



SUPPLEMENTAL LEARNING ACTIVITIES

5TH GRADE

Week 1

Learning Activities for Reading

Grade 5

Oregon fifth grade reading standards ask students to **quote accurately from texts, draw inferences, and determine main ideas and key details of texts**. These activities will help your child practice these skills using informational text.

Week 1 Activities

1. DETERMINING MAIN IDEA

Materials: Sailing the Stars (or other informational text)

Students will read aloud the attached text (or another informational text) and describe at least two main (“big”) ideas. What are the most important ideas? Why are these ideas the most important to know or remember?

2. IDENTIFYING KEY DETAILS

Materials: Sailing the Stars (or other informational text), highlighter or pencil/pen (optional)

Students will read aloud the attached story (or another INFORMATIONAL TEXT), and identify the KEY DETAILS of the story. Highlight or underline the most important details. How do these KEY DETAILS support the main (most important) ideas of the reading?

3. QUOTING FROM THE TEXT

Materials: Sailing the Stars (or other informational text)

After reading the story, review the “MAIN IDEA” and “KEY DETAILS”. Find one or more quotes from the story that describe the main ideas and/or key details. What inferences or assumptions can you make based on what you read? What questions do you still have?

4. 5 “W”s and an “H”

Materials: Sailing the Stars (or other informational text)

Identify the “5 Ws and H” of informational text (who, what, when, where, why, and how). Identify each of these pieces of information in the story. Is there more than one of each?

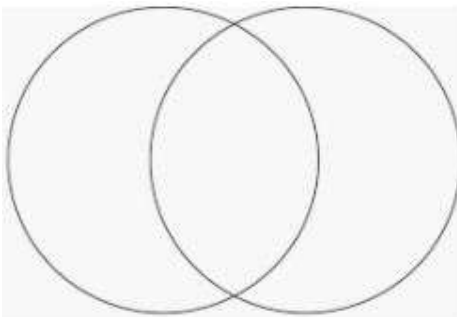
5. Describing the Action

Materials: Sailing the Stars (or other informational text)


After reading the text, write in “first person”, as one of the astronauts describing the action of orbiting in space. How many describing words and exciting action words can you use in your imagined experience?

What Families Can Do

- Locate another book, article, show or documentary about the space race. Compare and contrast the similarities and differences between the formats and the information you learn. Use a Venn Diagram to show what is similar and different.



Excerpted from *Sailing the Stars* By Anne Cambal

 The United States and the USSR both wanted to be the first to put a man in space. Russian cosmonaut Yuri Gagarin won the title for the USSR. On April 12, 1961, he made one orbit around Earth in *Vostok 1*.

The United States had its turn on May 5. Astronaut Alan B. Shepard, Jr., flew in space for about fifteen minutes in the *Mercury* capsule. During his flight, Shepard and his spacecraft escaped Earth's **gravity**. For about five minutes, he was weightless in space. Although his trip was short, Shepard proved that an astronaut could survive and work in space.

Unlike Gagarin, Shepard did not orbit Earth. His flight was also different in another way: The *Vostok* mission was conducted in secret. The world did not learn of the flight until after its successful completion. But 45 million Americans watched the *Mercury* mission live on television.

On February 20, 1962, John Glenn became the first American to orbit Earth. His flight lasted less than five hours, in which he orbited Earth three times.

When he returned, Glenn was hailed as a hero— in Washington, D.C., 250,000 people stood in the rain to cheer him. It was an exciting time in U.S. history.

If you have internet access, click here to access the full e-reader *Sailing the Stars*

<https://classroom.google.com/u/0/c/MjQwNDk5MDU5MjRa/m/NTUxOTEyODMyOTZa/details>

Learning Activities for Title 1 Reading

Grade 5

Fifth grade students need to use their understanding of word parts (roots and affixes) to read and understand unfamiliar multisyllabic words. These activities will help your child read at the fifth grade level

Week 1 Activities

1. Prefix Search

Materials: any book you are reading, or anything around the house with words, such as food boxes or cans, magazines, and pencil or pen

Prefixes are found at the beginning of words and alter the meaning of the root word.

“pre” = before “re” = again “un” = not

You will be finding words with these prefixes and writing the word and the definition on the chart on the next page. You can find these words in a book you are reading or from items around the house such as food boxes, cans, or magazines. Write down as many words as you can with the prefixes, “pre-”, “re-”, and “un-” on the next page. Underline the prefix, then write the definition of the word.

2. Prefix Word Search

Materials: Blank grid on next page, pencil or pen

Use the list of words from Activity 1 to create your own word search. Fill in the words, then fill in the rest of the empty spaces with other letters. Have someone in your family try to find them!

3. Creating Words

Materials: paper, pencil or pen

Make as many words as you can with the following prefixes and roots. Underline the prefix, then write the definition of the word you create.

“pre-”	“re-”	“un-”	“heat”	“read”	“wash”
“cook”	“write”	“tie”	“happy”	“view”	“able”
“turn”	“plug”	“do”	“button”	“make”	“clear”

4. Writing Sentences

Materials: paper, pencil or paper

Write complete sentences using some of the words you created in Activity 3.

What Families Can Do

- Help your child find a book or other household item with words on it. This could include food boxes or cans, recipes, detergent, shampoo, or magazines
- Have your child read his/her list of words to you
- Do the wordsearch your child created
- Use the word lists from Activities 1 and 3 for a spelling assignment. Say the word, have your child repeat it, then have them write the word

Learning Activities for Writing

Grade 5

Oregon writing standard 3 for fifth grade states that students will “Write narratives to develop real or imagined experiences or events using descriptive details, and clear event sequences.” These activities will help your student to use the writing process to create an effective story.

Week 1 Activities

1. Brainstorm/Think

Materials: Paper/Pencil

Brainstorm/Think about a story about overcoming a difficult time in your life. This could be real or imaginative. Remember to develop a setting, character, and problem and solution.

2. Compose/Write

Materials: Paper/Pencil

Compose/Write a story about overcoming a difficult time in your life. This could be real or imaginative. Remember to develop a setting, character, and problem and solution.

3. Feedback

Materials: Paper/Pencil

Meet with a person in your home to get feedback about your writing. Make sure to talk about characters, setting, problem and solution. Look at the use of punctuation and capitalization in the writing.

4. Edit/Revise

Materials: Paper/Pencil, dictionary (print or online)

Use feedback to edit and revise your writing. Remember to think about expanding, combining, and removing sentences for interest.

5. Create a final copy

Materials: Paper/Pencil, colored pencils, crayons, or markers

Create a final copy and make an illustration for your story. Share it with your family.

What Families Can Do

- Have students write in a quiet location.
- Have students present their story to family members when finished.
- Have students create a finished product on the computer to share with their teacher or friends/family. This could be a Google Doc or a PowerPoint presentation with pictures.

Learning Activities for Math

Grade 5

In 5th grade, students multiply multi-digit numbers (ie. 132×28) using standard algorithm. Students may also use a variety of other strategies (area models, arrays, partial products, etc.) Multiplication is a foundational skill for many 5th grade standards and for higher level math.

Week 1 Activities

1. Multiplication Review

Materials: Paper and pencil

Create a multiplication table for numbers 2-12. Look for patterns. What do you notice about the products? Are there any factors that have several common products or patterns? Circle, color code or discuss your observations.

2. Multiplication as Scaling

Materials: Paper and pencil

Write down the ages of everyone in your family. Then create a table or a number line if everyone was 5 times older, 10 times older, 20 times older, 50 times older, or even 100 times older!

Example: Eli is 6 years old. 5 times older = 30, 10 times older = 60, 20 times older is 120, 100 times older is 600!

3. Multiplication Strategies

Materials: Paper and Pencil

Find the product of 725×83 using as many different strategies as you can. Practice explaining each strategy aloud (like a math talk or number talk!) to a sibling, a parent, a friend (practicing social-distancing, of course!) or even a pet! Use any multi-digit number and continue practicing!

Strategies you could use: Area model, Box method, partial products, standard algorithm, etc.

4. Area

Materials: Paper and pencil (Optional: Ruler or Measuring tape)

Walk heel to toe across (length and width) different rooms in your house and count your steps carefully. Then multiply the number of steps LONG and the number of steps ACROSS to find the "area" of each room. For example, maybe it takes 22 steps to get across your living room lengthwise and 15 steps to go across the width so 22×15 equals an area of 330 "feet" squared. If you have a measuring tape or ruler, you could be more accurate and find the ACTUAL area of each room.

5. Volume of Rectangular Prisms

Materials: Ruler, Measuring tape OR any thing you can "measure" with (a pencil, a paperclip, a hand, a shoe, etc.) Paper and Pencil

Find the **volume** of things in your house by "measuring" the **length, width and height** using a common unit. If you have a ruler or measuring tape use inches (centimeters for larger numbers). If not, use another "tool", like a shoe, and count how many it takes to go from one side to the next. Once you measure your three dimensions, **multiply the three numbers together to find the volume!** Remember, length x height x width is the formula for finding the volume of **rectangular prisms** so try to find things like this shape-- like your refrigerator, boxes, a mattress, bookcase, cereal box, etc. ***Challenge Options:** Find the volume of irregular rectangular prisms, like a couch or try converting units (inches to feet, centimeters to meters, etc.)

What Families Can Do

- Ask your child to explain the strategy/strategies they used for each activity. Listen for sequencing words (first, next, then..).
- Show a strategy that you would use and compare.
- Share when/how/why you use multiplication as an adult. (Budgeting? Work? Gas mileage? etc.)
- Help practice multiplication facts 0-12 to lay a solid foundation (extend by asking, "what would be _____ times more?")

Learning Activities for Science

Grade 5

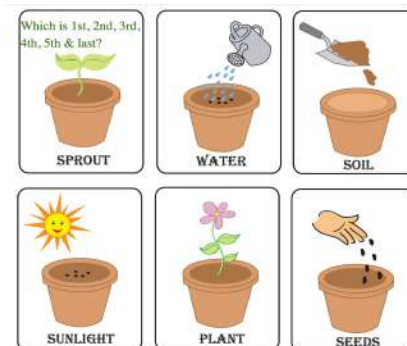
Oregon science standards identify being able to model the movement of matter and energy through plants and animals as a priority skill in fifth grade. These activities will help your child understand how both plants and animals use the resources in the world around them to grow and thrive.

Week 1 Activities

1. Define the Life of a Plant

Materials: Paper, pencil, use the image below, crayons (optional)

Create a drawing (make a one-page comic or graphic novel for fun!) that shows the life cycle of a plant. Use the chart in the materials to review for help.



2. Apple Experiment

Materials: Three slices of apple, lemon juice or vinegar and milk

We know that if you leave an apple out it will turn brown as decomposers begin to break the apple down. This experiment will look into ways we can prevent this from happening.

Take three slices of the same apple, leave one plain, dip one in milk and dip one in lemon juice or vinegar. Place all three in a refrigerator next to each other. Make a prediction about what you think is going to happen. Which will decompose first and which will last the longest? Why? Observe the slices for the next week and see if your prediction was correct!

3. How do Plants Use Air and Water to Grow? **Materials:** Paper, pencil, crayons/markers (optional)

Using the description below and your own background knowledge, create your own chart showing the process of photosynthesis.

The Steps of Photosynthesis: It's a beautiful day. The sun is shining. The wind is blowing. The branches on the tree sway from side to side as if they were rocking their leaves to sleep. But those leaves are not sleeping! They are actually hard at work making food for themselves and oxygen for you. They are photosynthesizing. Green plants are autotrophs or producers. They use light energy from the sun to make food. This chemical process is called photosynthesis. Plants need three things for photosynthesis to occur: sunlight, water, and carbon dioxide. The sun's light, or energy, is absorbed by the chlorophyll in the cells of the plant. Water is taken from the soil and travels through the plant's root system. Carbon dioxide enters the plant's leaves through tiny openings called stomata. Once the plant has all of its ingredients, the process can begin. First, the energy that the plant has collected from the sun splits the water molecules. It separates them into hydrogen and oxygen atoms. Next, the hydrogen atoms merge with carbon dioxide. This is where the change takes place. This merge produces a new molecule: glucose. That sugar is carried to all parts of the plant and used for fuel. Finally, the waste product, oxygen, is released into the air. This process repeats over and over again. Remember, a sunbathing plant is not a lazy plant! It's actually a hardworking one. It's working for itself and for you too!

What Families Can Do

- Ask your child if they have planted seeds at school this year. If they did, what do they remember?
- Do you have seeds at home? Have each family member plant a seed and make weekly observations and record the information on a piece of paper. You can sketch and draw.
- Go on a walk with an adult and count how many flowering plants you see. Did you see any insects or birds?
- Write a summary of some of the things you learned at Zenger Farms this year.

Learning Activities for Social Studies

Grade 5

Oregon social studies standards for 5th grade ask students to: **analyze cooperation and conflict**. These activities will help your child to understand the history of cooperation and conflict between the Native Americans and the English settlers.

Week 1 Activities

1. Read and summarize:

Materials: NewsELA Article (attached)
Pencil, paper, highlighter

Closely read the article “The New England Colonies and Native Americans”. As you read, underline or highlight 5 details that describe cooperation or conflict between the English settlers and the Native Americans. Write a paragraph summary, or tell a family member about what you learned.

2. Write your opinion:

Materials: NewsELA Article (attached)
Pencil, paper

Review your highlighted notes from day 1. On a separate piece of paper, write your opinion about the following question. Do you think the English settlers and the Native Americans were good neighbors? Provide at least 3 details from the text to support your answer.

3. Write a narrative story:

Materials: NewsELA Article (attached)
Pencil, paper

Imagine that you are a Native American person living during the time of this article. Write a narrative (fiction) story about an experience of cooperation or conflict that you have with the English settlers. Remember that a good story includes characters, setting, problem, and solution. You may include details from the article in your story.

4. Create a poster:

Materials: paper, pencil, coloring supplies

Create a poster to represent an experience of cooperation or conflict between the English settlers and the Native Americans. Make sure your poster is neat and colorful and that it includes a title, and labels or captions that explain your drawing. Share your poster with a family member.

5. Create a play, song, or video:

Materials: paper, pencil

Create a play, song, video, poem, comic book, or any other creative art form, to represent an experience of cooperation or conflict between English settlers and the Native Americans. Include your family members, and have fun!

What Families Can Do

- Relate to concepts of cooperation and conflict to a current event. Discuss ways you see people working together, or against each other in our communities, country, or world.
- Ask your student how our country might be different today if settlers and Native Americans cooperated completely.

The New England Colonies and Native Americans

By National Geographic Society, adapted by Newsela staff Published:09/09/2019

An Overview The first English settlers and Native Americans tried to be good neighbors. They shared a common interest in trading and spiritual life. Yet this relationship soon fell apart, because of disease and other problems. Eventually, the two sides went to war.

Complex History The story of Thanksgiving is a long-lasting American legend. In 1621, pilgrims sat down with the local Wampanoag Indians. Together, they celebrated the first successful harvest. It sounds like a great story. Two cultures came together and shared the bounty of the land. However, the history between colonists and the local Native American tribes is not so simple. There was trade and cooperation, but also bloody conflict.

Finding Common Ground The first English settlers arrived in New England in the 1600s. About 60,000 Native Americans were already living there. At first, the two sides fought over territory. Still, colonists were able to build thriving colonies with the help of the Native Americans.

Trade was one of the first bridges between the colonists and local Native American. The colonists needed their help in order to survive and prosper in the New World. For their part, the Native Americans were interested in building alliances. Because of this economy based on trade, Plymouth Colony was able to support itself within five years.

Both sides benefited from trade and bartering. The Native Americans provided skins, hides, food, knowledge, and other crucial materials and supplies. The settlers traded beads and other goods.

Over time, however, relations between the colonies and the local tribes began to break apart. The colonists carried diseases, like smallpox, over from England. The Native Americans had no natural defenses against the illnesses and many tribes were wiped out. Some Colonial leaders believed the disease outbreaks were an act of God. They said God supported their right to the land. They used this to convert the natives to Christianity and move them to "praying towns."

The First Indian War Colonist-Native American relations worsened over the course of the 17th century. It led to the First Indian War, or King Philip's War. The war began in 1675. The government of the Plymouth Colony killed three members of the Wampanoag tribe. The Wampanoag leader, Philip, also known as Metacom, retaliated. He led an army made up of Wampanoags and other tribes to attack the settlements. Some tribes, including the Mohegans and Mohawks, fought on the side of the English colonists. The war lasted 14 months, ending in late 1676.

Both sides suffered many deaths and injuries. Historians consider it one of the deadliest conflicts in American history. Thousands of Native Americans died in war or from illness, they were taken as slaves, or fled to other regions. More than 600 colonists died, and dozens of settlements destroyed.

The history of the New England colonies reflects the history of America. It's a two-sided tale. Native and immigrant cultures came together to create the modern United States. But the two sides also clashed and many suffered.

Learning Activities for Art

Grade 5

The fundamental way in which we experience our world and express ourselves is through the arts, and arts education develops essential skills and abilities for successful 21st century citizens.

This week we are providing activities in the disciplines of **Dance!**

Week 1 Activities

1. Geometry Dance?!

Materials: None.

Create a dance study illustrating mathematical shapes with slides, flips, and rotations.

OR Arts Standard Addressed: DA.1.CR1.5 1. Build content for choreography using several stimuli (e.g., literary forms, natural phenomena, current news, social events).

2. Communicating Through Dance

Materials: None.

Hula /^huːlə/ is a Polynesian dance form accompanied by chant (oli) or song (mele). It was developed in the **Hawaiian Islands** by the **Polynesians** who originally settled there. The hula dramatizes or portrays the words of the *oli* or *mele* in a visual dance form. Invent and describe movements that dramatize or portray the ideas in a poem, song, rap, or chant that is meaningful to your life.

OR Arts Standard Addressed: DA.1.CR1.5 1. Build content for choreography using several stimuli (e.g., literary forms, natural phenomena, current news, social events).

3. Hokey-Pokey

Materials: None.

The Hokey-Pokey is an American group dance performed in a circle with a synchronized shaking of the limbs in turn, accompanied by a simple song:

"You put your left hand in, you put your left hand out, you put your left hand in, and you shake it all about.

You do The Hokey-Pokey and you turn yourself around. That's what its all about!"

Ask a family member or trusted adult if they know *The Hokey-Pokey*. Join in! Talk about the rhythm of the dance and the repetition of the verses. Talk about the predictability (story) of the dance. Where might you expect to see people doing this silly dance? Where would you NOT expect to see this dance being done?

OR Arts Standard Addressed: DA.5.PR1.5 Recall and execute a simple dance sequence using fundamental dance steps in one or more styles

4. Comparing Dances

Materials: None.

