

## **5th Grade Distance Learning**

**Week 2: April 6-April 9**

### **Books For Bikes Update!!!**

The deadline has been extended to complete 30 summaries by April 9th, 2020.

Parents, please notify your student's teacher when they have completed the program. We will be doing the honor system; you do not need to send a copy of the completed summaries. Those that have finished already, do not need to worry about this.

There will be more information to come on how students will receive their bikes.

This will take place sometime in May.

# 5th Grade Distance Learning

Week 2: April 6-April 9

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

✓	Day 1
	<p><b>Literacy:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Independent read:</b> 30 minutes (a fiction book you have at home or a book you checked out at the library)</li><li><input type="checkbox"/> <b>Reading Response:</b> Based on the lesson the characters in your book are learning, make a list of the possible themes the book is teaching.</li><li><input type="checkbox"/> <b>Written Response:</b> According to the theme, who do you think should read this book and why?</li></ul>
	<p><b>EL (Language Development) Anyone can do these activities in any language:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Theme is the moral or the lesson of the story. You can find it by thinking, “What does the main character learn?” or “What does the author want to teach us?”<ul style="list-style-type: none"><li><input type="checkbox"/> <i>For example: The theme of the text is “don’t put things off until the last minute”.</i></li></ul></li><li><input type="checkbox"/> Here are some words to help you think of themes. <b>Friendship      Honesty      Equality</b> <b>Teamwork      Loyalty      Growing Up</b> <b>Courage/Bravery      Persistence (Never giving up)</b></li><li><input type="checkbox"/> Pick 3 of these words. Tell someone in your family about the time you showed or saw these themes.<ul style="list-style-type: none"><li><input type="checkbox"/> <i>Example: I showed that it is important to be a good friend when I helped my friend clean up her food when she dropped her tray in the cafeteria.</i></li></ul></li></ul>
	<p><b>Math:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Problem of the Day:</b> Miss Mullarky bowled five games at Alley on Ash. She scored 137, 142, 126, 111, and 123. What is the <i>minimum</i> score she bowled? What is the <i>maximum</i> score she bowled? What is the <i>range</i> of her scores?</li><li><input type="checkbox"/> <b>Challenge of the Day:</b> Find the oldest and youngest person in your house. What is the <i>range</i> of their ages?</li></ul>
	<p><b>Science: Energy</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Make a list of at least 12 things that use energy in your home.</li><li><input type="checkbox"/> Draw the 3 things from your list that are used the most in your home.</li></ul>
	<p><b>Physical Education: Field Day Activities</b></p> <p>Throwing- Roll up a pair of socks, find an open space and practice stepping with the opposite foot and throw overhand for distance.</p>
	<p><b>Music:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Lay down, close your eyes, and listen to a song of your choice.</li><li><input type="checkbox"/> <b>Students in orchestra:</b> Pick three days to play for 10 minutes. Play your favorite tunes focusing on your best playing posture.</li></ul>

## 5th Grade Distance Learning

Week 2: April 6-April 9

### Social-Emotional:

- Circle how you are feeling: 😊 ☹️ 😞 😏
- Practice positive self talk (“I can do this”, “I will keep trying”)
- Activity: Identify 3 positive parts of your day. Your attitude and the way you think have a lot to do with how you feel.

