

5th Grade Distance Learning

Week 4: April 20-April 24

Name: _____ Teacher: _____ Building: _____

✓	Day 1
	<p>Literacy:</p> <ul style="list-style-type: none"><input type="checkbox"/> Independent read: 30 minutes (a book you have at home or a book you checked out at the library)<input type="checkbox"/> Reading Response: Read the article, The Struggle for America. Write in the margins or highlight the main idea for each paragraph. You do not need to answer the questions.<input type="checkbox"/> Written Response: Write a paragraph to share what you remember from our unit on immigration. Think about what other groups of people immigrated? What were their challenges when they immigrated?
	<p>EL (Language Development) Anyone can do these activities in any language:</p> <p><i>Take out one piece of paper and write EL on the top. You will need this paper for the whole week, so don't lose it!</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Complete this main idea sentence. Write it on the top of a piece of paper. <input type="checkbox"/> _____ is my favorite food.<input type="checkbox"/> Now, write or draw 3 details about your main idea sentence. <p><u>Example</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Pizza is my favorite food.<ul style="list-style-type: none"><input type="checkbox"/> I like to order pizza from Dominos.<input type="checkbox"/> Pepperoni, cheese, and mushrooms are my favorite toppings.<input type="checkbox"/> My family likes to eat pizza together on Fridays.
	<p>Math:</p> <ul style="list-style-type: none"><input type="checkbox"/> Problem of the Day: Here is a list of favorite book genres between 25 boys and 25 girls. Create a double bar graph based on the data. Graphic Novel: B=5 G=8 Biography: B=7 G=4 Realistic Fiction: B=5 G=5 Mystery: B=3 G=2 Fantasy: B=5 G=6
	<p>Science: Biomass Energy (Energy from plants and energy)</p> <ul style="list-style-type: none">● Use the internet, books, or family members to find the answers to these questions. Write your answers on a piece of paper labeled "Biomass Energy".<ul style="list-style-type: none">○ 1. Where does it come from?○ 2. Is it renewable or nonrenewable?○ 3. What machines or tools needed to get this type of energy?○ 4. What are the advantages or positive aspects of this energy?○ 5. What are the disadvantages or negative aspects of this energy?

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	<p>Physical Education:Field Day Activity</p> <ul style="list-style-type: none"><input type="checkbox"/> Throwing- Pick a target and throw a ball at the target. If you miss the target move closer. Reminder opposite foot forward when releasing the ball.
	<p>Music: Find a new song you've never heard before and listen to it. What did you like about it? What did you not like about it?</p> <p>Students in Orchestra: Viola & Cellos: Play pages 36-37 in your lesson book. Violins & Basses: Play pages 38-39 in your lesson book.</p>
	<p>Social-Emotional:</p> <ul style="list-style-type: none"><input type="checkbox"/> Circle how you are feeling: 😊 😐 😞 😏<input type="checkbox"/> Give a positive greeting to a family member ("Good morning", "how's your day")<input type="checkbox"/> <u>Activity</u>: Ask a family member what their favorite memory is. It is important to connect with and understand each other. We can learn from other people's experiences.