Compare *Hokey-Pokey* and a dance that's familiar to you. Explain how they are similar and different, how you feel as you dance each one, and what you think about as you dance each one.

OR Arts Standard Addressed: DA.10.CO1.5.1 Compare two dances with contrasting themes. 2. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.

5.

Materials:

What Families Can Do

- Participate in the dancing. Dance as a family. Have fun!

Learning Activities for Health

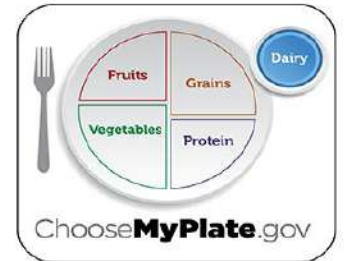
5th Grade

Oregon Health standards identify that students in the 5th grade will be able to reason with their nutritional choices knowing it will impact their future health. These activities will help your child to advocate for their personal and family's health.

Week 1 Activities

1 Nutrition Scavenger Hunt & Reflection **Materials:** Paper/Index card/Big Post-It, Pencil/Pen, Highlighter/colored pen/colored pencil, (article attached)

What: You are going to be a nutritionist. Search around in your cupboards, refrigerator, pantry, kitchen, within your home for the top three healthiest foods. On your paper/index card/post-it, write the name of and draw the three foods. Then answer: What makes these foods the healthiest? Which of the 5 food groups are they in? Highlight/underline these with your highlighter or colored pen/colored pencil. If possible, read the nutrition labels to discover how many grams of sugar and sodium are in these foods. If they are healthy, they should be low in both categories. Then share your findings with your family.



**Activity extension:* Sort foods from your home into healthy and unhealthy categories.

Do you feel like you have more of a certain category? How can you use what you found to help you and your family eat healthier?

Why: To help students demonstrate the ability to advocate for personal and family health with nutritional choices.

2 My Nutrition Log **Materials:** Paper, pencil, ruler, (article attached)

What: You are going to be logging your own eating habits for at least 5 days in a row. First, create your own log on a piece of paper by making a table with 5 columns. At the top of each column write the day/date. Each day, you will begin by filling in your table for each item you are eating (even if it is a snack) and the time that you ate. See the chart below for an example of logging 1 day. At the end of the 5 consecutive days, look at your log. Do you notice a pattern such as: what times of the day you are eating, if you are eating the same foods frequently, if you are perhaps overeating throughout the day, or not eating enough? **Activity extension:* Continue your log for another 5 days. Use this information to decide on what changes, if any, should be made to your food choices and share with your family.

Example:

Monday 04/06/20
Morning: 8:00am 1 cup coffee , 8:45am 1 bowl oatmeal, 9:30am Handful of green grapes
Lunch: 11:35 am 1 protein bar, 1 greek yogurt & 1 apple with peanut butter
Afternoon: 1:45pm Small bag cheddar cheese rice cakes, 4:00pm Handful of peanut butter pretzels & small bag of fruit gummies
Dinner: 7:30pm 1 hotdog with ketchup, handful of sweet potato fries, side of corn, side of baked beans
Desert: 9:45pm 1 chocolate pudding cup

Why: To help students demonstrate the ability to use decision-making skills to enhance their health.

3 Nutrition article & quick write. **Materials:** Lined paper, pencil/pen, (article attached), timer

What: On your lined paper, please answer the following questions about the article attached. Set a timer for 10 minutes to complete the questions. If you finish early, add more supporting evidence from the article.

- 1) What did you learn from the article?
- 2) What are your snacking and eating habits like, during this time?
- 3) What goals might you set as a family to improve your current eating routines?

Why: To help students demonstrate the ability to advocate for personal and family health with nutritional choices.

What Families Can Do

- Create a healthy grocery list as a family.
- Integrate healthier foods into your daily diet.
- Vary the foods you eat
- Avoid emotional eating, eat only when hungry

Health Week 1- Nutrition Article

“Food is an easy and quick way to make ourselves feel better when we are stressed. Experts say enjoying food is a good thing. However, emotionally eating lots of food with little nutritional value can weaken our immune systems and worsen our moods. The immune system is the body's defense system. It fights off diseases. Right now, it is very important to stay positive and protect our bodies.

Eva Selhub is a doctor who specializes in stress and medicine for the body and mind. Selhub says that if we want to feel better these days, we need to fuel our bodies in ways that reduce stress.”

Why do my eating habits matter right now?

Selhub says eating processed foods can have negative effects on the body and mind. Some people may feel guilty for eating these foods. The foods themselves can also **increase** tiredness, anxiety and depression. Our bodies connect our stomachs to our brains. In this way, eating nutritious foods can help control our moods.

How can I tell if I'm eating because of emotion and not because of hunger?

Deanna Minich is a nutritionist. She says stress eating tends to be automatic, such as eating chips without even thinking about it. Hunger, on the other hand, lasts longer. Hunger can also be resolved with a **variety** of foods, rather than just with less nutritious foods.

How can I prevent or limit emotional eating in this uncertain time?

When we eat, our brain releases two chemicals called dopamine and serotonin. These chemicals make us feel good. Selhub says the feelings wear off quickly, though. Selhub suggests checking your stomach before getting a snack. Ask yourself, **"Am I eating because I'm hungry? Or is it because I feel stressed or sad?"**

If it is because you are stressed or sad, Selhub recommends turning to other sources of comfort. Breathing exercises, physical movement, doing hobbies and being outside are a few ways you can relieve stress. Selhub also suggests you try to stick to your normal eating schedule of two or three meals a day.

Learning Activities for Music

Grade 5

There are four standards in music in fourth and fifth grades: Create, Perform, Respond, and Connect. Each week, you will find an activity for each of those areas.

Week 1 Activities

1. Create: Pieces of 8

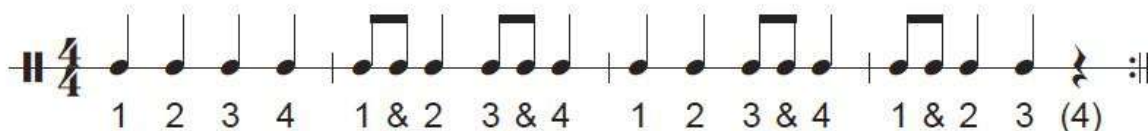
Materials: Anything that makes a sound: pans, lids, or plastic bowls. Use wooden spoons, chopsticks or pencils as mallets.

Get one sound-making object for each member of the family. Ask each person to choose a number between 1 - 8. Have one person slowly count from 1 - 8. Everyone should play their "instrument" when their secret number is called. Play the pattern four times, then choose new numbers. See how fast you can go without making a mistake! Too easy? Try choosing two numbers or making two sounds on your number instead of one. Write down the pattern you like the most.

2. Perform: Be a Drummer

Materials: Pail, garbage can, or pot for a drum; chopsticks or pencils for drumsticks.

Listen to a song (on the radio or elsewhere). While you listen, use "sticks" to play along with the rhythm below, repeating it over and over. Be sure to count the rhythms out loud while you play!



3. Respond: Be a Healer

Materials: Musician Bio: Bruno Mars (next page)

We're all dealing with big changes in our lives right now. Sometimes that can lead to stress, sadness, and worry. Remember that you are worthy and you are loved. Remember that music is there for you. When we listen to music or play music, it can help us to cope with tough times. It can relieve stress and be a source of happiness. Think about some ways music has helped you cope when life has been difficult, and some ways you might share music to help those you love. Next, read about how the musician Bruno Mars has used music to help make the world a better place. What are some things they talk about that you can relate to?

4. Connect: Be a Music Lover

Materials: None

Think about a song you really love. Tell someone else about the song and why you like it. Do you like the tempo (fast vs. slow), the instrumental parts, the mood? What do the lyrics mean to you?

What Families Can Do

- Read about Bruno Mars
- Work together to complete Lesson 1: Pieces of 8. Help your child find unusual household objects to use as instruments.
- Choose a favorite song from your playlist and join your student in playing the drumming rhythm from Lesson 2: Be a Drummer.

Musician Biography: Bruno Mars

Bruno Mars started performing in concerts with his family when he was three years old. Since then, he has become a famous singer and entertainer, winning awards and giving concerts all over the world. Even though he is a successful musician, he makes sure to do good things for other people. He once donated \$1 million dollars to help families in Flint, MI get clean, healthy water. He also helped families in the Philippines after Typhoon Yolanda destroyed their homes. Here is what Bruno has said about his motivation for helping people: "I'm extremely blessed that I am providing for myself and my family, doing what I love. My dream came true, and more. If I'm in a position to help a cause that breaks my heart, why wouldn't I do that?"

Interesting Facts:

Bruno was born in Hawaii.

His dad is half Puerto Rican and half Jewish. His mom is from the Philippines.

When he was six years old, he appeared on a TV talk show as an Elvis Presley impersonator.

Bruno's family was homeless for about two years when he was young, living in cars, on rooftops in Hawaii, even in an abandoned zoo. When asked about this difficult time, Bruno remembers it with positivity. He said, "We had each other and it never felt like it was the end of the world." He said it helped give him the strength to succeed in Hollywood as a recording artist.

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Learning Activities for PE

Grade 5

Oregon state standards for physical education include educating and inspiring all students to participate in a variety of physical activities so that they find enjoyment and benefits to physical activity and lead an active/healthy lifestyle.

Week 1 Activities

1. Fitness Bingo

Materials: Fitness Bingo sheet (see attached)

Complete as many activities on the bingo sheet as you can in 30 minutes.

2. Recycle Ball

Materials: 1 tossable object, recycling bin or box, 2+ people

- Sit in a circle, the recycling bin/box will be in the center of the circle.
- Allow everyone to attempt tossing the ball into the bin before the game begins.
- The object of the game is to pass the ball around the circle while singing songs. When the song ends, whoever is holding the ball stands up and throws the ball into the recycling bin.
 - Song examples: "Happy Birthday," "Alphabet Song," "Row Your Boat"

Challenges:

- Set a time limit. For example: 30 seconds to get around the circle.
- Try to finish the game with everyone standing on one leg!
- Players can only use their non-dominant hand.
- If all the toys are picked up and the room passes "inspection," you earn a "reward"- (rewards can be a parent reading a book to them, making homemade cookies, 15 min of tablet/electronic time, etc.)

3. Dice Fitness

Materials: 2 dice

Roll the dice, add the numbers and complete the exercise that matches the number rolled.

- 2 - Kick your bottom 20 times
- 3 - 10 squats
- 4 - 10 push ups
- 5 - 5 mountain climbers
- 6 - 20 jumping jacks
- 7 - 10 lunges
- 8 - 15 arm circles
- 9 - Touch your toes 10 times
- 10 - 15 frog jumps
- 11- 20 crab kicks
- 12- 5 burpees

What Families Can Do

- Find current sports equipment.
- Make your own equipment.
 - Examples: sock balls, use pinecones, etc.
- Schedule daily family fitness time.
 - Examples: go for a walk, exercise videos, etc.

Fitness Bingo

Directions: Complete as many exercises as you can in 30 minutes.

Throw socks into a basket. Must make 15	Play an active game with a ball	1 minute crab kicks, five times	Play in the rain or sun
1 minute calf raises, five times	Talk with a family member about muscles	15 squats, five times	Jog in place for 30 seconds five times
30 jumping jacks, five times	Go jogging, biking or skateboarding	Plant flowers, garden or pull weeds	Play hide and seek
Find a line on your driveway and do 30 ski jumps, five times	Free Choice!!! Do something active!	Go for a walk	Build your flexibility

Learning Activities for Speaking & Listening

Grade 5

In 5th grade, students are learning how to **review ideas and draw conclusions, ask and answer questions to build a discussion, and report on a topic with clear details.** These learning activities will provide opportunities for your child to speak in complete sentences, allowing them to provide details and clarification, while using academic language.

Week 1 Activities

1. Game

Materials: Any board game, card game, or video game available to be played at home

Play a game as a family, describe the object of the game and potential strategies for winning. Debate advantages and disadvantages of certain moves.

Sentence Frames: I could ____, but then _____. If I _____, then _____. I think you should ____ because...

2. Opinion Discussion

Materials: Any board game, card game, or video game available to be played at home

Discuss which video game, card game, or board game is your favorite with several reasons to support your ideas.

Sentence Frames: In my opinion, the best game is __ because... This game is better than others because... Additionally, this is a great game because...

3. Writing

Materials: Paper and a pencil, or any typing format such as Google Docs or Microsoft Word

Write a paragraph describing which game is your favorite and why. Edit the paragraph for correct spelling, punctuation, and grammar.

Sentence Frames:

My favorite game is ____ because... The best part of this game is ____ because... The reason that makes this game better than others is.... Finally, you should play this game because...

4. Interview

Materials: Paper and a pencil, or any typing format such as Google Docs or Microsoft Word

Interview a family member about their favorite game and record their answers.

Sentence Frames: What is your favorite game? My favorite game is ____ because...

Why do you like playing this game? I like playing this game because...

What is the best strategy to win? I would recommend that you ____ because...

Who would you recommend this game to? _____ should play this game because...

What Families Can Do

- Give your student time to think and prepare their question and/or response.
- Speak one at a time during your discussions.
- Remind your student to make eye contact, speak clearly and use an understandable pace.
- Have your student practice using their Listening Tool - *"I listen with my ears, eyes, and heart."*
- Ask your student questions that cannot be answered with a one word response, like "Yes" or "No."
- Encourage your student to add-on to their response and explain his/her thinking. - *"Tell me more about that." "How do you know ____?"*
- If your student's response is, *"I don't know,"* work together to develop a response that is a complete sentence, using academic language when appropriate, and have your student repeat it back to you.
- Talk to your fifth grader about what they're doing! Conversations can happen at any time throughout the day!

Learning Activities for Wellness & Self Care

Grade 5

We all want our children to be happy and successful. Social and emotional learning provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life. During this stressful time we want our students to be paying special attention to their wellness and self-care.

Week 1 Activities

1. The Breathing Tool

Materials: none

This week you are practicing using your breathing tool. When you are feeling upset, be intentional about using a deep breath to pause and calm yourself so that you can approach the situation from a new perspective.

How to use the tool: Take a slow, deep breath. With one hand on your stomach and the other hand over your heart, breathe in slowly through your nose, and focus on the air coming into your lungs. With the in-breath, count slowly 1... 2... 3... Notice how your stomach expands like a balloon. Then let out the breath through your mouth, counting 1... 2... 3... Do this three times.

2. Compliment Someone

Materials: none

Giving someone else a compliment means you're paying attention to them, and can kick-start your interactions on a positive note. Making other people feel good about themselves is a great way to start any kind of relationship.

3. Gratitude Reflection

Materials: pen and paper

Take one minute to write 3 things you are grateful for. It can be big things like family or small things like saying "hi" to a neighbor while walking by. Gratitude is the quality of being thankful and acknowledging things you are thankful for.

4. Talk about Feelings with Someone

Materials: none

Call a neighbor or friend to check-in on how they are doing. Ask them how they are feeling. Share your feelings too. It is ok to be feeling lots of emotions. It is normal for your feelings to change, maybe even often! It is ok to feel "bad" emotions - anger, sadness, anxiety. Fears and worries are natural responses in uncertain times and that adults are doing everything they can to help keep them and others safe.

5. Drink a glass of cool water in the AM **Materials:** glass of water

Have a glass of cool water when you wake up. Doing this fires up your metabolism by 24% for 90 minutes and increases mental and physical performance throughout the day. When you're dehydrated you struggle to focus, are more tired and can experience headaches and mood swings.

What Families Can Do

- LISTEN to your child. This time is stressful for us all, and having someone to ***just listen*** can be helpful. If you ask how they are doing and they tell you they are "fine," keep asking (at another time). Kids may not always have the right language to explain the way they feel.
- Be reassuring. Regularly. Remind them we are going to get through this together.
- It is important that although you and your child are maintaining separation, no one feels completely isolated. Take opportunities to reach out and interact with others, even if it is at a distance (6 feet away), on the phone, online, or via snail mail!
- Take care of yourself! When adults practice self-care they can better take care of others.

Week 2

Learning Activities for Reading

Grade 5

Oregon fifth grade reading standards ask students to **determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.** These activities will help your student practice these skills by using fifth grade sight words to review and extend their definitions.

Week 2 Activities

1. Word Definitions

Materials: Fry Words - the Fifth Hundred, dictionary

Working with 10 or so words from the list, come up with at least three ways to represent the meaning of each: non-verbal (act it out!), visual (picture or diagram) and written definition.

2. Multiple Meaning Words

Materials: Fry Words - the Fifth Hundred, dictionary

Work together to identify the words on the list with multiple meanings and learn all the different definitions for each. Choose a few words and write separate sentences or a story, challenging yourself to use all the different definitions you found. Illustrate your story!

3. Reading for Meaning

Materials: book, article, or story of choice, dictionary

Find several unknown words while reading a grade-level or above text (news story, magazine article, or story). Predict the meanings based on context clues and subject matter, and then look them up in the dictionary or an online resource. How was the meaning similar or different from your prediction?

4. Writing for Meaning

Materials: Fry Words - the Fifth Hundred, dictionary

Working with any ten words of choice, write a short story or informational piece using all of them.

5. Shades of Meaning

Materials: Fry Words - the Fifth Hundred, dictionary, thesaurus

Choose one of the words which may have other “shades of meaning” words associated with it. For example, “done” is related to many other words such as done, finished, completed, ended and cut short. Which shade word would you use for different purposes in speaking or writing? Discuss how you choose from several different available words. Use a thesaurus (if available) to find even more options.

What Families Can Do

- “Read” a favorite show, movie, or documentary aloud by turning off the volume and turning on the captions. Identify unknown vocabulary words as you read.

Fry Words – The Fifth Hundred

List 1

done
English
road
half
ten
fly
gave
box
finally
wait
correct
oh
quickly
person
became
shown
minutes
strong
verb
stars
front
feel
fact
inches
street

List 2

decided
contain
course
surface
produce
building
ocean
class
note
nothing
rest
carefully
scientists
inside
wheels
stay
green
known
island
week
less
machine
base
ago
stood

List 3

plane
system
behind
ran
round
boat
game
force
brought
understand
warm
common
bring
explain
dry
though
language
shape
deep
thousands
yes
clear
equation
yet
government

List 4

filled
heat
full
hot
check
object
am
rule
among
noun
power
cannot
able
six
size
dark
ball
material
special
heavy
fine
pair
circle
include
built

Learning Activities for Title 1 Reading

Grade 5

Fifth grade students need to use their understanding of word parts (roots and affixes) to read and understand unfamiliar multisyllabic words. These activities will help your child read at the fifth grade level.

Week 2 Activities

1. Suffixes

Materials: chart on next page, pencil or pen

Suffixes are found at the end of words and alter the meaning of a word.

