs in the shipbuilding industry. We build and repair everything from giant aircraft carriers to supertankers.

### Trucks and Auto Parts

One of the largest truck manufacturing facilities in the world is in Virginia.



### Chemicals

Virginia is a major supplier of the chemicals used to purify our drinking water, to make medicines that keep us healthy, and for products from shampoos to antifreeze.



### Tobacco Products

More than 400 years after tobacco saved the Virginia colony, tobacco products are still a part of our economy.

### Foods and Beverages

This is one of Virginia's largest manufacturing sectors. Over 500 food processors employ more than 34,500 Virginians.



## Using Our Human Resources: The Services We Provide

A service is something you do for someone else.



Many Virginians work in architecture and engineering, banking and lending, computer programming and system design, and private health care.

The state and federal governments provide many jobs for Virginians, in public schools, in hospitals, and on military bases.



Elementary Art-Learning in Place Packet

Grades 4-5

April 6- April 24, 2020

Grades 4-5			
<p><b>April 6...</b></p>	<p>Find an object around your home. Place it on your paper. Use a pencil to trace the outside lines (contour lines) of the object. Do this multiple times changing the position of the object. Fill up the page. Use a solid color background (Negative space) and color the objects (positive space) different colors or leave them white.</p>	<p>Positive Space Negative Space Contour Line</p>	
<p><b>April 20...</b></p>	<p>Go outside and take a walk, don't forget to take your paper with you. Find a tree 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. Consider how the branches form and split creating Y's. Think about the texture you see being created by the bark on the tree. Don't forget to include the grass texture and horizon line separating the foreground and background. This is a pencil drawing focusing on texture and use of line, color is optional.</p>	<p>Observational drawing Nature Foreground Middle ground Background Line Texture</p>	

NAME \_\_\_\_\_

	= Quarter note (1 beat) Count "1" or "ta"		= Half note (2 beats) Count "1-2" or "ta-a"
	= Dotted half note (3 beats) Count "1-2-3" or "ta-a-a"		= Whole note (4 beats) Count "1-2-3-4" or "ta-a-a-a"
	= Two-eighth notes – Joined by a beam (1 beat)		

1. Draw four quarter notes:



2. Draw four half notes:



3. Draw four dotted half notes:



4. Draw four whole notes:



5. Draw two-8<sup>th</sup> notes (beamed) four times:



6. Look at the example below. Fill in the empty blanks.

The diagram shows two examples of beamed eighth notes. The first example has labels: "Stem" pointing to the vertical line, "Beam" pointing to the horizontal line connecting the two notes, and "Note head" pointing to the circular part of a note. The second example has handwritten labels: "A." pointing to the stem, "B." pointing to the beam, and "C." pointing to the note head.

NAME \_\_\_\_\_

The music alphabet is **A B C D E F G**

1. Write the music alphabet.

\_\_\_\_\_

2. Write the music alphabet going up two times.

\_\_\_\_\_

3. Write the missing letters of the music alphabet beginning on the following letters.

C \_\_\_\_\_

E \_\_\_\_\_

B \_\_\_\_\_

4. Write the music alphabet going down (backwards) once.

\_\_\_\_\_

5. Write the music alphabet going up and back down once. (Begin on A. Do not repeat the 7<sup>th</sup> letter).

\_\_\_\_\_

NAME \_\_\_\_\_

The board game path consists of several interconnected paths of octagons. The starting point is an octagon labeled 'START' with the letter 'A' below it. A sign labeled 'MELODY LANE' points to the right. The path branches into several directions:

- Top-Left Path:** Starts with 'Lose 1 turn', followed by an empty octagon, then 'Go back 3', and another empty octagon. A 'Shortcut' sign points from this path to the middle-right path.
- Middle-Left Path:** Starts with 'Slide', followed by 'Move up 2', and 'Go back 3'. A 'Shortcut' sign points from this path to the top-right path.
- Middle-Right Path:** Starts with 'Slide', followed by 'Extra turn', and another empty octagon. A 'Shortcut' sign points from this path to the top-right path.
- Top-Right Path:** Starts with 'Move up 2', followed by an empty octagon, then 'Slide', and finally 'FINISH'.
- Bottom-Left Path:** Starts with 'Slide', followed by 'Slide down', and another empty octagon. A 'Shortcut' sign points from this path to the bottom-right path.
- Bottom-Right Path:** Starts with 'Slide', followed by 'Shortcut', 'Lose 1 turn', and another empty octagon. A 'Shortcut' sign points from this path to the middle-right path.
- Far-Right Path:** Starts with 'Go back 3', followed by an empty octagon, then another empty octagon, and finally 'Go back 3'.