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✓	Day 2
	<p>Literacy:</p> <ul style="list-style-type: none"><input type="checkbox"/> Independent read: 30 minutes (a book you have at home or a book you checked out at the library)<input type="checkbox"/> Reading Response: Reread the article, The Struggle for America. Review the main ideas you found yesterday to determine the main idea of the entire passage.<input type="checkbox"/> Written Response: List the main idea and three supporting details.
	<p>EL (Language Development) Anyone can do these activities in any language:</p> <p><i>Take out your EL paper from Monday.</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Write this main idea sentence on your piece of paper.<ul style="list-style-type: none"><input type="checkbox"/> <i>There are many things I like to do outside.</i><input type="checkbox"/> Now, write or draw 3 details about your main idea sentence. <p><i>Example</i></p> <ul style="list-style-type: none"><input type="checkbox"/> There are many things I like to do outside.<ul style="list-style-type: none"><input type="checkbox"/> My friends and I play at the playground next to our apartment. _____.
	<p>Math:</p> <ul style="list-style-type: none"><input type="checkbox"/> Problem of the Day: Create a line graph using the following data of temperatures over 7 <u>consecutive</u> days. Mon.=46 Tues=52 Wed.=56 Th=38 Fri.=48 Sat.=61 Sun.=64
	<p>Science: Nuclear Energy (Energy from splitting atoms)</p> <ul style="list-style-type: none">● Use the internet, books, or family members to find the answers to these questions. Write your answers on a piece of paper labeled “Nuclear Energy”.<ul style="list-style-type: none">○ 1. Where does it come from?○ 2. Is it renewable or nonrenewable? You may have to Infer.○ 3. What machines or tools needed to get this type of energy?○ 4. What are the advantages or positive aspects of this energy?○ 5. What are the disadvantages or negative aspects of this energy?
	<p>Physical Education: Field Day Activity</p> <ul style="list-style-type: none"><input type="checkbox"/> Obstacle course- Create an obstacle course. Your obstacle needs to have these items: something to go under, over, around and through. Example items to use inside: chairs, blankets, tape/streamers on wall, table, toys. Example items to use outside: Sticks, trees, playground equipment, toys, be creative.

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Music:

A repeated pattern is called an ostinato.

Here are some examples. Remember the repeat sign! Practice each pattern then choose one to accompany a song.




Social-Emotional:

- Circle how you are feeling: 😊 😐 😞 😏 😄
- Give a positive greeting to a family member (“Good morning”, “how’s your day”)
- Activity: Show appreciation to someone in your home (ex. Thanks for supper).
The emotion of gratitude has consistently been one of the strongest happiness boosters.

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✓	Day 3
	<p>Literacy:</p> <ul style="list-style-type: none"><input type="checkbox"/> Independent read: 30 minutes (a book you have at home or a book you checked out at the library)<input type="checkbox"/> Reading and Written Response: Read the article, The True Life of the Cowboy. Write in the margins or highlight the main idea for each paragraph. You do not need to answer the questions.
	<p>EL (Language Development) Anyone can do these activities in any language: <i>Take out your EL paper.</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Here are three details. Write a main idea sentence on your piece of paper to go with the details.<ul style="list-style-type: none"><input type="checkbox"/> I clean up my room every morning.<input type="checkbox"/> My sister and I help take care of our baby brother.<input type="checkbox"/> I tell my family that I am thankful for them.<input type="checkbox"/> This is one way to start your sentence: <i>Here are some ways</i> _____.
	<p>Math: Analyzing Double Bar and Line Graphs - Refer to the graph “Dog Breed Survey”</p> <ul style="list-style-type: none"><input type="checkbox"/> How many students have Golden Retrievers?<input type="checkbox"/> What is the difference in the number of fifth- and sixth-graders who own Siberian Huskies?
	<p>Science: Fossil Fuels (Energy from burning oil, coal, and natural gas)</p> <ul style="list-style-type: none">● Use the internet, books, or family members to find the answers to these questions. Write your answers on a piece of paper labeled “Fossil Fuel Energy”.<ul style="list-style-type: none">○ 1. Where does it come from?○ 2. Is it renewable or nonrenewable? You may have to Infer.○ 3. What machines or tools needed to get this type of energy?○ 4. What are the advantages or positive aspects of this energy?○ 5. What are the disadvantages or negative aspects of this energy?
	<p>Physical Education: Field Day Activity</p> <ul style="list-style-type: none"><input type="checkbox"/> Obstacle course- Create an obstacle course. Your obstacle needs to have these items: something to go under, over, around and through. Example items to use inside: chairs, blankets, tape/streamers on wall, table, toys. Example items to use outside: Sticks, trees, playground equipment, toys, be creative.
	<p>Music:</p> <p>Using these notes and rests  create a new 4 beat ostinato. Practice your ostinato then play it with a song.</p>

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Social-Emotional:

- Circle how you are feeling: 😊 😐 😞 😔 😄
- Give a positive greeting to a family member (“Good morning”, “how’s your day”)
- Activity: Call someone you care about. Nurturing relationships strengthens bonds and keeps us connected with those we care about.