“-ful” = full of

“-less” = without

“-able” = can be done

You will be finding words with these suffixes and writing the word and the definition on a chart. You can find these words in a book you are reading or from items around the house such as food boxes, cans, or magazines. Underline the suffix, then write the definition of the word.

2. Suffix Word Search

Materials: blank grid on next page, pencil or paper

Create a word search using the words you found in Activity 1. Fill in the words, then fill in the rest of the spaces with other letters. Have someone in your family try to find them!

3. Making Words

Materials: paper, pencil or pen

Make as many words as you can using the suffixes and base words below. Then write the definition of the word you created.

“-full”

“-less”

“-able”

“spoon”

“help”

“fear”

“hand”

“color”

“care”

“need”

“bowl”

“play”

“weight”

“wash”

“read”

“watch”

“understand”

4. Writing Sentences

Materials: paper, list of words from Activity 3, pencil or pen

Write complete sentences using some of the words you created in Activity 3.

What Families Can Do

- Help your child find a book or other household item with words on it. This could include food boxes or cans, recipes, detergent, shampoo, or magazines.
- Have your child read his/her list of words to you.
- Do the wordsearch your child created.
- Use the word lists from Activities 1 and 3 for a spelling assignment. Say the word, have your child repeat it, then have them write the word.

Learning Activities for Writing

Grade 5

Oregon writing standards for fifth grade states that students will “Write opinion pieces on topics or texts, supporting a point of view with reasons and information.” These activities will help your student to use the writing process to create an effective opinion essay.

Week 2 Activities

1. Brainstorm and Think

Materials: paper, pencil

Brainstorm/Think about your opinion and reasons/arguments for the following prompt:” What “rule” that grown-ups make you follow do you think should be eliminated?”

2. Compose/Write

Materials: paper, pencil

Compose/Write 3-4 paragraphs stating your opinion, reasons, and examples. Remember to have an introduction stating your opinion, 2-3 reasons/examples, and a concluding paragraph restating your opinion.

3. Get Feedback

Materials: paper, pencil

Meet with a person in your home to get feedback about your writing. Make sure to talk about the clarity of the opinion, organization of reasons, and use of connecting phrases. Look at the use of punctuation, spelling, and capitalization in the writing. Are there 3-4 paragraphs? Does the writing stick to one topic? Does the writing make sense and flow from one paragraph to the next?

4. Revise and Edit

Materials: paper, pencil, dictionary (print or online)

Use feedback to edit and revise your writing. Remember to think about expanding, combining, and removing sentences for interest.

5. Write the final draft

Materials: Paper/Pencil, colored pencils, crayons, or markers

Create a final copy and make an illustration for your essay. Share it with your family.

What Families Can Do

- Have students write in a quiet place.
- Have students present their opinion essay when finished.
- Have students create a finished product on the computer to share with their teacher or friends/family. This could be a Google Doc, or a PowerPoint presentation with pictures.
- Discuss the opposite side of the argument or the opposite opinion. This could be in the form of pros and cons or a debate/discussion.

Learning Activities for Math

Grade 5

5th graders explore decimal numbers to the thousandths place and write decimal numbers in word form, expanded form and standard form. Students learn how to add, subtract, multiply and divide decimal numbers as well as round decimals to a given place value. Place value is based on tens.

Week 2 Activities

1. Place Value and Powers of 10

Materials: Paper and pencil

Create a place value chart from the thousandths place (0.001) to the millions place. Don't forget the decimal! Try and add the names of each place value, the decimal or whole number notation (10, 1, ., 0.1, etc.) the fraction version, money correlations or even draw place value pieces to represent each place value. For an extension: write any decimal in the place value chart and try and multiply or divide it by 10, 100, or 10^3 . Which direction does the number move (left or right) on the place value chart when you multiply it or divide it by a power of 10?

2. Write decimals in different forms

Materials: Paper and pencil

Write any decimal in standard form (as a number) example: 4.237 and try and say the number out loud; write it in written form (as words) example: four and two hundred thirty-seven thousandths, and expanded form example: $(4 \times 1) + (2 \times 0.1) + (3 \times 0.01) + (7 \times 0.001)$

3. Count or skip count by decimals

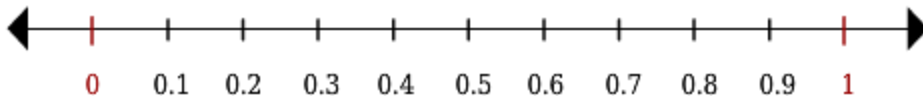
Materials: Paper and pencil

Count or write decimals in order, try putting them on a number line! Example: count by tenths 0.1, 0.2, 0.3,.. Continue with hundredths and thousandths! Then, find the following values on the number line below:

0.362

0.75

0.19



4. Create a shopping list

Materials: Newspaper or online shopping advertisement, paper, pencil

Use a store advertisement that lists prices for objects. Students can create a shopping list and find the total cost of items they want to buy.

Extension: Try listing multiples of one item and finding the total price of it (example: apples are 2.49 lb. 2 lbs of apples is _____?)

5. Round decimals to different place values

Materials: Newspaper or online advertisement, paper, pencil?

Look at different items from the advertisement. If you saw a TV for \$299.99 round that cost to the nearest 100. Try finding a couple of examples and rounding (estimating) how much the cost is. If you were buying it with cash, how much money would you need? Extension: imagine you had to buy everything with a specific denomination of money (\$10 bills, pennies!) and think of how many you would need to buy the item.

What Families Can Do

- Share when/how/why you use decimals as an adult (Budgeting? Work? Gas mileage? etc.)
- Help practice adding and subtracting whole numbers to lay a foundation for adding/subtracting decimals.

Learning Activities for Science

Grade 5

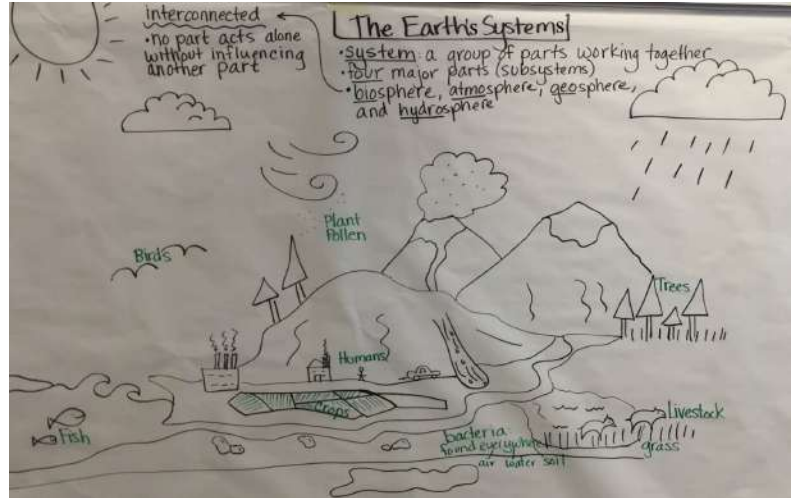
Next Generation Science Standards state that fifth grade students should be able to identify earth's primary spheres and system and explain how they work. These activities will help your child understand the four Earth systems and demonstrate some ways in which they interact.

Week 2 Activities

1. The Earth has Four Primary Systems/Spheres

Materials: Pencil and use the Earth's Systems image below for guidance.

Using the Earth's Primary Systems chart, create your own chart. Personalize it by drawing your family members in the different spheres.



2. How Much Water Do You Use in a Week?

Materials: Pencil and water use template

Using the water use template on the next page, keep a week-long calculation of how much water you use in the span of one week (you can write your use on a separate piece of paper). Is there any way you could reduce the amount of water you use in a week?

3. Water and Erosion

Materials: Flat container (such as a 9"x 12" baking pan, or a dishwashing tub), soil-dirt or sand, something to scoop the dirt with (a garden trowel or large spoon), pitcher or large glass filled with water.

Take a flat container filled with 3 inches of soil- dirt or sand. Tip your container to allow the water to move to the other end of the container. With a pitcher or large glass of water, begin pouring the water slowly to represent the natural flow of a creek, river or stream. Do this until you begin to see cracks and crevices being created by the water you are pouring in. You are creating EROSION!

*If you need to dump some water out of your flat container, be sure to do it outside and not down your drain in the house!



What Families Can Do

- Ask your child to write a brief summary of their last trip to Zenger Farm answering the following questions; “What do you remember about critter catch activity at Zenger Farm? What did the organisms you caught tell you about the quality of the wetland water?”
- Ask your child where certain things are in the earth systems, for example, would a tree fall into the geosphere or the biosphere? What about your house or apartment?
- Go on a nature walk with an adult and look for evidence of erosion.

Question #2 Template:

Name: _____ Dates for the week of: _____ to _____

Personal Water Use Chart

Activity	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Total number of times	Estimated amount of water used (gallons)	Total weekly water use (gallons)
Washing face or hands									1	
Taking a shower (standard shower head)									50	
Taking a shower (low-flow shower head)									25	
Taking a bath									40	
Brushing teeth (water running)									2	
Brushing teeth (water turned off)									0.25	
Flushing the toilet (standard flow toilet)									5	
Flushing the toilet (low-flow toilet)									1.5	
Drinking water									0.25	
Cooking a meal									3	
Washing dishes by hand									10	
Running a dishwasher load									15	
Washing a load of laundry									30	
Watering lawn									300	
Washing car									50	
Total Weekly Water Use (in gallons) →										

Notes:

Learning Activities for Social Studies

Grade 5

Oregon social studies standards for 5th grade ask students to:

Locate and examine accounts of early Spanish, French and British explorations of North America noting major land and water routes, reasons for exploration and the location and impact of exploration and settlement. These activities will help your child to learn about the causes and effects of European exploration

Week 2 Activities

1. Magellan's Voyage

Materials: Read Works article (attached)
Pencil and/or highlighter

Closely read the article. As you read, underline or highlight 5 details that describe where Magellan went and why. Tell a family member what you learned.

2. Cause and Effect

Materials: article, pencil, paper

Look at your highlighting or notes from day 1. Write 3 cause and effect sentences from the article.

Possible Frames: Magellan _____ because _____
Due to the fact that _____, Megellan _____

3. Interview Questions

Materials:

Pretend that you could travel back in time and were asked to interview Magellan. Write 10 questions that you would want to ask time about his explorations.

4. Summarize

Materials: article, paper, and pencil

Use the article to draw a map of Magellan's voyage. Add as many details as you can.

5. Computer Extension (optional)

Materials: computer

Look up Magellan on the computer and see what new information you can find.

What Families Can Do

- Ask you student to explain Magellan's voyage, where he went and the reasons he traveled.
- Talk with your student about how Magellan's exploration impacted life in the 1500's.
- Ask you student: If you lived in the 1500's, would you risk your life to explore new places and make discoveries?

Magellan's Voyage by Readworks

In the 1500s, European sea captains were exploring the oceans. One of the most famous of these captains was Ferdinand Magellan.

Magellan was born in Portugal during the great age of Portuguese exploration. As a boy, he served as a page in the Portuguese court. He dreamed of life at sea. Magellan was thirteen when Columbus sailed back to Spain with tales of his westward travels. Inspired by Columbus, Magellan went to sea.

In 1517, John of Lisbon, a friend of Magellan's, persuaded him to ask Spain for support. A famous navigator, John of Lisbon had just returned from a Portuguese expedition to explore the coastline of Brazil. He said he had come upon a strait. He thought this new information might lead to the discovery of a water route through the middle of the South American continent. If there was such a route, this would make trade and the accumulation of wealth easier for the European explorers, traders, and merchants, and of course for the kings of Europe. John of Lisbon fired up Magellan's imagination.

In September 1519, five ships carrying 277 men left port for the three-month voyage to Brazil. Right away, the boats started leaking. A week into the voyage, Magellan faced a mutiny. But he held onto his command. In January 1520, the ships reached the waters that John of Lisbon had described.

Magellan was soon disappointed. The crew sent to explore the strait returned with news that the strait did not provide a route through the continent to the Pacific Ocean. Instead it flowed into a bay.

Magellan met with his officers to discuss their next steps. Some wanted to sail to Africa and on to the Spice Islands, following known routes. Others wanted to go back up the coast for the winter. Magellan decided to keep sailing south.

Finding the Strait

Magellan resumed his search in October. He lost one ship in rough seas. Near the southern tip of South America, a storm blew his remaining ships into a narrow strait. This strait turned out to be the strait Magellan had been seeking all along. Unfortunately, it was very difficult to navigate. Tall cliffs loomed up on both sides, and violent tides threatened to smash the ships against the rocks.

Many of Magellan's men felt that discovering the strait was enough. They were afraid to sail through the strait. They urged Magellan to turn back. Magellan refused. The crew of one ship mutinied and did turn back. The other three ships pressed on. It took more than a month for the fleet to pass through what would eventually be called the Straits of Magellan.

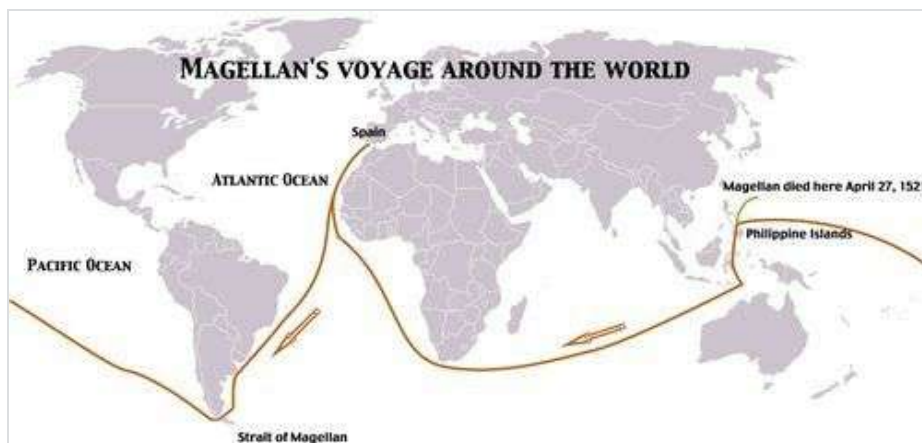
Finally, the fleet emerged into a vast and calm ocean. Because the waters were so pleasantly peaceful, he named the body of water the Pacific Ocean.



In 1520, Magellan and his crew discovered the South American strait that connected the Atlantic and Pacific Oceans.

It was now a year and a half since they had left Spain. The men were anxious to head for the Spice Islands and then make their way home. Magellan, however, wanted to explore the Philippine Islands. This decision proved to be Magellan's final command to his weary men. Magellan was killed in a confrontation with island chieftains.

The crew sailed homeward under the command of Juan Sebastián del Cano. They finally reached Spain in September 1522, nearly three years after they had begun the journey. Only one ship of the original five remained. Only eighteen of the original crew of 277 survived. But this ship and these men had achieved a feat previously unheard of: they had circumnavigated the globe. Amazingly, the one surviving ship carried home enough exotic spices to pay for the entire expedition.



Learning Activities for Art

Grade 5

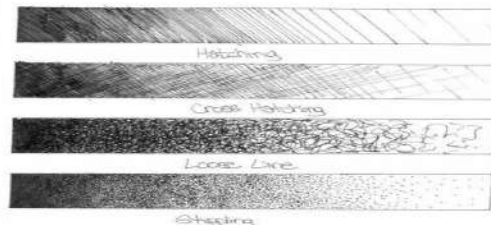
Artists know how to study the world around them and create different models of the world in order to understand it. Artists also learn to skillfully use tools in order to make models of the world. These lessons do both and end with ideas for how students can extend their skills to make their own art.

Week 2 Activities

1. Texture and Value

Materials: Pencil, Paper

Value is how light or dark something is and texture is how you imagine it would feel to touch. With a pencil, you control value by pressing harder or softer, or by changing how close together lines are. This also changes texture. Draw 4 rectangles. Try to copy the values and textures in the picture. Then, draw 4 more boxes and make your own values and textures.



2. Air Practice

Materials: Pencil

Skilled artists study what they are drawing. Choose an object. Notice what shapes you see: Circles? Rectangles? Something else? Point your pencil at the object. In the air, trace all the shapes you see. Next, notice the places you see values and texture in your object. In the air, pretend you are using your pencil to draw in the values and textures.

3. Cover Up

Materials: Pencil, Paper, Scrap Paper or Cardboard or Wrapper

Skilled artists analyze, or study, as they draw instead of just looking at their drawing and judging it. This is just like a basketball or soccer player who practices dribbling without looking at the ball. Choose something to draw. Take a scrap paper, a piece of cardboard, or a wrapper and poke it over the top of your pencil so it covers up the paper you are drawing. Try drawing and don't worry about what it looks like now that your paper is covered up: Just focus on the shapes, value, and textures of what you see.

4. Perspective

Materials: Pencil, Paper

Perspectives are the different ways you can see something. Choose a small object. Draw your object from the top, bottom, and 4 different sides. Now, sit in a chair that you can move. Look at a scene (a scene is a group of objects or an area - like part of your kitchen or around your sofa). Draw the scene. Move your chair. Draw the scene again. Notice which perspective is more interesting to you. Notice what you had to change.

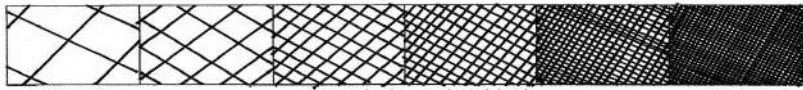
5. Detail

Materials: Paper, Pencil, Timer (Phone, Oven Timer, or other Timer)

Choose an object. Fold your paper into 3 sections or draw 3 rectangles. Section 1: Set the Timer for 10 seconds. Plan what the most important shapes of the object are to draw. Start the timer and draw. Section 2: Set the timer for 1 minute. Plan what other shapes or textures are important to include. Start the timer and draw. Section 3: Set the timer for 10 minutes. Plan what other shapes or textures are important to include. Start the timer and draw. Look at your drawings. What changed? Which do you like about each drawing?

What Families Can Do

- Study the textures and value squares on the next page. Copy or make your own.
- Study the repeating patterns and shapes on the next page. Copy or make your own.
- Study the Keith Haring art on the next page. Notice the simple outlines. Notice the lines that show motion. Think: What emotion does each picture show? Make your own Keith Haring art!