There are two house illustrations: one on the top-left path and one on the bottom-right path.

1. Complete Melody Lane by writing the letters of the music alphabet on the path.
2. Roll the die and move the correct number of spaces. Say the music alphabet aloud as you move forward or backward.
3. Follow the instructions printed on the gameboard.

NAME \_\_\_\_\_

A rest is a symbol that means silence for a certain number of beats.

 This is a quarter rest (1 beat).

 This is a whole rest (4 beats).  
It looks like a (w)hole in the ground.



This is a half rest (2 beats).  
It looks like a hat.



1. Draw four quarter rests:



2. Draw four half rests:



3. Draw four whole rests:



4. Draw a line to connect each note with the rest that receives the same number of beats.

OR COMBINE THE LETTER FOR THE NOTE (ABC)  
WITH ITS REST (DEF)

A. 

D. 

B. 

E. 

C. 

F. 

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

**Purpose:**

*This calendar encourages families to become more physically active and to take steps toward a healthier lifestyle. Each day, students are asked to complete a different activity with a family member (or with adult supervision).*

**Directions:**

*After a student completes a day's activity, an adult should make a check mark and initial in the space provided. Each week, you are allowed to miss one day (activity). If this happens, put an "X" in the space provided for a check mark (do not initial).*

✓ Done	Day	DEAM Activity
	1	Spring into Action: Find someone to do 20 jumping jacks with you.
	2	Say your math facts while doing reverse lunges.
	3	Take a walk.
	4	Did you know soda has ~39 grams of sugar? Do 39 mountain climbers.
	5	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	6	Help a neighbor or friend with some spring cleaning!
	7	Do as many trunk-lifts as you can.
	8	Spring into Action: Find 2 people. Do 30 jumping jacks together.
	9	Do push-up shoulder taps while reciting your spelling words.
	10	Take a walk.
	11	Did you know ice cream has ~13 grams of fat? Do 13 squat thrusts.
	12	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	13	Using an old container, gather soil, and plant flowers seeds.
	14	Do as many squats as you can.
	15	Spring into Action: Find 3 people. Do 40 jumping jacks together.
	16	Perform squat-jumps while naming the continents.
	17	Take a walk.
	18	Did you know donuts have ~280 calories? Jog in place for a 280 count.
	19	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	20	Get 60 minutes of MVPA. You choose how!
	21	Do as many push-ups as you can.
	22	Spring into Action: Find 4 people. Do 50 jumping jacks together.
	23	Read a book while doing a wall sit.
	24	Take a walk.
	25	Did you know hot dogs have ~530 mg of sodium? Raise the roof 530 times!
	26	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	27	Invent a game and try it out!
	28	Do as many curl-ups as you can.
	29	Spring into Action: Find 5 people! Do 60 jumping jacks together.
	30	Spring into Action: Find someone to do 20 jumping jacks with you.

**Please Remember**

- ✓ Always get adult permission before doing any activity.
- ✓ Return calendar to your teacher at the end of the month.

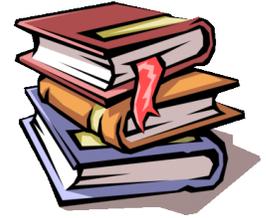


# Grade 5: Gifted Opportunities

## Gifted Education & Academic Rigor

### April 6 – April 24

### Communication Skills



Independent Reading Menu: Choose a favorite novel to read. Each week, choose one of the activities to complete and turn in to your Gifted Resource Teacher. Be sure to indicate which one you chose.

<p>Week 1 April 6 - 10</p>	<p>1. If you were involved in a situation similar to what happened in the story, how would you have acted? Describe the situation from the book and how you would choose to react.</p> <p>2. Did the book give you any new ideas about yourself? Did it inspire you to do something? Change something? Explain details from the book in addition to how the book affected you</p>
<p>Week 2 April 13 - 17</p>	<p><b>SPRING BREAK</b> - Enjoy the down time with your family! Go outside and take a walk. Re-read one of your favorite books, keep a personal journal about what learning at home has been like for you.</p>
<p>Week 3 April 20-24</p>	<p>1. Imagine transporting yourself into a certain scene or location in the book. Write a description of what your experience may be like being there.</p> <p>2. Find five sentences in the story that give true facts. Find five sentences that you think show the opinion of the author and may or may not be true facts.</p>
<p>Don't forget to read every day!!</p>	

## Mathematics

Complete one activity for each week. Please write your responses on your own paper, and be prepared to share the answers with your Gifted Resource Teachers when you see them.