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✓	Day 4
	<p>Literacy:</p> <ul style="list-style-type: none"><input type="checkbox"/> Independent read: 30 minutes (a book you have at home or a book you checked out at the library)<input type="checkbox"/> Reading Response: Re-read the article, The True Life of the Cowboy. Review the main ideas you found yesterday to write the main idea of the entire passage.<input type="checkbox"/> Written Response: Write a paragraph about the following prompt: Would you want to be a cowboy? Why or why not?
	<p>EL (Language Development) Anyone can do these activities in any language: <i>Take out your EL paper.</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Here are three details. Write a main idea sentence on your piece of paper to go with the details.<ul style="list-style-type: none"><input type="checkbox"/> I read independently and write about what I am reading.<input type="checkbox"/> In the cafeteria, my class eats lunch together, and I talk with my friends.<input type="checkbox"/> During math, I complete a problem set.<input type="checkbox"/> This is one way to start your sentence: <i>These are some things that _____.</i>
	<p>Math: Analyzing Double Bar and Line Graphs - Refer to the graph “Dog Breed Survey”</p> <ul style="list-style-type: none"><input type="checkbox"/> How many fifth-grade students own either a Labrador Retriever or a German Shepherd?<input type="checkbox"/> What two breeds are owned by a total of 16 5th grade students?
	<p>Science: Renewable and Nonrenewable Resources</p> <ul style="list-style-type: none"><input type="checkbox"/> Make a T-chart with one side labeled “Nonrenewable” and the other “Renewable.”<input type="checkbox"/> Using your notes about energy, put the energy source in the correct category.<ul style="list-style-type: none"><input type="checkbox"/> Wind power, solar power, hydropower, biomass energy, nuclear energy, fossil fuels, geothermal energy
	<p>Physical Education: Field Day Activity</p> <ul style="list-style-type: none"><input type="checkbox"/> Obstacle course- Create an obstacle course. Your obstacle needs to have these items: something to go under, over, around and through. Example items to use inside: chairs, blankets, tape/streamers on wall, table, toys. Example items to use outside: Sticks, trees, playground equipment, toys, be creative.
	<p>Music: Make a list of high sounds in your house. Make a list of low sounds in your house. Make a new list sorting your sounds from lowest to highest.</p>

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Social-Emotional:

- Circle how you are feeling: 😊 😐 😞 😄
- Give a positive greeting to a family member (“Good morning”, “how’s your day”)
- Activity: Help a family member with a chore. Working together creates routine and supports family togetherness.

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✓	Day 5
	<p>Literacy:</p> <ul style="list-style-type: none">❑ Independent read: 30 minutes (a book you have at home or a book you checked out at the library)❑ Reading and Written Response: Using the information you read and wrote about cowboys complete one of the activities.<ul style="list-style-type: none">❖ Pretend you are a cowboy and act out a scene.❖ Draw a picture of yourself as a cowboy.
	<p>EL (Language Development) Anyone can do these activities in any language: <i>Take out your EL paper.</i></p> <ul style="list-style-type: none">❑ Write a main idea sentence and three details about something you enjoy or something that is your favorite (for example- soccer).
	<p>Math: Analyzing Double Bar and Line Graphs - Refer to the graph “Dog Breed Survey”</p> <ul style="list-style-type: none">❑ What breed has a total equal to the number of sixth-grade students who own a Siberian Husky?❑ Why was only one bar drawn above the label <i>Saint Bernard</i>?❑ How many students participated in the survey? Explain how you found your answer.
	<p>Science: Pick an Energy Activity - Enjoy learning about energy (Pick at least ONE)</p> <ul style="list-style-type: none">● Wind Power<ul style="list-style-type: none">○ Make a paper pinwheel or wind sock to show how wind makes energy● Solar Power<ul style="list-style-type: none">○ See if you have any solar powered items at home (calculator, “dancing” solar toys) Add and take away solar light to see changes.○ Go outside. Can you feel the heat from the sun? This heat makes the energy needed for solar power.● Hydro Power<ul style="list-style-type: none">○ Fill a container with water. Put an object in the water that will float. Make waves with the water. Notice how the waves move the floating objects. This shows how moving water makes energy.● Nuclear Power, Biomass, Fossil Fuels, Geothermal<ul style="list-style-type: none">○ Read and research on the internet if possible.
	<p>Physical Education: Choice Day</p> <ul style="list-style-type: none">❑ Be active for 30 min. Example: Shoot baskets, play catch, jump rope
	<p>Music: Create a 4-8 sentence rap about what you did at home this week.</p>