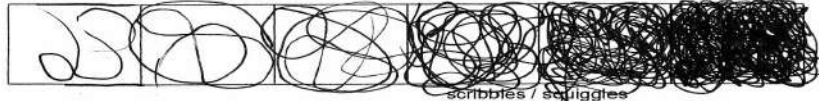
lightest (1)

example (cross hatching)

darkest (6)



hatching



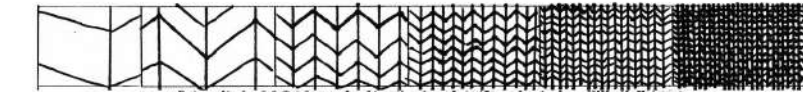
scribbles / squiggles



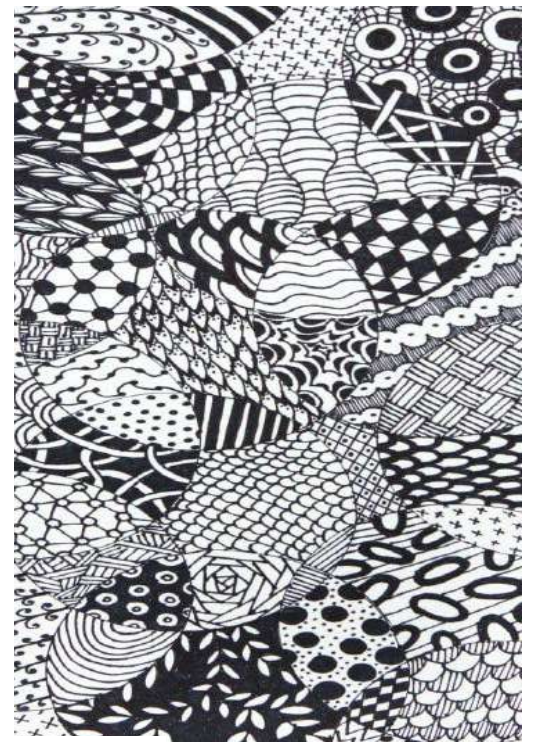
zig zags



invent your own technique



combination of 2 or more techniques (from above examples)



Learning Activities for Health

Grade 5

In 5th grade Health, students learn about the influence on advertising and the importance of understanding how advertising affects our personal health and well being.

Week 2 Activities

1. Don't Be Fooled By Advertising **Materials:** Paper and Pencil

What is advertising? Advertisements are trying to influence the way you think or change your mind about something. Often advertisements are trying to persuade you to buy something. Often advertisements make their products sound better than they are. Advertising happens in many different forms including TV, movies, newspaper, internet, social media, YouTube, apps., radio, billboards and signs. Have a discussion with someone in your household about what brands (Nike, Adidas, Iphone, CocaCola, etc) you like and if their advertisements persuade/influence you to want them. If you can think of their advertisement, talk about that and the influence it has.

Pick 5 items you have (examples: food, video games, clothes, shoes, etc). What brand are they? Explain their advertising. How do they influence/persuade you to want them? How do they persuade you to buy them repeatedly? Make a list 1-5 on a piece of paper and answer each discussion and discuss at the end.

2. Food Packaging Scavenger Hunt **Materials:** Paper and Pencil

Make a checklist on a piece of paper and find the items in the list below., write down what each item is and explain how they used this technique (If you cannot find one in your house, think of a product you have had in the past that might meet the criteria) :

1) Bright colors to cause excitement 2) Celebrity spokesperson 3) Objects on box are larger than real product 4) Phrases like "new and improved" or "Great Value" 5) Cartoon character to attract kids 6) Prize in the package 7) An offer to join a club 8) A catch slogan 9) A link to a website where you can play a game 10) a big box or container for a small amount 11) Characters or words that sound POWERFUL 12) Pictures of happy smiling people

3. Agree or Disagree Writing **Materials:** Pencil and paper

Do you agree or disagree that advertising has an impact on kids? What is your opinion? Do you think the impact is positive or negative?

In two paragraphs (3 or more sentences) respond to the questions above. Support your opinion with reasons and evidence. Why do you agree? Why do you disagree? Give examples and explain your reason. Have a parent or guardian read when you are finished. See if they agree or disagree and have a discussion.

4. Make your own advertisement for a healthy snack. **Materials:** Paper, pencils, colored pencils, markers, crayons.

Pick your favorite healthy snack and make an advertisement for it. **First** on one piece of paper answer the following questions: What are you advertising? How much does it cost? Why should people buy it? What words (adjectives) will persuade people to buy it? Where will you advertise it? **Second** come up with a slogan or motto for your healthy snack. **Third**, draw a creative advertisement for your healthy snack. TAKE YOUR TIME AND BE CREATIVE!

What Families Can Do

- While you are cooking a meal have a conversation with the person you are cooking with about the type of products you are using and the different types of advertising they use.
- ART!!!! Re-Create logos of companies and brands you like. Can you make the advertisement a positive and healthy one?
- Cook a new meal or try a new food together.

Learning Activities for Music

Grade 5

There are four standards in music in fourth and fifth grades: Create, Perform, Respond, and Connect. Each week, you will find an activity for each of those areas.

Week 2 Activities

1. Create: Be a Composer

Materials: None

Write your own song to sing while washing your hands. It should be about twenty seconds long. You can use a new melody or one you already know. How many rhymes can you add? Save your song to share with your music teacher.

2. Perform: Sing “Ode to Joy”

Materials: None

We’ve been learning many songs in music class, including Beethoven’s “Ode to Joy”. Practice singing it, then perform it for a family member. Call a friend and sing it together, or choose another song to perform together.

****The lyrics for “Ode to Joy” are on the next page****

3. Respond: Be a Healer

Materials: Shakira Bio (next page)

We’re all dealing with big changes in our lives right now. Sometimes that can lead to stress, sadness, and worry. Remember that you are worthy and you are loved. Remember that music is there for you. When we listen to music or play music, it can help us to cope with tough times. It can relieve stress and be a source of happiness. Think about some ways music has helped you cope when life has been difficult, and some ways you might share music to help those you love. Next, read about how the musician Shakira has used music to help make the world a better place. What are some things she has done that you can relate to? How could you use music right now to make someone’s life a little better?

4. Connect: Be a Musicologist

Materials: Pencil and paper, question list

Contact an older family member and ask them to teach you a song from their childhood. Ask them the following questions and write down their answers. Feel free to add your own questions!

“How old were you when you learned this song?”

“How did you learn this song?”

“When you think about this song, what images from your childhood come to mind?”

What Families Can Do

- Listen to music by Shakira.
- Join your child in singing their hand washing song when it’s time to wash up.
- Use Lesson 4 to talk to your child about the music you listened to when you were their age. Share your favorite musical childhood memory with your student.

Musician Biography: Shakira Isabel Mebarak Ripoll

Shakira is a musician who uses her music to bring people together. She has won awards for her music, but also for her good deeds. She has helped build schools in parts of Columbia. She has also written music to let people know about a war in a country called East Timor.

Interesting Facts:

Shakira was born in Barranquilla, Colombia, in South America.

There is a statue of her in her hometown.

Her mother is from Columbia, but her father is from Lebanon in the Middle East.

She is fluent in Spanish, Portuguese, and English and also speaks some Italian, French, Catalan, and Arabic.

She wrote her first song at age 8 and signed her first record deal at 13.

Lyrics for the song "Ode to Joy"

By Ludwig Van Beethoven

Joyful as we join in singing anthems old yet strong and bright.

Near and far to all we're bringing voices filled with hope and light.

Singing brings us all together when our voices would be small.

Gives us power undivided, now united one and all.

Joyful in the songs we're singing; Joined in music and in word.

With the power that we're bringing as one voice we will be heard.

Singing brings us all together when our voices would be small.

Gives us power undivided, now united one and all.

•

Learning Activities for PE

Grade 5

Oregon state standards for physical education include educating and inspiring all students to participate in a variety of physical activities so that they find enjoyment and benefits to physical activity and lead an active/healthy lifestyle.

Week 2 Activities

1. Scavenger Hunt

Materials: Indoor Scavenger Hunt (see attached)

Using your home as a gym, complete as many fitness activities as you can in 30 minutes.

2. One Step Back

Materials: 1 tossable object, 2+ people

- Start with a small circle--each person standing an arm's length apart. The leader starts the game by passing the ball to the person next to them. When each person gets the ball, their job is to pass it on to their neighbor.
- Once the ball makes it around the circle without anyone dropping it, the leader says "One step back!" and all players take one step back.
- Then, everyone passes the ball around the circle again. If the group successfully passes it all the way around without dropping it, the leader says "One step back" and everyone takes one step back--making the circle even larger.
- This continues until the ball is dropped, at which point we say "Good job, nice try!" and the group returns to the center to try again

Challenge: Try playing this game while standing on one foot. Add throwing challenges to the game. For example, only throw with your non-dominant hand, or throw under your legs.

3. Playing Card Fitness

Materials: Deck of Cards

1. Assign each suit of cards an exercise.

Example: Hearts=Push-ups, Clubs=Jumping Jacks, Diamonds=Wall Sits, Spades=Arm Circles

2. Lay the cards face down on the floor or a table. Each student picks a card. They must do the exercise assigned to the suit of the card and the number on that card.

Example: 7 of Clubs = 7 Jumping Jacks. 8 of hearts = 8 push-ups.

3. See how many cards you can get through before you wear out. Work by yourself or with other family members. Finishing the entire deck of cards is quite an accomplishment if you work together.

- All Kings, Queens, and jacks are worth 10
- Other exercises can include:
 - Sit-ups, Body Twists, Planks, Touch Your Toes, Calf Raises, Jog in Place, Hop on one Leg.
 - Exercises can be rotated during play.

What Families Can Do

- Family discussion about sportsmanship and why it is important.
 - Give an example of good sportsmanship?
 - Where are areas where you can show good sportsmanship? Can it only be between 2 people or a team?
 - What are some characteristics of good sportsmanship?
 - Pick one you would like to be better at demonstrating. How can you work on this characteristic or quality?
 - How do you show good sportsmanship?

Indoor Fitness Scavenger Hunt

Using your home as a gym, can you complete all of these fitness activities?



1. 15 jumping jacks in 3 different rooms.
2. 10 wall push ups on 5 different walls.
3. Crab walk around a piece of furniture 4 times.
4. Count to 30 while you jog in place.
5. Dance in the kitchen for 30 seconds!!!
6. Tip toe through 3 different rooms.
7. Pretend to shoot a basketball 10 times.
8. Balance on your right foot for a count of 10 in your bedroom.
9. Balance on your left foot for a count of 10 in the bathroom.



10. Pretend to jump a rope 10 times.
11. Bear walk to 3 different rooms.
12. Lay on your back and pedal like you're riding a bike.
13. Show off the muscles in your arms.
14. Do 5 squats in two different rooms.
15. Do 5 push ups in two different rooms.
16. Head, Shoulders, Knees and Toes 5 times while looking out a window!



17. Jump from side to side as you count to 30.
18. Heel walk to the nearest door and back 5 times.
19. Flap your arms like a bird 20 times.
20. Sit down and stand up 10 times.
21. Lay down on your back, close your eyes and take 5 deep calming breaths.



Learning Activities for Speaking & Listening

Grade 5

In 5th grade, students are learning how to **review ideas and draw conclusions, ask and answer questions to build a discussion, and report on a topic with clear details.** These learning activities will provide opportunities for your child to speak in complete sentences, allowing them to provide details and clarification, while using academic language.

Week 2 Activities

1. Movie or TV Show

Materials: Any movie or show that you determine is appropriate for your child to view

Describe the plot of a movie or TV show you enjoy. Explain the events clearly and in order so that someone who has never seen the show can understand it.

Sentence Frames: ____ is mostly about _____. First, _____. Next, _____. Then, _____. Finally, _____.

2. Opinion Discussion

Materials: Any board game, card game, or video game available to be played at home

Discuss which TV show or movie is your favorite with several reasons to support your ideas.

Sentence Frames: In my opinion, the best (TV show / movie) is __ because... This (TV show / movie) is better than others because... Additionally, this is a great (TV show / movie) because...

3. Writing

Materials: Paper and a pencil, or any typing format such as Google Docs or Microsoft Word

Write a paragraph describing which movie or TV show is your favorite and why. Edit the paragraph for correct spelling, punctuation, and grammar.

Sentence Frames:

My favorite movie or tv show is ____ because... The best part of this movie or tv show is ____ because...

The reason that makes this movie or tv show better than others is.... Finally, you should watch this movie or tv show because...

4. Interview

Materials: Paper and a pencil, or any typing format such as Google Docs or Microsoft Word

Interview a family member about their favorite movie/tv show and record their answers.

Sentence Frames: What is your favorite (movie/tv show)? My favorite movie/tv show is ____ because...

Why do you like this (movie/tv show)? I like this movie/tv show because...

Who is your (favorite / least favorite) character? Why? My (favorite / least favorite) character is ____ because...

Would you recommend this (TV show / movie) to someone else? Why or why not? I (would / would not) recommend this (movie /show) because....

What Families Can Do

- Give your student time to think and prepare their question and/or response.
- Speak one at a time during your discussions.
- Remind your student to make eye contact, speak clearly and use an understandable pace.
- Have your student practice using their Listening Tool - *"I listen with my ears, eyes, and heart."*
- Ask your student questions that cannot be answered with a one word response, like "Yes" or "No."
- Encourage your student to add-on to their response and explain his/her thinking. - *"Tell me more about that." "How do you know ____?"*

Learning Activities for Wellness & Self Care

Grade 5

We all want our children to be happy and successful. Social and emotional learning provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life. During this stressful time we want our students to be paying special attention to their wellness and self-care.

Week 2 Activities

1. The Quiet/Safe Place Tool

Materials: none

When life gets stressful, each of us needs a place to feel safe — a place with some space between ourselves and what is happening around us. This tool can be a real location or a place in the imagination.

The Quiet/Safe Place tool is about learning to focus on a memory of our safe places, which triggers our body to relax. We ask our students to locate both an actual place that feels good to them, and to create one in their imaginations that can be visited again and again. We teach them how to “go to” their Quiet/Safe Place in their minds whenever they feel the need for comfort or to reduce stress.

Describe your Quiet/Safe Place to someone in your house and then ask them to share theirs with you.

2. Sunshine = Vitamin D

Materials: none

Get outside, but maintain 6 feet of distance! Sunlight improves your mood and being outside encourages you to be more active and it supplies you with vitamin D which helps your body absorb calcium. I know we live in Oregon and sometimes see more rain than sunshine, so run out when you notice the sun is shining! Curl up in a window the sun is shining in!

3. Say Cheese!

Materials: none

Smile in the mirror for 10 seconds. Smiling relaxes your body and calms your heart rate. Smiling releases endorphins that diminish stress hormones. It also can increase productivity!

4. Letting Go

Materials: none

Ask yourself “What expectations of normal are you “letting go” of today? Things have changed a lot and we don’t know when they’ll return to normal. We’re all adapting to a new normal. Accepting that, and letting go of things you can’t change, will help you take care of yourself.

5. Digital Break

Materials: none

Take a digital break. Mindfully step away from your devices for short periods of time throughout the day. This allows you to feel more focused when you do plug back in. Try to take 3 mini digital breaks for 10-15 minutes each today. If you are having a hard time, start with just one.

What Families Can Do

- LISTEN to your child. This time is stressful for us all, and having someone to ***just listen*** can be helpful. If you ask how they are doing and they tell you they are “fine,” keep asking (at another time). Kids may not always have the right language to explain the way they feel.
- Be reassuring. Regularly. Remind them we are going to get through this together.
- It is important that although you and your child are maintaining separation, no one feels completely isolated. Take opportunities to reach out and interact with others, even if it is at a distance (6 feet away), on the phone, online, or via snail mail!
- Take care of yourself! When adults practice self-care they can better take care of others.

Week 3

Learning Activities for Reading

Grade 5

Oregon fifth grade reading standards ask students to **compare and contrast, determine a theme, and summarize texts**. These activities will help your child practice these skills using texts (and other media) of their choice.

Week 3 Activities

1. “Compare & Contrast”

Materials: Any novel/picture book/short story, a movie/tv show

Option 1- Find a book or story with a matching/similar movie or TV show. What are the similarities and differences between what you watched and what you read?

Option 2- Read the two attached passages about the Underground Railroad. Compare/contrast the two passages.

2. “Compare & Contrast”

Materials: Two Fables (Week 4) or any novel, picture book, or short story

Read aloud any two texts of your choice. Identify the characters in the story, and compare/contrast two or more characters. Identify settings, and compare/contrast them as well. Use specific details from the text to support your answers.

3. Determining “theme”

Materials: Any novel, picture book, or short story

Read a text of your choice and determine the “theme” or author’s message”. What is the life lesson or moral of the story? How do you know? Quote specific examples from the text to support your answer.

4. Summarizing the text

Materials: Any novel, picture book, or short story

Read a novel or picture book of your choice. As you read, create a visual/picture/mind map to describe the story’s elements (characters, setting, problem, solution, rising actions).

5. Summarizing the text

Materials: Any novel, picture book, or short story with dialogue

Read aloud any story with dialogue. Practice fluent reading with expression. Choose a scene from the story and develop a script (like that of a play or film). Write out the script, assign parts, and act it out with others.

What Families Can Do

- After reading any text, practice identifying the theme. Analyze and compare/contrast the characters, settings, and events.
- Practice reading a text aloud multiple times with fluency and expression.
- As you read a longer text, make a prediction for each chapter and write it down. Check in after reading to see if you were right!
- Using any text, identify 3-5 unfamiliar words. Use context clues to help you define the words, then represent the words using a visual or picture.

❧ *Compare & Contrast Nonfiction Texts* ❧

THE UNDERGROUND RAILROAD

DIRECTIONS: Read the two texts below. Then, use the Venn diagram on the next page to compare and contrast details from the two passages.

TEXT 1

Starting in the early 1800s, the Underground Railroad was a secret organization of routes and safe places used by slaves to escape to freedom. Slaves left the southern states, where slavery was legal, and went to the northern states and Canada, where they could be free. Along the way, people who were against slavery, called abolitionists, would hide the slaves until they could move to the next stop along the route. Reverend John Rankin, one of many abolitionists involved in the movement, hid over 2,000 escaping slaves in his home in Ohio.

Using the Underground Railroad was dangerous. If slaves were caught escaping, they were subjected to extreme, violent punishments. Slaveholders and law enforcement used packs of dogs, called bloodhounds, to track down escaped slaves.

The Underground Railroad ended when slavery was abolished during the Civil War. At least 30,000 people used the secret system to make their way to freedom.

TEXT 2

The Underground Railroad was a movement that was organized by former slaves and people who opposed slavery.

Though it was a dangerous journey, it allowed thousands of slaves to find a path to free states in the north. Slaves were led by people who knew the route, called conductors, and traveled mostly during the night. Harriet Tubman, a former slave and one of the most famous conductors, led 13 groups of slaves to freedom.

As more and more slaves escaped to the north, slaveholders grew angry and asked the government to put a stop to the Underground Railroad. They believed that slaves were their property and that escaped slaves were “stolen” from them.