# 5th Grade Distance Learning

Week 2: April 6-April 9

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

✓	Day 2
	<p><b>Literacy:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Independent read:</b> 30 minutes (a fiction book you have at home or a book you checked out at the library)</li><li><input type="checkbox"/> <b>Reading Response:</b> Using your list of possible themes from the story, pick one theme. Go back in the book to find evidence to support your theme.</li><li><input type="checkbox"/> <b>Written Response:</b> Write your theme statement and cite your evidence by finding a quote(s) in the book that supports your theme.</li></ul>
	<p><b>EL (Language Development) Anyone can do these activities in any language:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Read the story. Fill in the blank below to identify the theme.</li><li><input type="checkbox"/> When Luis gets home from school, he always does his homework and reads. Then, he feeds the dog and takes it for a walk.<ul style="list-style-type: none"><li><input type="checkbox"/> The <b>theme</b> of the text is _____.</li></ul></li></ul>
	<p><b>Math:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Problem of the Day:</b> Mr. B read the following number of pages of Mr. Terupt each night. What is the <i>outlier and mode</i> in this set of data? 5, 19, 4, 4, 3, 5, 4, 6, What is the minimum, maximum, and range?</li><li><input type="checkbox"/> <b>Challenge of the Day:</b> Go to a closet or dresser drawer in your house. How many blue pieces of clothing do you have? Black? Red? White? Green? What color shows up the most often (mode)? What is the minimum, maximum, and range?</li></ul>
	<p><b>Science: Nonrenewable Resources</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Nonrenewable Resources are minerals or sources of energy that can be collected from the Earth but cannot be replaced. (Takes millions of years to replace.) Examples - Fossil Fuels (Oil, coal, gasoline, natural gas), nuclear, or minerals.</li><li><input type="checkbox"/> What are some things that you and your family use often that use non-renewable resources? Make a list. (You may need help from an adult.)</li></ul>
	<p><b>Physical Education: Field Day Activity</b></p> <p>Long Jump - Jump forward with one foot and land on 2 feet for distance, use your feet (heel to toe method) to measure the distance.</p>
	<p><b>Music:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Write a list of three places or reasons you like to listen to music.</li></ul>
	<p><b>Social-Emotional:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Circle how you are feeling: 😊 ☹️ 😐 😞 😄</li><li><input type="checkbox"/> Practice positive self talk (“I can do this”, “I will keep trying”)</li><li><input type="checkbox"/> <b>Activity:</b> When doing your homework, if something is hard...tell yourself “I won’t give up”. Effort is an important part of learning.</li></ul>

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Week 2: April 6-April 9

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

✓	Day 3
	<p><b>Literacy:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Independent read:</b> 30 minutes (a fiction book you have at home or a book you checked out at the library)</li><li><input type="checkbox"/> <b>Reading Response:</b> Using the theme you have chosen, make a mini poster depicting (representing) the theme of your book. Share your poster with someone in your household.</li><li><input type="checkbox"/> <b>Written Response:</b> Write your theme in bubble or fancy letters on your poster!</li></ul>
	<p><b>EL (Language Development) Anyone can do these activities in any language:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Read the story. Fill in the blank below to identify the theme.</li><li><input type="checkbox"/> All of Steven's friends were outside, playing without him. He had a project due the next day. He decides to finish the project and then go out to play.<ul style="list-style-type: none"><li><input type="checkbox"/> The theme of the text is _____.</li></ul></li><li><input type="checkbox"/> Now, complete this sentence. Write your answer and read it to a family member.<ul style="list-style-type: none"><li><input type="checkbox"/> I experienced this theme when I _____</li></ul></li></ul> <p>_____</p> <p>_____</p>
	<p><b>Math:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Problem of the Day:</b> Zedd has taken 8 Math tests this school year. His scores are:<ul style="list-style-type: none"><li>❖ 88, 91, 75, 90, 98, 75, 78, 100, What is the <i>median</i> score? What is the <i>minimum</i>, <i>maximum</i>, <i>range</i>, and <i>mode</i>?</li></ul></li><li><input type="checkbox"/> <b>Challenge of the Day:</b> Record and use the P.E. HEART beat data to find your <i>median</i> HEART beat from the five laps. (See below)</li></ul> <p>Lap 1: ____ Lap 2: ____ Lap 3: ____ Lap 4: ____ Lap 5: ____</p> <p>Find the <i>median</i> of this set of data.</p>
	<p><b>Science: Renewable Resources</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Renewable resources are things that can be found in nature and can replace itself in a short amount of time. Examples - Wind, sun, moving water, products from plants and animals</li><li><input type="checkbox"/> What are some things in our world that are made from or use non-renewable resources? Make a list. (You may need help from an adult.)</li></ul>
	<p><b>Physical Education: Field Day Activity</b></p> <p>Using a building/house: Walk 1 lap, Jog 1 lap, Run 1 lap, Sprint 1 lap, Walk 1 lap. Check HEART beat after each lap (hand over heart).</p>