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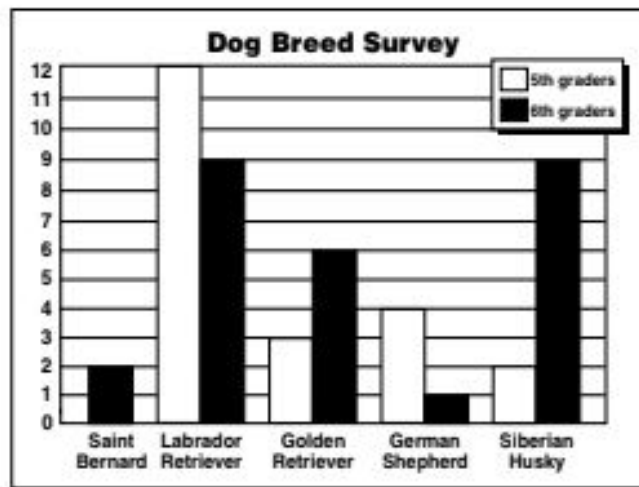
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Social-Emotional:

- Circle how you are feeling: 😊 ☹️ 😞 😏
- Give a positive greeting to a family member (“Good morning”, “how’s your day”)
- Activity: Play a game together (ex. I Spy, Uno, Video game) Learning to play together builds relationships and creates positive experiences.

Parent Signature _____ Date _____

Extra Resources



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The Struggle for America

Large numbers of Chinese people came to California during the Gold Rush in the mid-1800s. They were not made welcome in their new country. They were often forced to pay special taxes and fees. Only a few jobs, such as laundry work and mining, were open to them. In some places, schools refused to accept Chinese children. No state let them argue in court against non-Chinese people, and they were not allowed to become citizens.

Prejudice against Chinese people in America was intense enough in 1882 for the U.S. to pass the Chinese Exclusion Act. This barred Chinese people from entering the country as immigrants for more than sixty years. During this time, many Chinese Americans tried to change the law by going to court.

During World War II, thousands of Chinese Americans joined the U.S. armed forces. Thousands of others went to work in defense factories. In 1943, the repeal of the Chinese Exclusion Act meant that Chinese immigrants were welcome again.

Since that time, Chinese immigration has grown rapidly. Chinese Americans have settled in many states besides California. Today, Chinese Americans have better opportunities for education and employment.

The True Life of the Cowboy

Imagine working up to 20 hours a day in grueling weather with unpredictable animals. Now imagine you only got paid about \$25 to \$40 a month! Even back then, this wasn't a lot of money. This was what a cowboy's life was really like.

Cowboys have become almost legendary in American history as bold, heroic figures who led glamorous lives in the Old West. However, the cowboy's life was anything but glamorous. Besides being poorly paid, the work they did was very strenuous and very difficult, not to mention dirty and dangerous. A cowboy's job was to take a herd of cattle from one place to another, usually from Texas into either Kansas, Nebraska, or Wyoming. Each minute of every

hour of every day cowboys needed to stay constantly alert in order to avoid disaster. They had to guard the cattle from predators—both animal and human. They also had to prevent, if possible, cattle stampedes. They had to round up any stray cattle, as well as take care of the ones already in their possession.

The era of the cowboy spanned about 25 years from 1865–1890. With the expansion of the railroad, these underpaid workers were no longer needed to do long cattle drives. However, “cowboys” continue to live on through the many western stories written about them and the TV shows and movies made about them.