As the number of escaped slaves grew, the United States government passed a law called the Fugitive Slave Act of 1850. The law required law-enforcement officials to capture and return slaves to their owners, even if they were found in a free state. People who were caught helping slaves were subjected to harsh punishments.

Learning Activities for Title 1 Reading

Grade 5

Fifth grade students need to use their understanding of word parts (roots and affixes) to read and understand unfamiliar multisyllabic words. These activities will help your child read at the fifth grade level.

Week 3 Activities

1 FINDING MULTISYLLABIC WORDS

Materials: books or magazines, or anything around the house with words, such as food packaging, and pencil

A base word is a word that can stand on its own. They convey their full meaning on their own and don't need a prefix or suffix to give it meaning, however a base word can have affixes (prefixes and suffixes) added to the word which will change its meaning. Look for words in your home environment that have affixes (prefixes and suffixes) that change the meaning of the base word. You can find these words in a book you are reading or from items around the house such as food boxes, cans, or magazines or mail.

You will write the words on the chart on the next page. Then determine what the base word is after removing the prefixes and/or suffixes and determine what the definition of the word is and write it on the chart.

Prefix + Base Word + Suffix = New Word

pre + cook + ed = precooked

Definition - before + to heat food + already happened = already precooked

2 WORD SEARCH

Materials: blank grid on next page, pencil

Use the list of words from Activity 1 to create your own word search. Fill in the words, then fill in the rest of the empty spaces with other letters. Have someone in your family try to find them!

3 MAKING WORDS

Materials: paper and pencil

Make as many words as you can with the following prefixes and suffixes and base words. Underline the affix or write the affixes in a different color, then use the word in a sentence.

Prefixes: "pre-" "re-" "un-" **Suffixes:** "-less" "-able" "-ful"

Base words: "arrange" "touch" "deliver" "skill" "success" "enjoy" "lock"

"wind" "pack" "live" "finish" "state" "open" "wire" "help" "test" "set" "pay"

What Families Can Do

- Help students determine the meaning of words when breaking them apart.
- Listen to their student read and ask them to summarize a portion of the text.

Learning Activities for Writing

Grade 5

Oregon writing standards for fifth grade states that students will “Write informative/explanatory texts to examine a topic and convey ideas and information clearly.” These activities will help your student to use the writing process to create an effective essay.

Week 3 Activities

1. Brainstorm/Think

Materials: paper, pencil

Brainstorm/Think about something you are an “expert” at doing. Discuss your ideas with friends or family to help you decide which one to write about. After you choose one to write about, list some steps to doing the activity, or how you learned how to do it, what someone would have to do to become an expert.

2. Compose/Write

Materials: paper, pencil

Compose/Write 3-4 paragraphs explaining why you are an expert at this activity, steps others would need to take, or that you took, and some examples. Remember to have an introduction, 2-3 supporting paragraphs, and a concluding paragraph to summarize your main points.

3. Get Feedback

Materials: paper, pencil

Meet with a person in your home to get feedback about your writing. Make sure to talk about the clarity of the organization of steps, and the use of connecting phrases. Look at the use of punctuation, spelling, and capitalization in the writing. Are there 3-4 paragraphs? Does the writing stick to one topic? Does the writing make sense and flow from one paragraph to the next?

4. Revise and Edit

Materials: paper, pencil, dictionary (print or online)

Use feedback to edit and revise your writing. Remember to think about expanding, combining, and removing sentences for interest.

5. Write the final draft

Materials: paper, pencil, colored pencils, crayons, or markers

Create a final copy and make an illustration for your essay. Share it with your family.

What Families Can Do

- Have students write in a quiet place.
- Have students present their informative essay when finished.
- Have students create a finished product on the computer to share with their teacher or friends/family. This could be a Google Doc, or a PowerPoint presentation with pictures.
- Have someone at your house follow the specific directions included in the essay to complete the task. Discuss whether or not the steps are complete and descriptive enough. Are there missing steps that might need to be added for success?

Learning Activities for Math

★ Grade 5 ★

Students in 5th grade divide multi-digit numbers to find the quotient (answer). Students can use a variety of strategies including partial quotients (7s strategy), standard algorithm (long division), pictures, etc. We use division to solve a variety of problems including dividing whole numbers, fractions, and decimals.

Week 3 Activities

1. Whole Number Division

Materials: Paper and pencil

Looking at this division equation $200 \div 25$, which number is the dividend and which is the divisor? Looking at the partial quotients example, you know the quotient. Create a story problem to go along with the equation. Now practice using partial quotients for the following equations. **Bonus:** Try at least one other strategy and explain the similarities and differences to someone at home with you.

a) $675 \div 25$ b) $345 \div 15$

c) Pretend you are planning a party for all the students in your grade level. There are **208** 5th graders total. You want to order pizza, and know that one pizza feeds **13** students. How many pizzas do you need to order for the party? What is the division equation? Use partial quotients to solve.

Partial Quotients

25	200	
	- 100	4
	100	
	- 100	4
	0	

2. Division With Remainders

Materials: Paper and pencil

Sometimes division problems don't produce whole number quotients. You have some left over, or a remainder. Find the quotient of the following division problems using at least two strategies for each problem and explain your strategies to someone at home with you, if possible.

Bonus: Don't leave the remainder! Turn the remainder into a fraction using the **divisor**.

a) $842 \div 13$ b) $627 \div 24$ c) $1024 \div 33$

3. The Division House

Materials: Paper, pencil, crayons/colored pencils (optional)

Use the directions to solve the division problems, and draw the picture that goes with it! First, draw the outline of your house (a square, and triangle roof). If your division problems have a remainder, **round** to the nearest **whole number**.

To find the number of....

1. Doors on your house: divide 10 by 2.
2. Windows: divide the day of the month you were born by the number of kids in your family
3. Trees in your yard: Divide the first two numbers of your phone number by the last two numbers of your number.
4. Clouds in the sky: Divide the number 30 by your age
5. The number of raindrops falling from the clouds: Divide your phone number area code (503, 971, 541, etc.) by the number of years you have lived in Oregon
6. Flowers in your yard: Divide the number of days in the month of April by the number of people in your home.

4. Fact Families

Materials: Paper and pencil

Multiplication and division are the inverse relationship of each other. When you divide you separate into equal size groups (smaller number). When you multiply you join equal size groups (bigger number). Look at the first example of a fact family and then complete the following fact families.

$6 \times 4 = 24$	$25 \times 2 = \underline{\quad}$	$30 \times \underline{\quad} = 150$	*Use the following numbers to create your own fact family: 4, 7, 11
$4 \times 6 = 24$	$\underline{\quad} \times 25 = 50$	$5 \times \underline{\quad} = 150$	
$24 \div 4 = 6$	$50 \div 2 = \underline{\quad}$	$150 \div \underline{\quad} = \underline{\quad}$	
$24 \div 6 = 4$	$\underline{\quad} \div 25 = 2$	$150 \div \underline{\quad} = \underline{\quad}$	

5. Create Story Problems

Materials: Paper and pencil

Can you create division story problems from objects around your house? For example, My favorite book has 542 pages and 11 chapters. If all the chapters had close to the same number of pages, how many pages would each chapter have? Or, I have a total of 4 boxes of cereal. If each box has 13 servings, how many servings are there total? If I have to share with 6 people in my family, how many servings of cereal does each person get? For your own story problems think of things you might have a lot of, (cans of food, granola bars, legos, toy cars, hair clips, cups, bowls, plates, forks) and create real life story problems from around your home, and solve using a variety of division strategies.

What Families Can Do

- Ask your 5th grader to explain their division strategies for each activity.
- Solve the problems with your student and compare, talk about similarities and differences
- Share how you use division in real life and why it is useful.

Learning Activities for Science

Grade 5

Next Generation Science Standards state that fifth-grade students should be able to demonstrate an understanding of stars and their relationship to the earth. These activities will help your child identify constellations, show how a star's distance from the earth determines its brightness, and show how shadows are affected by the earth's rotation.

Week 3 Activities

1. **What Affects the Brightness of a Star: Distance from the Earth** **Materials:** 2 identical flashlights (2-identical flashlights because different flashlights have different light bulbs- different shining capabilities/ strengths), 2 people, paper and pencil

If two flashlights are shown against a wall from the same distance away, would one appear brighter? Why? If the two flashlights were shown at different distances from each other, what if any difference would their brightness be?

Use two identical flashlights and help from a family member to complete this activity. In a dimly lit room, one person will stand 5ft away from a wall, the other, 10ft away from the same wall shining your light. Which light from the two flashlights shines the brightest? Why? If space allows, try the same experiment from further distances. With a parent, take the flashlights outside at night to shine against your building wall. Try closer and further away readings. Record your findings on a sheet of paper for further discussion.

2. **Flashlight Constellations** **Materials:** Flashlight, cardboard or any cardstock paper, scissors, constellation cards

Copy the constellations onto cardboard or cardstock paper and poke out the stars using your scissors. In a dark room, shine your flashlight through the holes in the cardboard against the wall or ceiling and notice how it recreates the constellation right there in your house (the holes will have to be big enough to let light through)! Can you determine which constellation the flashlight is shining through just by looking at the light on the wall? Have a family member switch up which constellation they are projecting on the wall and see if you can guess which one it is!

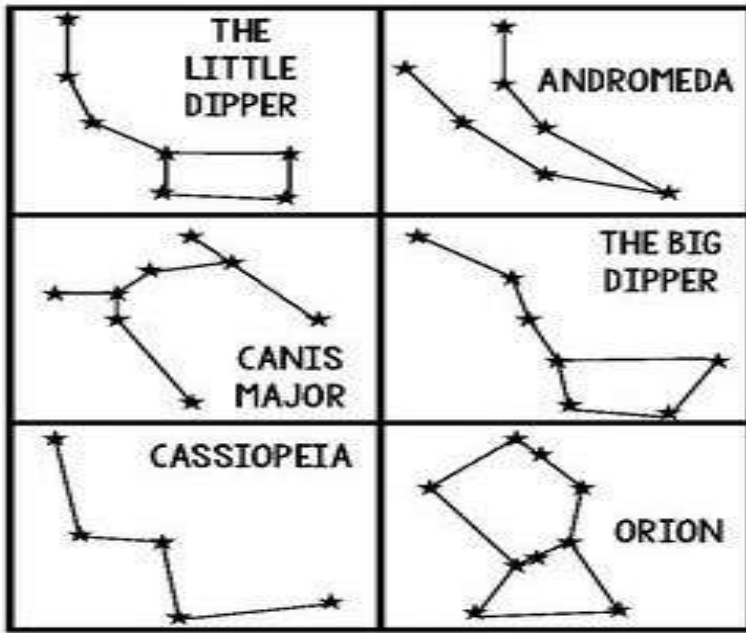
3. **Measuring your Shadow** **Materials:** paper, pencil, Length of Shadows Graph (next page)

How does Earth's orbit around the sun and Earth's daily rotation affect shadows? On a sunny day go outside 6 different times. Use a piece of paper to record the time and length of the shadow in inches. After you have collected your data, record it by making your own graph (see the Length of Shadows Graph example (see next page). What do you notice? Did your shadow change throughout the day, and if so, how?

What Families Can Do

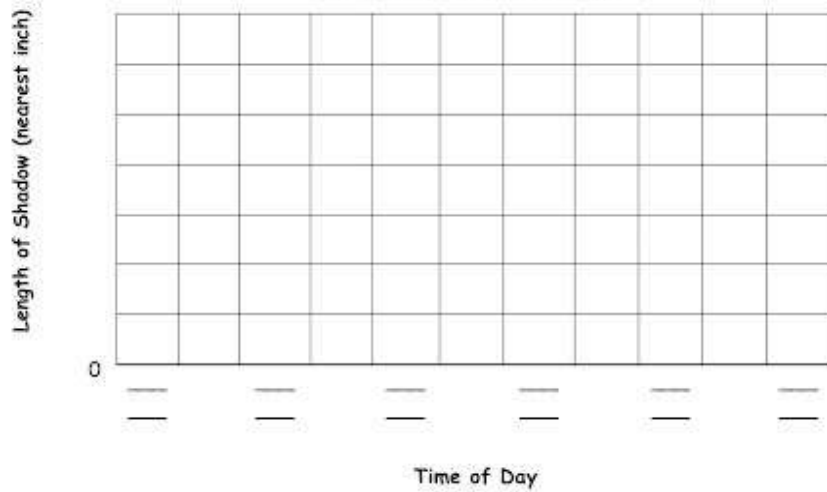
Families, the more open-ended questions you can ask the better. Even though it is easy to give the answers to them, allow your child to struggle a little with the answer. (Productive struggle grows brain cells!)

- On a clear night go stargazing & look for any constellations you can find. Ask which constellations they can find.
- Why does the moon seem so large sometimes?
- Why do other stars appear to be so small?
- If you have access, what's the distance of the Moon, Mars, Venus, Jupiter, Uranus, & Pluto to Earth.



Use this example to create your own graph on a piece of paper.

Length of Shadows Graph



Learning Activities for Social Studies

Grade 5

Oregon social studies standards for 5th grade ask students to: **locate and examine the 13 British colonies that became the United States and identify the early founders, and describe daily life.** These activities will help your child to describe daily life in the 13 British colonies.

Week 3 Activities

1. Colonial Children

Materials: Read Works article (attached)
Pencil and/or highlighter

Closely read the article “The Life of Colonial Children”. As you read, underline or highlight 5 details that describe how colonial children lived. Tell a family member what you learned.

2. Compare and Contrast

Materials: Read Works article (attached)
Paper and pencil or pen

Review your highlighted notes from day 1. Create a venn diagram or make a list of how a child’s life in colonial times is the same and different from your life. Write 1-3 comparing and contrasting sentences. In colonial times children_____, but I _____. A colonial child’s life is the same as mine because we both_____.

3. Summarize

Materials: Read Works article (attached)
Paper, pencil and coloring supplies

Create a poster depicting at least one aspect of daily life for colonial children (home/family, chores, school). Make sure your poster is neat and colorful and that it includes a title, and labels or captions that explain your drawing. Write a paragraph summarizing what you learned this week about daily life for colonial children. In your summary explain why you would have liked or disliked living in colonial times. Share your poster with a family member.

4. Write a narrative story

Materials: Read Works article (attached)
Paper and pencil

Imagine that you are a colonist living during the time of this article. Write a fictional diary entry recounting the events of your day. Challenge yourself to use information from the article. Remember you are writing from a 1st person point of view.

What Families Can Do

- Share a story or picture of your childhood with your 5th grader. Ask your student how their school, home, neighborhood, or daily activities compare with yours. How does your family’s experiences compare with a child in colonial times?

The Life of Colonial Children

This text is adapted from an original work of the Core Knowledge Foundation.

By 1750, there were thirteen English colonies on the East Coast of what became the United States. All of them were strong and growing. Almost every week, a ship arrived with more immigrants.

What would it have been like to grow up in the colonies? Let's spend a little time finding out. We'll begin by imagining that you are a colonist, and what your family and daily life look like. Your family probably lives on a farm. Nine out of ten colonial families live on farms.

Chances are, your house is pretty crowded. That's because colonists have large families. You have lots of brothers and sisters.

What are the chances that you have your own bedroom? Just about zero. You not only don't have your own bedroom; you don't even have your own bed. You share a bed or a straw mattress on the floor with other children in the family.

While the house is crowded, you are grateful to have so many kids in the family. You don't have neighborhood friends, because you don't have a neighborhood. Only people living in villages and towns have neighbors, so your brothers and sisters are your "built-in" playmates.

Of course everyone has regular chores to do. That includes you. Everyone's day begins at dawn, if not before.

If you are a boy, your first job is to bring in firewood and build the fire. Matches don't exist yet, so you hope there is still a burning coal in the fireplace from the night before. If not, you have to start a new fire.



Many colonial children had lots of brothers and sisters.



Colonial children worked hard.

After breakfast and morning prayers, you head out to the fields with your father. You plant and hoe and clear away brush from new land that's to be planted next year. You even help repair a fence or two.

If you are a girl, you help your mother make candles and preserve foods, starting right after breakfast. Your chores probably also include feeding the animals. The rest of your morning is spent helping cook the noon meal. In the afternoon, you sew, knit, weave, or spin yarn.

Did you notice there is no time in your day's schedule for school? That's because you probably don't go to school. Perhaps you did last year and the year before, but you can read and write now. Most colonial parents feel that once you can do that, you don't need any more school.

Chances are though, you learn to read and write at home. An older brother or sister or maybe a parent teaches you when you are five or six. If no one in your family can read, then you might be sent to learn at another farmhouse where someone else can. It is considered important to learn how to read.

Learning Activities for Art

Grade 5

The fundamental way in which we experience our world and express ourselves is through the arts, and arts education develops essential skills and abilities for successful 21st century citizens. This week we are providing activities in the discipline of **Visual Arts, & Media Arts.**

Week 3 Activities

1. Make a Menu of Lines

Materials: paper and pencil

Divide a piece of paper into a 4 x 5 array. In each small box, draw a different type of line and label it. For example, straight lines, curved lines, jaggedy lines, and parallel lines. Look around you, what types of lines do you see in your world? "Lines are as basic to drawing as letters and words are to writing." -*Local Art Instructor, Roger Kukes*

OR Art Standard Addressed: VA.3.CR3.4.2. Choose from among experimental approaches and techniques to determine the most effective solution.

2. Line Weight Menu

Materials: paper and pencil

When you draw with a pencil, you can control the type of lines the pencil makes based on how much pressure is used, or the angle at which you hold the pencil. Line "weight" refers to thickness and transparency. You can have a thick dark line, or a thick light line. Some artists use 'whisper lines' (barely visible lines), to sketch before they commit to a drawing because whisper lines are easy to erase. Start a new menu by creating a 4 x 5 box array. In each box, try drawing as many different lines with different weights as you can with your pencil.

OR Art Standard Addressed: VA.3.CR3.4.2. Choose from among experimental approaches and techniques to determine the most effective solution.

3. Alien Writing

Materials: paper and pencil

Using what you have practiced in activities 1 and 2, start your pencil on one side of your paper, and use as many different types of lines without lifting up your pencil until you get to the other side of the paper. Use a Draw-Pause-Draw method. Draw for 10 seconds, then pause for 10 seconds, which will allow you to decide what type of line to draw next! Don't be afraid to take up a lot of space on your paper! Enjoy drawing lines!

OR Art Standard Addressed: VA.3.CR3.4.2. Choose from among experimental approaches and techniques to determine the most effective solution.

4. Real News

Materials:

When you watch the news, you're seeing the work of a team of people who investigate stories, design logos, charts and graphs, choose photos to help viewers understand their message, think about music they might play in the background, choose the outfits of the presenters, write scripts, plan the props the presenter will use, and choose lighting, and they practice. Try planning and presenting a news broadcast about an original topic that you investigate. Present to the mirror, or to someone in your home.