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	<p><b>Music:</b></p> <ul style="list-style-type: none"><li>Write your own 4 beat rhythm using quarter note, quarter rest, eighth notes, and half notes. Play your pattern along with a song.</li></ul> 
	<p><b>Social-Emotional:</b></p> <ul style="list-style-type: none"><li>Circle how you are feeling: 😊 😐 😞 😄</li><li>Practice positive self talk (“I can do this”, “I will keep trying”)</li></ul> <p><u>Activity:</u> List 3 things you are good at. Being self aware of your positives builds self esteem.</p>

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

✓	Day 4
	<p><b>Literacy:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Independent read:</b> 30 minutes (a fiction book you have at home or a book you checked out at the library)</li><li><input type="checkbox"/> <b>Reading and Writing Response:</b> Using the theme from your poster, write a short story featuring yourself as the main character. Make your character learn the same lesson. Share your story with someone or something.</li></ul>
	<p><b>EL (Language Development) Anyone can do these activities in any language:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Read the story. Fill in the blank below to identify the theme.</li><li><input type="checkbox"/> Abdi doesn't give up and works hard to make the soccer team. When Abdi tried out for the team in 7th grade, he did not make the team. However, he practiced every day over the summer. In 8th grade, he made the team and scored a goal in his first game.<ul style="list-style-type: none"><li><input type="checkbox"/> The theme of the text is _____.</li></ul></li><li><input type="checkbox"/> Now, think about a book, story, TV show, movie, or YouTube video with this same theme. Write and read your answer to a family member.<ul style="list-style-type: none"><li><input type="checkbox"/> I have seen/read about this <b>theme</b> in _____ when the character _____ _____.</li></ul></li></ul>
	<p><b>Math:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Problem of the Day:</b> Melanie practiced playing the violin last week for the following number of minutes: 35, 45, 35, 60, 20, 15 What is the <b>average</b> (mean) number of minutes Melanie practiced? _____ What is the mode, range, and median?</li><li><input type="checkbox"/> <b>Challenge of the Day:</b> Measure six walls in your house by counting your steps. W1: _____ W2: _____ W3: _____ W4: _____ W5: _____ W6: _____</li></ul> <p>Find the <i>mean</i> of this set of data.</p>
	<p><b>Science: Renewable and Nonrenewable Resources</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> We have learned about nonrenewable and renewable resources. Review Day 2 and Day 3 for the definitions.</li><li><input type="checkbox"/> Make a T-chart with one side labeled "Nonrenewable" and the other "Renewable."</li><li><input type="checkbox"/> Write these items in the correct categories.<ul style="list-style-type: none"><li><input type="checkbox"/> Gasoline, vegetables, plastic bottle, eggs, shirt, glass bottle, hat, tin can, milk, motor oil</li></ul></li></ul>
	<p><b>Physical Education: Field Day Activity</b></p> <p>Hurdles- Lay pillows down on the floor 2-3 steps apart. Create a start and finish line. Practice leaping over pillows/hurdles to the finish line.</p>

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	<p><b>Music:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Listen to a song and write about the tempo (speed of the beat). Walking speed? Running speed? Crawling Speed? Does it change speed?</li></ul>
	<p><b>Social-Emotional:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Circle how you are feeling: 😊 😐 😞 😡 😄</li><li><input type="checkbox"/> Practice positive self talk (“I can do this”, “I will keep trying”)</li><li><input type="checkbox"/> <u>Activity</u>: Set a goal that you would like to accomplish today (ex. I will share with my family, I will thank someone for helping me). Setting goals creates motivation for your day.</li></ul>

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_