<p>Week 1 April 6 - 10</p> 	<p>The Playground Committee is considering creating a walkway along the building in back of the primary classrooms which would enable the students to go from the back doors of their classrooms to the paved walkway in back of the gym without getting muddy. They are, however, concerned about the cost, and are wondering if it can be done for less than \$500 dollars. An anonymous town's person has agreed to cover the cost of labor, and other needed materials (including sand to level out the pavers). Below are possible materials that the committee would need to buy to complete the walkway, along with sizes and prices. Help the committee by designing an attractive walkway and determining whether it can be done within their budget. Write them a letter describing your design, the cost of the design, the materials needed.</p>
<p>Week 2 April 13 - 17</p>	<p><b>SPRING BREAK</b> - Enjoy the down time with your family! If it's not too late, step outside and look at up into the night sky...can you estimate how many stars you see?</p>
<p>Week 3 April 20-24</p>	<p>HELP - I'm Melting! The students in Mrs. McNair's class stacked 31 ice cubes near the window at 8:05 in the morning. The sun came out and it melted 1 ice cube the first hour. It melted 2 ice cubes the second hour, and four ice cubes the third hour. If this pattern continues, at what time will all of the ice cubes have melted?</p>

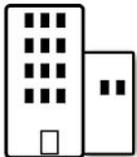
**Topic: Jobs**

Banker	Cashier	Doctor	Nurse	Teacher	Waiter
					

**Directions:** Use notebook paper to complete these learning activities.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Point to each picture above and say the words 3 times.</p> <p>Think of 2-3 other jobs. Draw each job and label.</p> <p><b>Example:</b></p> <div data-bbox="312 979 527 1192" style="border: 1px solid black; padding: 5px; display: inline-block;">  </div> <p>Roofer</p>	<p>Watch a movie or TV show. What jobs did you see in the movie or TV show?</p> <p>Write 2-3 sentences: I watched _____, and I saw a _____.</p> <p><b>Example:</b> I watched <u>The Cat and The Hat</u>, and I saw a <u>roofer</u>.</p>	<p>Read a book or magazine in English or your home language. What jobs did you read about?</p> <p>Talk to a family member about the jobs you read about.</p> <p><b>Example:</b> I read about a roofer. A roofer fixes leaks on houses.</p>	<p>What jobs do you do at home to help your family?</p> <p>Write 2-3 sentences and draw a picture for each sentence: At home I _____.</p> <p><b>Example:</b> At home I <u>wash the dishes</u>.</p> <div data-bbox="1276 1182 1562 1333" style="border: 1px solid black; padding: 5px; display: inline-block;">  </div>	<p>Ask your family members what jobs they do. (Mom, what is your job?)</p> <p>Write 2-3 sentences and draw a picture for each sentence: My _____ is a _____.</p> <p><b>Example:</b> My <u>mom</u> is a <u>chef</u>.</p> <div data-bbox="1766 1203 1919 1354" style="border: 1px solid black; padding: 5px; display: inline-block;">  </div>

**Topic: Job Locations**

Bank	Shopping Center	Hospital	Office Building	School	Restaurant
 <p>A <b>banker</b> works at a <b>bank</b>.</p>	 <p>A <b>cashier</b> works at a <b>shopping center</b>.</p>	 <p>A <b>doctor</b> works at a <b>hospital</b> or an <b>office building</b>.</p>	 <p>A <b>nurse</b> works at a <b>hospital</b> or an <b>office building</b>.</p>	 <p>A <b>teacher</b> works at a <b>school</b>.</p>	 <p>A <b>waiter</b> works at a <b>restaurant</b>.</p>

**Directions:** Use notebook paper to complete these learning activities.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Point to each picture above and read each sentence 3 times.</p> <p>Think of 2-3 other job locations. Draw each job location and label.</p> <p><b>Example:</b></p>  <p>library</p>	<p>Watch a movie or TV show. What job locations did you see in the movie or TV show?</p> <p>Write 2-3 sentences: I watched _____. A _____ works at a _____.</p> <p><b>Example:</b> I watched <u>Word Girl</u>. A <u>librarian</u> works at a <u>library</u>.</p>	<p>Read a book or magazine in English or your home language. What job locations did you read about?</p> <p>Talk to a family member about the job locations you read about.</p> <p><b>Example:</b> I read about a library. A library has books and magazines for people to read.</p>	<p>Think about where you do your jobs at home.</p> <p>Write 2-3 sentences and draw a picture for each sentence: I _____ in the _____.</p> <p><b>Example:</b> I <u>wash the dishes</u> in the <u>kitchen</u>.</p> 	<p>Ask your family members where they work.</p> <p>Write 2-3 sentences and draw a picture for each sentence: My _____ is a _____, and he/she works at a _____.</p> <p><b>Example:</b> My <u>mom</u> is a <u>chef</u>, and she works at a <u>restaurant</u>.</p> 