OR Arts Standard Addressed: MA.1.CR1.5 1. Envision original ideas and innovations for media artworks using personal experiences and/or the work of others.

:

What Families Can Do

- Join your child as they draw. We encourage students to look at their surroundings in new ways as they identify different types of lines. You will be amazed at how artistic your drawing will look with minimal art experience! ENJOY!

Learning Activities for Health

Grade 5

5th graders will be able to analyze resources that provide valid health information. They will be able to analyze personal health behaviors and ways to keep their body healthy and safe.

Week 3 Activities

1. Food for Bones

Materials: Bones handout (attached)

Read the front page of the Bones handout. After reading the section “Food for Bones,” and keeping in mind what you learned about nutrition in Week 1, identify 3 food or drink items that would be healthy for your bones. Tell someone in your home about why these would be good to eat or drink. Discuss how you might add one of them to your diet to keep your bones healthy!

2. Joints

Materials: Bones handout (attached)

Read the back page of the Bones handout. After reading, think of an example of another hinge joint (like the elbow) and another ball and socket joint (like the hip). What is an activity or action that each type of joint allows you to do? Share your answers with someone at home and see if they have any other examples.

3. Summarize

Materials: Bones handout (attached)
Paper and pencil or pen

Write a paragraph summarizing what you learned this week about bones. Challenge yourself to use each of the words listed in the Glossary in your Bones handout. Share this paragraph with someone at home.

What Families Can Do

- Get messy! If you cook chicken or another animal with the bones still in, take some time to examine the bones and muscles. Snap a bone in half to see the jelly-like marrow inside. The marrow is where the red blood cells are made. Point out some of the cartilage running through the meat. Have your child feel it to get an idea of how strong and flexible it is. Be sure to wash your hands, utensils, and all surfaces after handling raw meat!
- Exercise for your bones! Bone exercises are a must for good health. Try jump rope, push-ups, pull-ups, and running to keep your bones healthy!

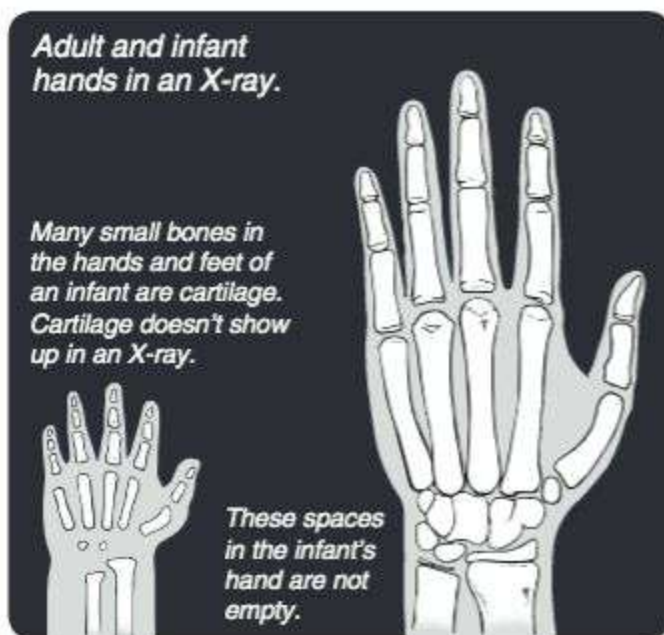
Bones

Bones, along with muscles, make up your **musculoskeletal system**. Bones give you shape, while muscle gives you strength!

Together, your bones are called your skeleton. Your skeleton wasn't always as hard and strong as it is now. Your bones were softer when you were a baby. Some of them didn't even join all the way together!

In some places, a newborn baby has something called **cartilage** instead of hard bone. Cartilage is like the tough, rubbery thing you sometimes bite into when you eat meat. There is also cartilage at the end of the bones to help them move smoothly and keep them from grinding against each other.

If you want to feel cartilage, just grab the very end of your nose and wiggle it. Then, bend your ears. You can do this because there is cartilage, not hard bone, in these places.



What do bones do?

One of the most important things your bones do is give your body shape. If they didn't do that, you'd be as limp as a rag doll! Their other important job is to protect the organs inside your body. Imagine bumping your head if there was no skull to protect your brain! Just as the skull protects your brain, your ribs are like a cage that guards your heart and lungs. Your spine protects your spinal cord, the center of your nervous system.

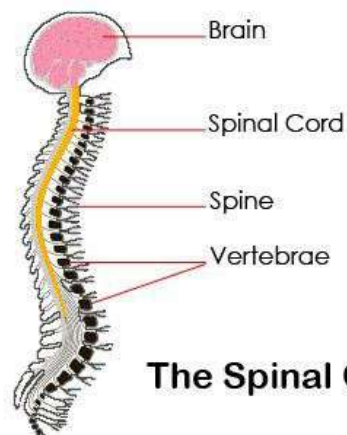
Speaking of your spine, reach your hand back and feel it. It's not just one long bone is it? Instead, you feel a bunch of bumpy bones called **vertebrae**. An intervertebral disc acts as a cushion between each vertebra.

You have 33 vertebrae. Some vertebrae are fused together and look like one bone. Each one of these vertebrae has a hole right through the middle, which your spinal cord slides right through. Your backbone is built this way so that you can bend and twist.

Food for Bones

As a baby gets older, most of the cartilage hardens into bones. Cartilage does this by collecting certain minerals in the body that help make them stronger. One of these minerals is calcium. You can get calcium in milk and foods that are made from milk, like yogurt and cheese. Don't worry if you do not drink milk. Other beverages like calcium fortified orange juice or soy milk might be a good choice for you. Broccoli, kale, and other dark green vegetables, along with white beans, almonds, and some seeds also have calcium in them. There are many foods high in calcium.

You might think that bones are like stone because they are hard, but there's one big difference: Your bones are living tissue. Bones grow longer and thicker as you grow taller and bigger. They need blood and oxygen and nutrients, just like the rest of your body, to keep them healthy and strong.



The Spinal Cord

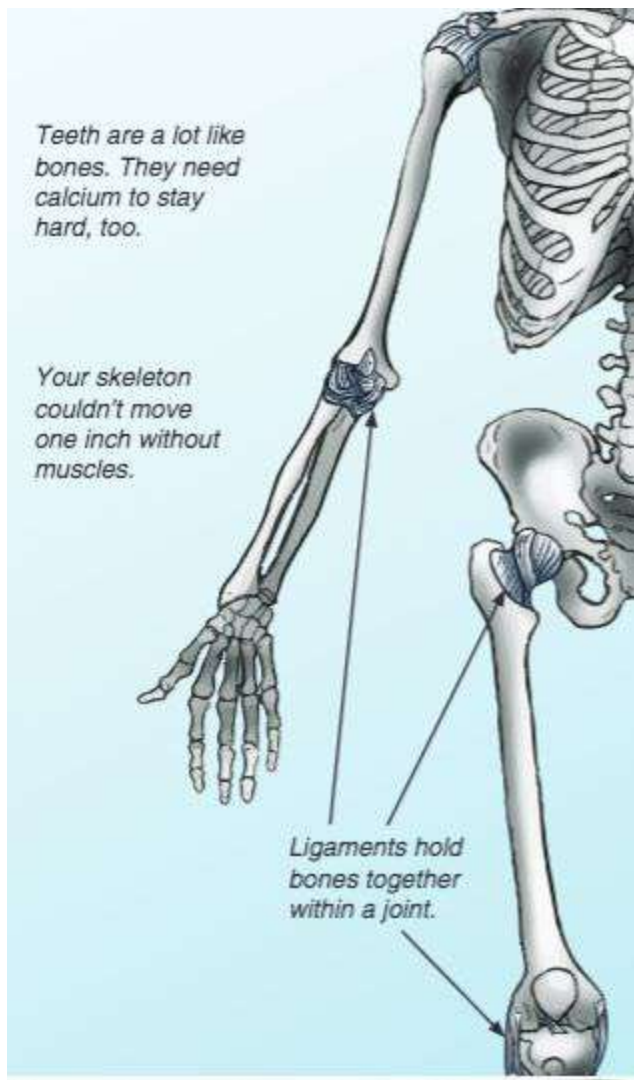
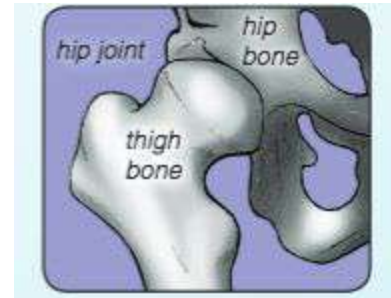
How Bones Function

Now, your bones have another important job besides protecting your organs. Bone is living tissue. Inside certain bones, like the ones in your arms and legs, is something called **marrow**. This marrow makes parts of your blood, such as red blood cells. Red blood cells only last about four months, so the red marrow is kept busy making new supplies. As a matter of fact, the marrow in your bones makes between 2 and 3 million red blood cells every single second!

The spot where two or more bones meet is called a **joint**. Inside the joint, the bones are held together by super strong, rubbery bands called **ligaments**.

Some joints move only in one direction. For example, your elbow is a joint that you can bend forward, but not backward. These are called hinge joints because they're built like hinges on a door. You also have joints that let your bones move in many different directions. Your hip joint can move forward, backward, up, down, and around. Your hip joint is called a ball and socket joint.

Your muscles couldn't even stand up without bones!



Glossary

musculoskeletal system—the body system that includes both bones and muscles

cartilage (kar-til-ij)—tough, rubbery tissue that sometimes turns into hard bone

vertebrae (ver-tuh-bray)—the 33 separate bones that make up your spine, or backbone, each of which has a hole in it for the spinal cord to slide through

marrow—the inside of many of the bones that makes different parts of the blood, such as red blood cells

joint—the place where two or more bones come together (A hinge joint (like your elbow) only moves one way; a ball and socket joint (like your hip) can move around and around.)

ligament—the fibers that hold bones together in a joint

Learning Activities for Music

Grade 5

There are four standards in music in fourth and fifth grades: Create, Perform, Respond, and Connect. Each week, you will find an activity for each of those areas.

Week 3 Activities

1. **Create: Shake It Up!** **Materials:** plastic or glass bottles/jars, rice, dried beans, popcorn, stickers or other decorative items

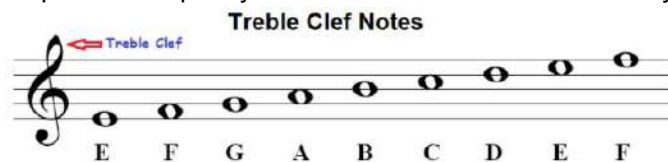
Collect a few empty bottles or jars (plastic or glass). Add a little popcorn, dried beans, rice or other material to each. Feel free to experiment by mixing and matching. Decide which sounds you like best, and why you like those sounds the best. Use your instrument to shake along to the song(s) of your choice! Be sure to write down the “recipe” used to make your perfect shaker!

For example:

- 1 large peanut butter jar
- 1 cup dried black beans
- 3 tablespoons short grain brown rice
- 2 googly eyes for decoration (optional)

2. **Perform: Be A Music Reader** **Materials:** Sidewalk chalk for outside or paper and pencil for inside.

Step 1: Make up a sentence for the notes on the lines of the musical staff: E G B D F.
(example, Empty Garbage Before Dad Flips). Remember the spaces spell the word FACE.
Step 2: Draw five straight lines on the sidewalk or on a piece of paper to make a musical staff.
Step 3: Toss a penny or other token onto the staff and try to name the note.



3. **Respond: Be a Healer** **Materials:** Dolly Parton Bio (next page)

We're all dealing with big changes in our lives right now. Sometimes that can lead to stress, sadness, and worry. Remember that you are worthy and you are loved. Remember that music is there for you. When we listen to music or play music, it can help us to cope with tough times. It can relieve stress and be a source of happiness. Think about some ways music has helped you cope when life has been difficult, and some ways you might share music to help those you love. Next, read about how the musician Dolly Parton has used music to help make the world a better place. What are some things she has done that you can relate to? How could you use music right now to make someone's life a little better?

4. **Connect: Be a Music Reporter** **Materials:** paper, pencil

Interview a family member or friend at a safe distance or on the phone. Ask the following questions: What is your favorite type of music? What is your favorite song right now? Do you play a musical instrument? How does music make you feel? Write down, draw or record your interview.

What Families Can Do

- Listen to music by Dolly Parton.
- Help your child compare and contrast the sounds that different containers and ingredients from Activity 1 make. Which ones sound higher, lower? Which makes the loudest/softest sound?
- In Activity 4, play a current favorite song and join your child in drawing pictures of how the song makes you both feel. Compare your drawings. Does the song make you feel the same or different?

Musician Biography: Dolly Parton

Dolly Parton is one of the most famous country singers. She grew up “dirt poor” but she is very wealthy now. Her foundation gives college scholarships to every high school in the county where she grew up and gives free books to kids. In fact, she has given away over one million books! On April 2nd, Dolly Parton started a YouTube channel to read bedtime stories.

Interesting Facts:

Dolly Parton has recorded more than 100 songs.

41 of her songs were #1 hits on the country charts.

She has won over 30 awards for her music and has had 47 Grammy nominations.

There is a theme park in Nashville, Tennessee, called Dollywood.

Her museum is called *Chasing Rainbows*.

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Learning Activities for PE

Grade 5

Oregon state standards for physical education include educating and inspiring all students to participate in a variety of physical activities so that they find enjoyment and benefits to physical activity and lead an active/healthy lifestyle.

Week 3 Activities

1. Alphabet Fitness

Materials: Alphabet Fitness (see attached)

Pick 5 words to spell out, using the key complete the exercises to spell the word.

2. Single Chair Fitness

Materials: 1 chair

Using a single chair, invent and illustrate an exercise for arms, stomach, legs, back. For example: push ups using the chair, step ups onto the chair, etc.

3. Popcorn

Materials: 1 ball

This game can be played by yourself or with others. If you do not have a ball you can make a sock ball or crumple up a piece of paper.

- Start in a circle
- 1 person starts the game by throwing the ball in the air clapping one time and catching the ball.
- Pass the ball to the next person so they can try (throw, clap once, catch).
- When you have completed the circle and the ball is back to the first person start level 2: TWO claps.
- Continue this process going up each level. The level your team is on equals how many claps before catching.
- If you are unsuccessful at a level, you must start the level over again.

Challenges:

- How many claps can you do?
- How quickly can you get ____ number of claps?
- What other actions can you do when the ball is in the air?
 - Spin, clap behind your back, jump, etc.
- Try with multiple balls at one time.
- Try different body positions
 - Balance on one foot, balance on your bottom, sit up position, etc.

What Families Can Do

- Family discussion about everyone's favorite sport or activity.
 - Why is that activity your favorite?
 - Why is that a healthy activity?
 - Can we play this sport or activity now? How can we?

ALPHABET FITNESS

DIRECTIONS:

1. SPELL OUT FIVE OF THE WORDS. EXAMPLE: YOUR NAME, FAVORITE SUBJECT, PETS NAME, FAVORITE FOOD, ETC.
2. USING THE ALPHABET KEY COMPLETE THE EXERCISES TO SPELL THE WORD

A - AEROBIC JOG IN PLACE FOR 30 SECONDS	N - NEW CHOOSE A NEW EXERCISE
B - BALANCE BALANCE ON 1 FOOT FOR 15 SECONDS	O - OVER SKI JUMPS OVER A LINE FOR 30 SECONDS
C - CARDIOVASCULAR 25 JUMPING JACKS	P - PECTORAL DO 5 PUSH UPS
D - DELTOID 10 ARM CIRCLES	Q - QUADRICEP KICK YOUR BOTTOM 20 TIMES
E - ENDURANCE DO 5 MOUNTAIN CLIMBERS	R - REST REST FOR 15 SECONDS
F - FLEXIBILITY STRETCH FOR 1 MINUTE	S - SPEED SPRINT IN PLACE FOR 45 SECONDS
G - GLUTEUS MAXIMUS DO 10 SQUATS	T - TRICEP 20 TRICEP DIPS
H - HAMSTRING TOUCH YOUR TOES 10 TIMES	U - UPPER UPPER BODY STRETCH FOR 30 SECONDS
I - INVISIBLE JUMP ROPE FOR 30 SECONDS	V - V-UP 10 V-UPS
J - JUMP 15 FROG JUMPS	W - WINDMILLS 10 WINDMILLS
K - KICK DO 10 DONKEY KICKS ON EACH LEG	X - X-JUMPS DO 10
L - LUNGES 10 ALTERNATING LUNGES	Y - YO-YO PRETEND TO YO-YO FOR 30 SECONDS
M - MUSCLES 10 BURPEES	Z - ZIG ZAG MOVE IN A ZIG-ZAG PATTERN FOR 30 SECONDS

Learning Activities for Speaking & Listening

Grade 5

In 5th grade, students are learning how to **review ideas and draw conclusions, ask and answer questions to build a discussion, and report on a topic with clear details.** These learning activities will provide opportunities for your child to speak in complete sentences, allowing them to provide details and clarification, while using academic language.

Week 3 Activities

1. Describe a recipe

Materials: None

Describe the steps to make your favorite recipe. This can be done with or without actually preparing the meal.

Sentence Frames: The first step to make ____, is to... Next, you should _____. After that, you need to _____. Finally, you should _____.

2. Opinion Discussion

Materials: None

Discuss what your favorite meal is with several reasons to support your ideas.

Sentence Frames: In my opinion, the best meal is __ because... This meal is better than others because... Additionally, this is a great meal because...

3. Writing

Materials: Paper and a pencil, or any typing format such as Google Docs or Microsoft Word

Write a paragraph describing your favorite meal and explain why. Edit the paragraph for correct spelling, punctuation, and grammar.

Sentence Frames:

My favorite meal is _____ because... The best part of this meal is _____ because... The reason that makes this meal better than others is.... Finally, you should prepare this meal because...

4. Interview

Materials: None

Ask a family member to teach you how to make their favorite meal.

Sentence Frames: What is your favorite food to make? Why? My favorite meal to prepare is _____ because... How do you make ____? First, you should _____, then you should _____, after that you _____, finally, you _____.

What Families Can Do

- Give your student time to think and prepare their question and/or response.
- Speak one at a time during your discussions.
- Remind your student to make eye contact, speak clearly and use an understandable pace.
- Have your student practice using their Listening Tool - *"I listen with my ears, eyes, and heart."*
- Ask your student questions that cannot be answered with a one word response, like *"Yes"* or *"No."*
- Encourage your student to add-on to their response and explain his/her thinking. - *"Tell me more about that."* *"How do you know ____?"*
- If your student's response is, *"I don't know,"* work together to develop a response that is a complete sentence, using academic language when appropriate, and have your student repeat it back to you.
- Talk to your fifth grader about what they're doing! Conversations can happen at any time throughout the day!

Learning Activities for Wellness & Self Care

Grade 5

We all want our children to be happy and successful. Social and emotional learning provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life. During this stressful time we want our students to be paying special attention to their wellness and self-care.

Week 3 Activities

1. The Listening Tool

Materials: none

The Listening Tool highlights the importance of reading signals and words of others, and paying attention to the information within us. We listen with our eyes, our ears, and our hearts. With eyes on the speaker, body language may help us pick up what is unspoken. Remembering to use our heart allows us to notice what the other person is feeling and to empathize with what we would feel if we stood in someone else's shoes.

Ask a family member to tell you about their day. Tell them you're going to listen with your eyes, ears, mind, and heart. Remember, while your family member is talking, you only listen. After they're done talking, ask them if they could tell you were using your eyes, ears, mind, and heart. How could they tell? Then have them do the same for you.

2. Pets

Materials: an animal (yours or maybe someone else's)

Pets are a great way to relieve stress. They are generally affectionate, stroking them is stress relieving and if they're anything like my cat they make you laugh too. According to the CDC's website, "We do not have evidence that companion animals, including pets, can spread COVID-19."

3. Color

Materials: paper, pencil or coloring materials

Coloring or drawing is an easy way to practice mindfulness. This takes full focus and requires you to slow down and get things out of your mind. Coloring helps relieve anxiety and stress.

4. Talk!

Materials: none

Identify someone with whom you'd like to become closer. It could be someone you know well or someone you're just getting to know. It is useful for anyone you want to feel close to, including family members, friends, and acquaintances. Ask each other these questions:

- Given the choice of anyone in the world, whom would you want as a dinner guest?
- If a crystal ball could tell you about yourself, your life, the future, or anything else, what would you want to know?
- What is your most treasured memory?
- Tell your partner something that you like about them.

5. Clear Your Space (room/backpack)

Materials: none

Visual clutter can be very distracting. Use focused mindfulness to spend a few minutes tending to your space and decide where to put your stuff and what to throw away. Once you clear your space you will free up mental and emotional energy so that you can focus better and begin your work.

What Families Can Do

- LISTEN to your child. This time is stressful for us all, and having someone to ***just listen*** can be helpful. If you ask how they are doing and they tell you they are "fine," keep asking (at another time). Kids may not always have the right language to explain the way they feel.
- Be reassuring. Regularly. Remind them we are going to get through this together.
- It is important that although you and your child are maintaining separation, no one feels completely isolated. Take opportunities to reach out and interact with others, even if it is at a distance (6 feet away), on the phone, online, or via snail mail!
- Take care of yourself! When adults practice self-care they can better take care of others.

Week 4

Learning Activities for Reading

Grade 5

Oregon fifth grade reading standards ask students to **determine the meaning of words and phrases, including figurative language such as similes and metaphors**. These activities will help your child practice these skills by analyzing a fable (a short story with a moral).

Week 4 Activities

1. Reviewing “theme”

Materials: “The Fox and the Goat” (attached)

Read the story aloud multiple times. What is the “theme” or moral of the story? What does the author want the reader to know or remember? Use details to explain your answer.

2. Vocabulary “context clues”

Materials: The Fox and the Goat (attached)

Re-read “The Fox and the Goat”. Use “context clues” to figure out the meaning of the word “*plight*”. What clues help you understand the meaning of the word? Create your own sentences or story using the word “*plight*”.

3. “Figurative language”

Materials: A Raven and a Swan (attached), pencil, paper

Read the story aloud and identify the “theme”. What does the author want the reader to know or remember? Underline or circle any “similes” (comparisons using the words like or as) or “metaphors” (comparisons not using the words like or as) you find. Write down what you think each of the “similes” means.

4. “Similes”

Materials: A fiction text of your choice, paper/pencil

As you read a text of your choice, record any “similes” (comparisons using like or as) you find. Try to find 3-5 “similes”, then determine and write down their meaning. Option: if your book doesn’t include any similes, make up your own based on what you read.

5. “Metaphors”

Materials: A fiction text of your choice, paper/pencil

As you read a text of your choice, record any “metaphors” (comparisons not using like or as) you find. Try to find 3-5 “metaphors”, then determine and write down their meaning. Option: if your book doesn’t include any “metaphors”, make up your own based on what you read.

What Families Can Do

- Locate a book or show with fables or folktales. Read/watch as a family and discuss the moral/theme of each.
- Listen for similes and metaphors as you read or watch a show. Pause to figure out their literal and figurative meanings.
- “Read” a favorite show, movie, or documentary aloud by turning off the volume and turning on the captions. Identify new similes or metaphors as you read.

The Fox And The Goat- by Aesop

A Fox fell into a well, and though it was not very deep, he found that he could not get out again. After he had been in the well a long time, a thirsty Goat came by. The Goat thought the Fox had gone down to drink, and so he asked if the water was good. "The finest in the whole country," said the crafty Fox, "jump in and try it. There is more than enough for both of us." The thirsty Goat immediately jumped in and began to drink. The Fox just as quickly jumped on the Goat's back and leaped from the tip of the Goat's horns out of the well. The foolish Goat now saw what a plight he had got into, and begged the Fox to help him out. But the Fox was already on his way to the woods. "If you had as much sense as you have beard, old fellow," he said as he ran, "you would have been more cautious about finding a way to get out again before you jumped in."

Look before you leap.

A Raven and A Swan- by Aesop

A Raven, which you know is black as coal, was envious of the Swan, because her feathers were as white as the purest snow. The foolish bird got the idea that if he lived like the Swan, swimming and diving all day long and eating the weeds and plants that grow in the water, his feathers would turn white like the Swan's. So he left his home in the woods and fields and flew down to live on the lakes and in the marshes. But though he washed and washed all day long, almost drowning himself at it, his feathers remained as black as ever. And as the water weeds he ate did not agree with him, he got thinner and thinner, and at last he died.

A change of habits will not alter nature.

Learning Activities for Title 1 Reading

Grade 5

Fifth grade students need to use their understanding of word parts (roots and affixes) to read and understand unfamiliar multisyllabic words. These activities will help your child read at the fifth grade level.

Week 3 Activities

1 UNDERSTANDING ROOTS

Materials: books or magazines, or anything around the house with words, such as food packaging, and a pencil

Base words are words that can stand on their own. They convey their full meaning on their own and don't need a prefix or suffix to give the word meaning, however, a base word can have affixes (prefixes and suffixes) added to the word which will change its meaning. Roots, on the other hand, form the basis of other words and cannot stand alone. They need an affix (prefix or suffix) to be a real word. Look for words in your home environment that have greek or latin roots in them. You can find these words in books or magazines, or from items around the house such as food boxes or mail. Write the words on the chart on the next page. Separate the roots from any affixes and determine what the definition of the word is and write it on the chart. Don't know the meaning? Try to determine the meaning after breaking the words apart and analyzing the parts:

Prefix + Root + Suffix = New Word

Un + port + able = unportable

Definition - not + carry + able = not capable of carrying

2 WORD SEARCH

Materials: Blank grid on next page and a pencil

Use the list of words from Activity 1 to create your own word search. Fill in the words, then fill in the rest of the empty spaces with other letters. Have someone in your family try to find them!

3 MAKING WORDS

Materials: paper and pencil and chart on the following page

de	port	ment
ex		able
im		er
re		ant
sup		ive
		ing

Make as many words as you can with the following roots: "spect" meaning "to look" and "struct" meaning "to build, combined with the following prefixes: "re", "a", "in", "intro", "per", "pro", "con", "de", "ob" and suffixes: "ful", "ion", "or", "ive", "ing", "ure". Use the chart on the next page to make words. Then use each word in a sentence.

What Families Can Do

- Help students find multisyllabic words in their home
- Determine the meaning of words by breaking them apart
- Do word search together after student creates it

Learning Activities for Writing

Grade 5

Oregon 5th Graders should be able to write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS W5.2)

Week 4 Activities

1. Brainstorm and Think

Materials: paper, pencil

Brainstorm/Think about how the Earth, Sun, and Moon are similar and different. Write down your ideas and organize the ideas that will help you write the ideas into four paragraphs.

2. Compose/Write

Materials: paper, pencil

Compose/Write four paragraphs describing the similarities and differences of the Earth, Sun, and Moon. Make sure your first paragraph is an introduction, the middle two paragraphs describe similarities and differences, and the last paragraph is a conclusion paragraph.

3. Get Feedback

Materials: paper, pencil

Meet with a person in your home to get feedback about your writing. Make sure to talk about your ideas and how they flow from one paragraph to another. Look at the use of punctuation, spelling, and capitalization in the writing. Does each paragraph have a topic sentence, details, and a conclusion? Are there spelling errors that should be fixed?

4. Revise and Edit

Materials: paper, pencil, dictionary (print or online)

Use feedback to edit and revise your writing. Remember to think about expanding, combining, and removing sentences for interest.

5. Write the final draft

Materials: Paper/Pencil, colored pencils, crayons, or markers

Create a final copy and make some illustrations for your essay. Share it with your family.

What Families Can Do

- Have students write in a quiet place.
- Have students create a finished product on the computer to share with their teacher or friends/family. This could be a Google Doc, or a PowerPoint presentation with pictures.
- Have students read the finished piece and celebrate writing accomplishments.

Learning Activities for Math

★ Grade 5 ★

Students should create equivalent (equal) fractions using multiplication or division, add & subtract fractions with like & unlike denominators (bottom number), multiply & divide fractions & mixed numbers. Understanding that fractions represent **parts of a whole** deepens their number sense in the real world.

Week 4 Activities

1. Equivalent Fractions

Materials: Paper and Pencil

Make at least **TEN equivalent fractions** for each of the following fractions by multiplying or dividing the numerator (top) and denominator (bottom) by the same number: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{20}{50}$, $\frac{8}{24}$ and 1.

Bonus: Create equivalent fractions for these whole numbers: 2, 5, 6, 10 (For example $4 = \frac{16}{4} = \frac{4}{1}$)

2. Adding and Subtracting Fractions

Materials: Paper and Pencil (OR measuring cups and water)

For this activity you can choose to solve on paper with an equation or model or you can use measuring cups and water. **Instructional Review:** When we add or subtract fractions, remember that the **denominators need to be the same** in order to use common fractions. For example $\frac{1}{3} + \frac{1}{3}$ are both thirds; therefore, they can be added together as is. If I were to add $\frac{1}{2}$ and $\frac{1}{3}$ I would first have to find a common denominator by creating equivalent fractions. For example, $\frac{1}{2} \times \frac{2}{2} = \frac{2}{4}$ and $\frac{1}{3} \times \frac{2}{2} = \frac{2}{6}$ now I can add $\frac{2}{6}$ and $\frac{2}{6}$ to get $\frac{4}{6}$. Don't forget to simplify (reduce to the smallest form)

Let's try a few:

A. $\frac{2}{3} + \frac{3}{4} =$

B. $1\frac{1}{2} - \frac{5}{8} =$

C. $2\frac{3}{5} + 3\frac{1}{3} =$



3. Multiplying Fractions

Materials: Paper and pencil

Create a story problem in which you need to multiply fractions to solve. Then solve the problem using any multiplication strategy and share with a friend, sibling or parent. Can they solve it too? Compare your strategies and discuss similarities and differences.

For example, Abdul had a yard with a vegetable garden that took up half of the space. $\frac{1}{4}$ of the garden was planted with corn. How much of Abdul's *whole yard* was planted with corn? (solution: $\frac{1}{2} \times \frac{1}{4} = \frac{1}{8}$)

4. Dividing Fractions

Materials: Paper and pencil

The public swimming pool is open for $7\frac{1}{2}$ hours a day. The pool keeps one lifeguard on duty at a time. Each lifeguard's shift is $1\frac{1}{2}$ hours long. How many shifts are there each day? Use a number line, model or equation to find the quotient.

5. Conceptual Understanding

Materials: Mental math (or paper and pencil)

Determine whether the **product** of the following expressions will be **greater than, less than, or equal to** the original factor. Ask yourself: "Is the second factor greater than one, less than one or equal to one?"

a. $3 \times \frac{3}{3}$

b. $2 \times \frac{2}{3}$

c. $15 \times \frac{6}{4}$

d. $10 \times \frac{8}{2}$

e. $1\frac{1}{2} \times \frac{4}{5}$

What Families Can Do

- Cook together and discuss how fractions are used when following recipes. See if students can change the recipe by "doubling" amounts, dividing amounts or adding fractions that are not the same.

Learning Activities for Science

Grade 5

Next Generation Science Standards state that (*grade level*) students should be able to describe the water cycle, stellar object, and stars and describe the effect of gravity on objects. These activities will help your child review what was previously supported in week 1-3 as well as give visual examples of the content we learned.

Week 4 Activities

1. Water Cycle in a Bag!

Materials: Ziplock bag, pen, tape

Using a ziplock bag and a little bit of water you can create the water cycle and your very own water system! Using a pen draw, some clouds and other parts of the atmosphere on the top part of the ziplock bag, then fill up the bag with a small amount of water, only about $\frac{1}{3}$ full. Then seal the bag and tape it to a window that receives sunlight. Throughout the next few days notice what happens to the water as it evaporates in the bag. Notice how the condensation creates “rain” as it trickles down the side of the bag. Try different modifications to the experiment. For example, does the direction of the window the bag is taped to affect the amount of condensation in the bag? How about the temperature outside, how does that affect the amount of condensation in the bag?

2. Constellation Lamp

Materials: Jar, Scissors, tea candle, tin foil

Make a constellation night light for your bedroom using the constellation chart from week three and a few other household items. Get a jar big enough to fit a candle and cut out enough tin foil to line the edges with. Using constellations you find online, in an encyclopedia or from the constellation chart from week 3, punch out holes in the tinfoil in the shape of any of these constellations. Place the tinfoil back into the jar and place the candle in the center of the jar. Light the candle up and see the stars get projected all over your room! Take things a step further and make up your own constellations, be creative and try to come up with interesting possibilities.

3. Understanding Gravity

Materials: Poem, household items

Observe and discuss how gravity pulls an object “down” towards the center of the Earth.

- Read the poem by Shel Silverstein - “Falling up.” Discuss what makes this poem “silly” or inaccurate. Students will obviously be able to point out that you cannot “fall up.” Have them explain why and how they know.
- Ask your child to choose three-objects (or more) from your home, such as paper, pencil, crayon, book, spoon) and drop it. Did the objects all fall at the same speed? Where did the object fall? Did all the objects fall the same direction?

Falling Up By Shel Silverstein

I tripped on my shoelace,
And I fell up-
Up to the rooftops,
Up over the town,
Up past the tree tops,
Up over the mountains,
Up where the colors
Blend into the sounds.
But it got me so dizzy
When I looked around.
I got sick to my stomach
And I threw down.

What Families Can Do

Water Cycle in a Bag (see activity #1):

- Does the direction of the window the bag is taped to affect the amount of condensation in the bag?
- How about the temperature outside, how does that affect the amount of condensation in the bag?
- If you added salt to the water does it affect the condensation?

Learning Activities for Social Studies

Grade 5

Oregon social studies standards ask students to gain historical knowledge in 5th grade related to the cause and effect of gaining independence from Britain.

Week 4 Activities

1. Reading the Article

Materials: Article located at the bottom of the document

Students read the article as an introduction and to gain background knowledge on the events that lead up to the Revolutionary War.

2. Answering Questions

Materials: Article and Questions

Re-read the article closely making sure to find the answers to the questions.

1. What was the purpose of the Quartering act?
 - a. Colonists had to allow British soldiers to live in their homes.
 - b. The colonists had to pay a tax on all legal documents.
 - c. One out of every four men had to serve in the British army.
 - d. Each colony was divided into four quarters.
2. What was a consequence of the Boston Tea Party?
 - a. King George III allowed the colonists to declare independence.
 - b. The Stamp Act Congress was held.
 - c. The Sons of Liberty was formed.
 - d. King George III closed Boston's port.
3. Based on the passage, the main reason that colonists became upset with the British was that
 - a. The colonists wanted to take over the British government.
 - b. The British made laws that colonists thought were unfair.
 - c. British soldiers were using the Quartering Act too much.
 - d. The colonists were mostly upset about the price of tea.

3. Define Events

Materials: Paper, Pencil and Article

4. A Letter to Britain

Materials: Paper and Pencil or Computer

Pretend you are a colonist during this time. Write a letter to British Parliament detailing your frustrations with the different acts and taxes that have been put into place. Be sure to use specific events, details and vocabulary. Also, be sure to include how you and other colonists are feeling and what the effects of these taxes and laws may be.

What Families Can Do

- Ask your student to explain some of the taxes Great Britain imposed on the colonists.
- Discuss with your student: Imagine you were a colonist. How would you feel about the acts of Britain?
- Discuss with your student the laws and taxes in the 1700s compared with today.

Colonization and Revolutionary War: Introduction to the Revolutionary War

As the colonies took root, they grew used to mostly governing themselves. Great Britain decided it wanted more control. It began to force new taxes on the colonists. They wanted to raise money from the goods they were shipping to the colonies. In 1764, the British Parliament passed the Sugar Act to raise the tax on sugar. The next year, the British Parliament passed the Stamp Act. Colonists now had to pay taxes for newspapers, marriage licenses, and all other legal documents.

Many colonists were angered by these taxes. They hadn't agreed to them and felt they were illegal and unfair. Each new tax led to a bigger protest on the part of these colonists. Besides taxes, many colonists were also unhappy about some of the rules the British were forcing on them. In 1765, the British Parliament passed the Quartering Act. The act stated that colonists had to agree to give British troops food and let them stay in their homes. Colonists who were unhappy with how the British were treating them decided to fight back peacefully.

In 1765, the Stamp Act Congress met in New York. The Congress was made up of representatives from many colonies. The representatives agreed to boycott British goods until the Stamp Act was repealed. That same year, the Sons of Liberty, a secret organization of colonists in favor of liberty, was formed.

Tensions grew between the Colonists and the British. In 1770, tensions erupted with the Boston Massacre. British troops thought they were under attack when colonists in Boston started throwing snowballs at them. They panicked. One soldier started firing his gun. Then more soldiers fired into the unarmed crowd. Five colonists were killed and six were injured.

The British government was afraid of losing control over the colonies. They removed all the taxes on imports to try to make the colonists happy. They allowed, however, one tax to remain in place for tea. In 1773, Parliament passed the Tea Act to help get the East India Company out of financial trouble. This act enabled the British trading company to sell tea in America at a low price. Even with a tax on tea, the British company had a price advantage over American tea companies. The colonists were furious. They feared East India's tea would put American tea companies out of business. In Boston, a leader of the resistance named Samuel Adams decided to protest. He spoke to a group of colonists on December 16, 1773 at the Old South Church in Boston. Shortly after he spoke, a large group of men boarded British ships and dumped thousands of pounds of East India's tea into the harbor. Crowds of onlookers gathered to celebrate the rebellious act. They nicknamed the event the Boston Tea Party.

The British responded quickly and harshly. In 1774, they passed several measures known as the Intolerable Acts. They closed the Boston port and made it difficult for the major city to function. Other colonies, especially Maryland, helped Boston survive by sending food and supplies.

All of these events had two main consequences. First, they made the colonists resent Britain. Britain's government seemed far away and out of touch with the colonists' needs. Many colonists began to think about ruling themselves. Second, they helped unite the colonists. The colonists had come to the New World with very different backgrounds and lifestyles. They were sprawled all over the East Coast of this big continent. But Britain's acts gave them a single purpose and a common cause: justice and liberty.

In September 1774, the first meeting of the First Continental Congress took place. Representatives from 12 of the American Colonies met to discuss how they would unite and defend their rights as men.

Within months the Revolutionary War would begin. Less than two years later, on July 4, 1776, America would declare its independence.

Learning Activities for Art

Grade 5

The goal of these drama activities is to get students imagining how other people infer traits from character's actions, to help students be creative and free in creating stories, and to learn to be prepared to fill a specific role and requirement when performing.

OR Arts Standards Addressed:

Week 4 Activities

1. Link

Materials: 1 or More Partners

Think of a good first line for a story: It was a dark and stormy night when... ; Once upon a time...; His mother told him that the next time...; He didn't realize he was invisible until...; or something else.

Take turns with your partners adding a single word OR a single sentence to the story in order. Each partner adding a single word tends to end with short, silly stories. Each partner adding a whole sentence tends to result in more complex, dramatic stories. You can also let each partner choose if they want to add a sentence or a word.

2. Mixed Emotions

Materials: Paper, Pencil, 2 or More Other Partners, Timer

Write emotions on small pieces of scrap paper. Cut or tear them apart and put them in a container. Ideas: angry, happy, excited, frustrated, scared, worried, tired, or other emotions.

Think of a situation like walking to the store, cooking dinner, getting your family ready for bed, doing chores, celebrating a birthday, or something else

Have each person draw a paper from the container. Set your timer (use a phone, oven timer, microwave timer, or any other timer). Act out the scenes with the emotions that you drew until the timer runs out.

Then, do the same scene after you draw new emotions OR try a new scene.

3. Super Power

Materials: Self and Partner

Think of a situation like walking to the store, cooking dinner, getting your family ready for bed, doing chores, celebrating a birthday, or something else.

Have your partner(s) think of a super power (mind reading, invisibility, teleportation, super strength, or something else) but make sure that they DO NOT tell you what it is.

Act out the situation you chose together until you can guess the superpower. Then, switch roles.

4. Sound Story

Materials: Self and At Least Two Other Partners

Have each partner, in order, think of a different random sound and make the sound.

Repeat the sounds, in order, several times until you have them memorized.

Then, act out a story together that would require each of the sounds to happen in the order that you made them. Repeat with new sounds.

5. Why?

Materials: Self and One or More Partners

Come up with a character. It can be a made up character or one from a book, movie, or TV show that you know. Act out something that the character would do. Your partner has to ask why they are doing that and you have to explain by acting out the reason.

Try to keep going for the 'Why's.' It gets tough fast!

Switch roles.

What Families Can Do

- Play Charades! Have you and your family members act out different actions, emotions, or objects one at a time while you guess what they are acting out.
- Make a mini-play: You can think of the most important scenes from a favorite book, movie, or show and act them out together OR come up with your own story.
- Freeze Frame: Do a mini-play as described above, but for each scene, everyone has to FREEZE while one person (the narrator) describes what is happening. Then, move into the next scene.

Learning Activities for Health

Grade 5

5th graders will be able to analyze resources that provide valid health information. They will be able to analyze personal health behaviors and ways to keep their body healthy and safe.

Week 4 Activities

1. Muscles in Action

Materials: Muscles handout (attached)

Read the Muscles handout to learn about the different types of muscles in your body. To see one of the muscle groups in action, lie flat on the floor and feel your abdominal muscles. Now, raise your legs 6 inches off the floor. Feel your abdominal muscles again. In which position do your muscles feel harder? Based on what you have read, why might that be? Share your answer with someone at home.

2. Comparing Muscles

Materials: Muscles handout (attached)
Pencil and paper

Make a triple-T chart (see example below) and compare what is the same and different between the three muscle groups (heart, skeletal, and smooth).

Keep this paper so that you can use it for the next activity!



3.

Keeping Muscles Healthy

Materials: Muscles handout (attached)
Triple-T chart from Activity 2
Pencil

Go back to the triple-T chart you made in the previous activity. At the bottom of the page, brainstorm three activities you could do that would help keep your muscles healthy. Keep in mind that exercising regularly helps your muscles get bigger and stronger, and helps your bones to be thicker and stronger as well so they break less easily.

Try to do one of the activities you listed this week.

What Families Can Do

- Stretch together as a family, or find a yoga or similar video online. As you are doing the activities, talk about what muscle groups you are using and strengthening.
- Discuss as a family what happens to muscles when they are not used or exercised regularly. How might this affect the body as a whole?

Muscles

As you learned last week, together your muscles and bones make up your **musculoskeletal system**. Your bones give you shape, while your muscles give you strength.

Depending on how they are counted, experts think there are between 650 and 840 muscles in the body. All muscles are made up of thousands of bundles of small muscle fibers that look like skinny ropes. There are three different kinds of muscle fibers, so we put the muscles into three groups.

Smooth Muscles



Smooth muscles have very skinny fibers. They are the muscles that move all the organs in your body without you knowing it. For example, smooth muscles make your stomach squeeze in and out so it can mash up the food inside it. The smooth muscles around your arteries squeeze in

and out to help push blood around your body. You cannot control your smooth muscles at all, because they work automatically. That is, you can't make your stomach stop squeezing, or squeeze harder.

The **heart muscle** is a group all by itself. It has its own special fibers that let it pump blood all over your body. Your heart pumps faster when your body needs it to (if you are running around, for example), and pumps slowly when you rest. You cannot control your heart muscle either.

Heart Muscle



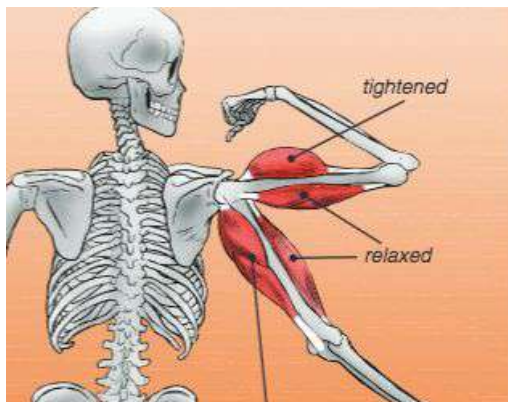
Skeletal Muscles



Skeletal muscles have big bundles of fibers. They are attached to your bones so that you can move. At the end of each muscle are **tendons**, strong bands that connect the muscle to the bone. Some of the skeletal muscles are very tiny, like the ones in your little toe or around your

eyes. Other skeletal muscles are big, like the ones in your legs.

Your skeletal muscles move when you want them to. Skeletal muscles work in pairs. Look at your arm, for example. There is a muscle in front of the bone in your upper arm, and another muscle behind the bone.



If you want to bend your arm, the muscles at the front of your arm must tighten for your arm to go up. When you want to straighten your arm, the muscle at the back of your arm tightens to pull the arm back down. When one muscle tightens, the muscle on the other side of the bone relaxes.

Learning Activities for Music

Grade 5

There are four standards in music in fourth and fifth grades: Create, Perform, Respond, and Connect. Each week, you will find an activity for each of those areas.

Week 4 Activities

1. Create: Be a Sound Effects Artist **Materials:** Anything that can make a sound

Choose a short read aloud book. Make a list of sound effects that can be added to the actions in the book and collect objects from around the house that you can use to imitate those sounds. Read the book out loud to a family member, adding your own special sound effects using the objects (or your voice) to bring the story to life.

2. Perform: Be a Band Leader **Materials:** Anything that makes a sound

Lead a drum circle with your family members using tables, chairs, or books to drum on. Play the question, "What do you miss from school?" in a rhythmic way. Each person can take turns answering the question with their own rhythm and sound. Try other questions or take turns being the leader. For example:

Leader: What do you miss from school? Sister: I miss my friends.

Leader: What do you miss from school? Uncle: Peace and quiet.

Leader: What do you miss from school? Granny: Not making lunches.

3. Respond: Be a Healer **Materials:** Musician Bio: John Legend (next page)

We're all dealing with big changes in our lives right now. Sometimes that can lead to stress, sadness, and worry. Remember that you are worthy and you are loved. Remember that music is there for you. When we listen to music or play music, it can help us to cope with tough times. It can relieve stress and be a source of happiness. Think about some ways music has helped you cope when life has been difficult, and some ways you might share music to help those you love. Next, read about how the musician John Legend has used music to help make the world a better place. What are some things he has done that you can relate to? How could you use music right now to make someone's life a little better?

4. Connect: Be a Sound Detective **Materials:** "Going on a Sound Hunt" sheet (next page), pen or pencil

Take a walk around where you live (stay mostly inside to be safe) and carefully listen to all the different sounds you hear. You can open windows or doors to listen outside as well! Write down what you hear in the box with the listed sound (*for example, you could write "tea kettle boiling" in the "Whistling Sound" box*). See if you can complete the list! This may take a few days.

What Families Can Do

- Listen to music by John Legend.
- In Activity 1, take turns reading a story and adding sound effects.
- Take your child on a "sound hunt" (Activity 4). Help them to find and identify as many sounds as possible.

Musician Biography: John Legend

John Legend is a talented musician who uses his music and his popularity to help people. Even before he became famous, John's goal was to be a positive force in the world. He won an essay competition when he was 15 years old, and this is part of what he wrote:

"I plan to impact society by developing my own character and being a leader in the community by example. I plan to use my social skills and my musical talents to be a positive role model for my fellow Afro-Americans. I envision a successful musical career that will allow me to obtain high visibility in the community. This, in turn, will put me in a position of great influence, which I will utilize in order to be an advocate for the advancement of blacks in America."

John has lived the life he described, not just winning many awards for his music, but also helping people, from paying for school lunches for kids to helping victims of Hurricane Katrina.

Interesting Facts:

John was born in Springfield, Ohio.

His mom was a seamstress and his dad was a factory worker.

When he was four years old, he sang with his church choir.

His grandmother started teaching him to play the piano when he was 7.

GOING ON A SOUND HUNT



a banging sound	a tinkling sound	a humming sound	a tapping sound
a screeching sound	a crunching sound	a swishing sound	a cawing sound
a rattling sound	a splashing sound	a whistling sound	a squeaking sound
a buzzing sound	a chirping sound	a ringing sound	a clanging sound
a whispering sound	a clicking sound	a dripping sound	a fluttering sound



Learning Activities for PE

Grade 5

Oregon state standards for physical education include educating and inspiring all students to participate in a variety of physical activities so that they find enjoyment and benefits to physical activity and lead an active/healthy lifestyle.

Week 4 Activities

1. Math Fitness

Materials: No equipment needed

Solve the equations to figure out how long or how many times you must perform each exercise.

$64 \div 8 =$	push ups	$\underline{\quad} \div 9 = 3$	seconds of balance on one foot
$8 \times 3 =$	jumping jacks	$56 \div 7 =$	frog jumps
$18 \div 2 =$	squats	$42 \div 6 =$	donkey kicks on each leg
$30 \div 5 =$	mountain climbers	$3 \times 5 =$	v ups
$7 \times \underline{\quad} =$	49 left lunges	$6 \times 4 =$	seconds of ski jumps
$7 \times 4 =$	kick your bottom	$8 \times 6 =$	seconds of invisible jump rope
$21 \div 3 =$	right lunges	$6 \times 7 =$	seconds of jogging in place
$33 \div 3 =$	burpees	$24 \div 4 =$	tricep dips

2. Ranking of Cardiovascular Activities **Materials:** Cardiovascular Sheet (see attached)

Research and then rank the following activities according to their ability to increase one's cardiovascular fitness.

3. Rock, Paper, Scissors, Stretch

Materials: 1 partner

1. Everyone must know how to play rock, paper, scissors.
2. The object of this game is to stay balanced without falling over. Try to stay balanced longer than your partner.
3. Play your partner rock, paper, scissors. If you win, do not move your feet. Each time you lose a game, take one foot and step backwards (this foot will step back every time).
4. Keep playing rock, paper, scissors and stretching out after each round (see rule #3). The game goes until someone falls over, holds onto something for balance or cannot stretch any further.

Game Variations:

- Play with 3 people at once, stretch out for each person who beats you. For example: if 2 people pick paper and one person plays rock, the person who played rock will take two steps back.

What Families Can Do

- Family discussion on why being healthy is important.
 - How do we stay healthy?
 - Why are healthy foods important? What are some types of healthy foods?
 - What is fitness and why is it important?
 - How many minutes should you be active in a day? Why?
 - Do we have a family fitness routine? If we do, how is it going? If we don't, should we make one?

Name _____ Date _____

Subjects: Reading, Library Skills

Activity: Conditioning

Directions: Research and then rank the following activities according to their ability to increase one's *cardiovascular* fitness.

ACTIVITY	RANKING (<i>high, medium, low</i>)
Aerobics (dance)	_____
Hiking	_____
Table Tennis	_____
Water Skiing	_____
Volleyball	_____
Golf	_____
Rope Skipping	_____
Archery	_____
Handball	_____
Tennis	_____
Swimming	_____
Softball	_____
Basketball	_____
Raquetball	_____
Weight Training	_____
Gymnastics	_____

The three most taxing activities are:

The three most sedentary activities are:



Learning Activities for Speaking & Listening

Grade 5

In 5th grade, students are learning how to **review ideas and draw conclusions, ask and answer questions to build a discussion, and report on a topic with clear details.** These learning activities will provide opportunities for your child to speak in complete sentences, allowing them to provide details and clarification, while using academic language.

Week 4 Activities

1. Describe the steps to solving a math problem

Materials: Paper and a pencil

Describe the steps to solving one of the math problems you have solved this week (or make up your own math problem).

Sentence Frames: The strategy I would use to solve this problem is _____. First, I _____. Next, I _____. Then, I _____. Finally, I _____. My answer is (use numbers and words). I think this (does / doesn't) make sense because...

2. Opinion Discussion

Materials: None

Discuss what your favorite book is with a family member.

Sentence Frames: In my opinion, the best book I have ever read is _____ because... This book is better than others because... Additionally, this is a great book because...

3. Writing

Materials: Paper and a pencil, or any typing format such as Google Docs or Microsoft Word

Write a paragraph describing your ideal super power and explain why. Edit the paragraph for correct spelling, punctuation, and grammar.

Sentence Frames: My ideal superpower would be ___ because... The best part of this superpower is ___ because The reason that makes this super power better than others is.... I would use this super power to ___.

4. Interview

Materials: None

Ask a family member about their favorite book.

Sentence Frames: What is your favorite book? Why? My favorite book is _____ because...

What is the best part of this book? Why? I think the best part is when _____ because...

What would you change about this book? Why? Instead of _____, I think the author should have _____ because...

What Families Can Do

- Give your student time to think and prepare their question and/or response.
- Speak one at a time during your discussions.
- Remind your student to make eye contact, speak clearly and use an understandable pace.
- Have your student practice using their Listening Tool - *"I listen with my ears, eyes, and heart."*
- Ask your student questions that cannot be answered with a one word response, like *"Yes"* or *"No."*
- Encourage your student to add-on to their response and explain his/her thinking. - *"Tell me more about that."* *"How do you know ___?"*
- If your student's response is, *"I don't know,"* work together to develop a response that is a complete sentence, using academic language when appropriate, and have your student repeat it back to you.
- Talk to your fifth grader about what they're doing! Conversations can happen at any time throughout the day!

Learning Activities for Wellness & Self Care

Grade 5

We all want our children to be happy and successful. Social and emotional learning provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life. During this stressful time we want our students to be paying special attention to their wellness and self-care.

Week 4 Activities

1. The Empathy Tool

Materials: none

Empathy is one of the most important Tools for Life. It is defined as “a capacity for participation in another’s feelings or ideas.” To empathize with another is to experience something about what they are feeling. Empathy is the root of understanding, kindness, and forgiveness.

Ask a family member to tell you about a difficult thing they are experiencing right now. Tell your family member how you think they felt when they had to do the difficult thing. Were you right about how they felt? Think together with your family member about someone that stood out in your mind during this situation, how do you think they are feeling? How do you know?

2. Make a Card

Materials: paper, pencil/pen, markers/colored pencils, envelope, stamp

Everyone can use a little encouragement now and then. We don’t have to let someone muddle through alone. We can be the ones to write the words or send the laugh in an encouragement card that helps someone through a rough day—or a whole tough season of life. Send your card to a hospital or care facility. You can send it to a doctor, or a nurse, or a patient. Give a card to a delivery person or a truck driver. Who else? The hospital closest to Mill Park is Adventist Health Portland, 10123 SE Market St, Portland, OR 97216. A care facility near Mill Park is Cherry Blossom Cottage, 11177 SE Cherry Blossom Dr, Portland, OR 97216.

3. Music Break

Materials: none

Listening to music can reduce stress, improve your mood, and even raise your IQ! Taking a break to listen to music between activities can really boost your mood and help you be more productive when you do return to your work.

4. Make an Emoji

Materials: paper, pencil/pen, markers/colored pencils

If you made or used an emoji that best represents your moods right now, what would it be? Draw and color a picture(s) of your emoji. Make it HUGE! Make it tiny!

5. Dance Party

Materials: none

Throw a solo dance party, have a dance party with family members who live with you, or have a virtual dance party! Turn on some music if you have it and dance away! Dancing is physical activity and releases endorphins in our body that elevate our mood and help us to feel happier.

What Families Can Do

- LISTEN to your child. This time is stressful for us all, and having someone to ***just listen*** can be helpful. If you ask how they are doing and they tell you they are “fine,” keep asking (at another time). Kids may not always have the right language to explain the way they feel.
- Be reassuring. Regularly. Remind them we are going to get through this together.
- It is important that although you and your child are maintaining separation, no one feels completely isolated. Take opportunities to reach out and interact with others, even if it is at a distance (6 feet away), on the phone, online, or via snail mail!
- Take care of yourself! When adults practice self-care they can better take care of others.