RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

Continuous Learning

LEARNING MENUS

MATH

LITERACY

SPECIALS

Printables

RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

MATH

Printables

LEARNING MENU MATH & STEM

GRADE 5

May 4 - May 8

1

Everyday Fact Practice

- Puzzle Pics Mult.
- Dino Park Division

2 Skill Practice

- **Watch the video if you need help on the worksheet!*

Division: 1 Digit Divisor

Video: Long Division with 1 Digit Divisor: bit.ly/3f8qb3x

Division: 2 Digit Divisor

Video: Long Division with 2 Digit Divisor: bit.ly/2y8s10Y

3

Math Art Connection

- Equilateral Triangle Art

4

Math Boxes

- Math Box 5-14

5

Real Life

- Cell Phone Math

6

IXL

- Grade 5/Level G Section I.8
- Multiply two decimals: Products up to Hundredths

Work to 85% accuracy

7

Paper-Pencil

- Multiplying Decimals Worksheet
- Math Antics Video, Multiplying Decimals, minute 3:34: bit.ly/3f10ZIF

8

Daily Math Prompt

- Daily Math Prompts

9

Game

- Play Doggone Decimal on Everyday Math **Online**

—OR—

- Play **Offline:** Doggone Decimal Game Directions

10

New Skill Challenge

- Calculating Percents Video
  - safeYouTube.net/w/ZH99
- Mother's Day Math

11

STEM Challenge

- Chocolate Box

12

Engineering Challenge

- Engineering Challenge Video:
  - safeYouTube.net/w/cN0A
- Ball Launcher Challenge

Check our website daily for additional remote learning supports: bit.ly/rsu57remote

Name : _____ Score : _____

Teacher : _____ Date : _____

$13\overline{)715}$ $63\overline{)4788}$ $88\overline{)8008}$

$66\overline{)4026}$ $68\overline{)4828}$ $62\overline{)5580}$

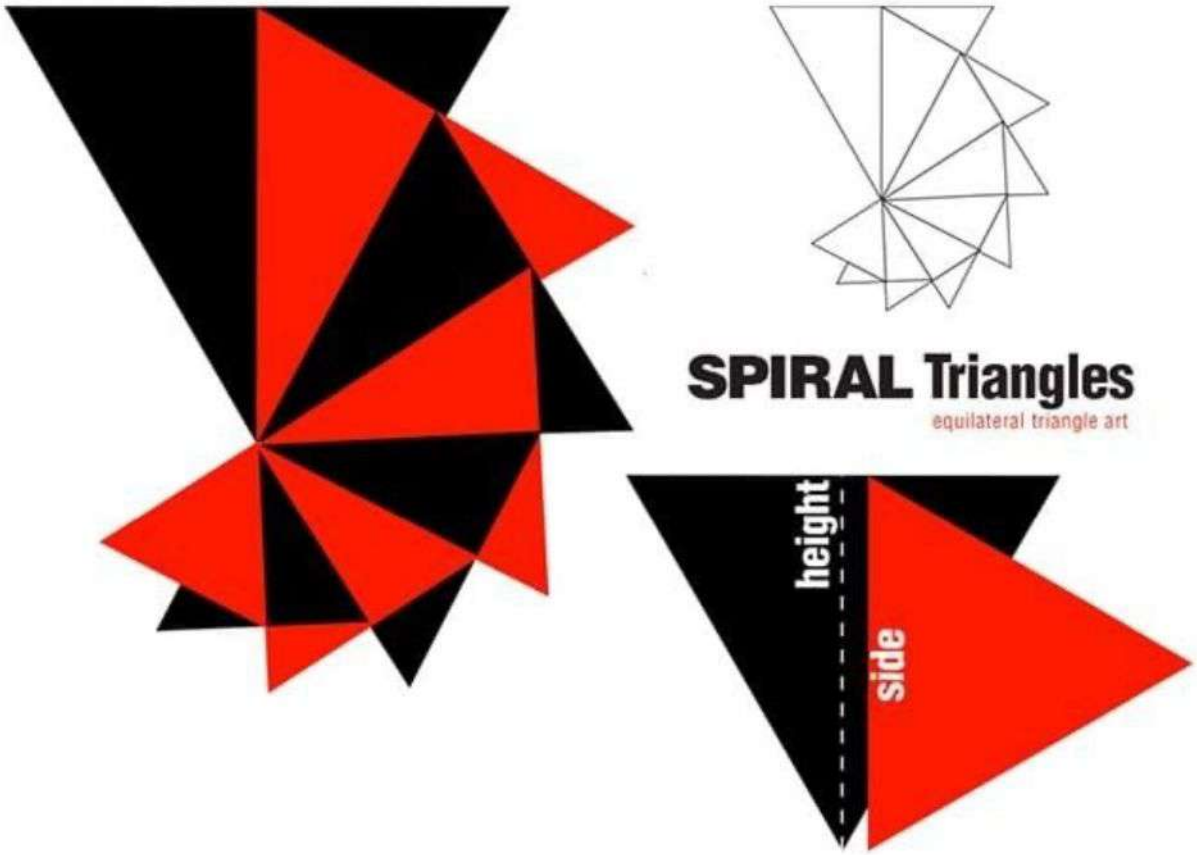
$47\overline{)1880}$ $99\overline{)8910}$ $12\overline{)120}$

Name : _____ Score : _____

Teacher : _____ Date : _____

$4\overline{)112}$	$2\overline{)120}$	$8\overline{)264}$	$3\overline{)276}$
$6\overline{)432}$	$6\overline{)66}$	$6\overline{)252}$	$8\overline{)312}$
$4\overline{)248}$	$9\overline{)324}$	$2\overline{)140}$	$2\overline{)112}$
$5\overline{)120}$	$5\overline{)260}$	$7\overline{)196}$	$9\overline{)603}$
$9\overline{)342}$	$3\overline{)234}$	$7\overline{)539}$	$7\overline{)126}$

Name: _____



1. Spiral Triangles

Create a spiral design using equilateral triangles! To create the design, start out with a large triangle that has 3 sides of equal length. Then, cut out a triangle thats side is the same length of the large triangle's height. Paste the side of the triangle along the center of the larger triangle, so it covers half of the large triangle. Keep on creating smaller triangles with sides that match the previous triangle's height to create a spiral!

When you are done, try this with an isosceles triangle. Does it work the same way? Why or why not?

Name: _____

M.5-4

1 Solve. Show your work.

_____ $= 1\frac{7}{8} + 2\frac{1}{2}$

SRB 177, 191

2 Kallie finished the 200-meter dash in exactly 30.0 seconds. Another runner finished in 27.8 seconds. How much faster than Kallie was the other runner?

_____
(estimate)

_____
(number model)

Answer: _____ seconds faster

SRB 44, 128, 131–132

3 Frances solved the problem $4\frac{7}{8} + 2\frac{1}{2}$ and got $6\frac{8}{10}$ as the sum. Is Frances correct? How do you know?

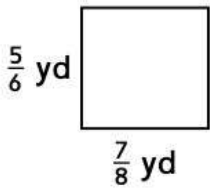
_____

_____

_____

SRB 181–185

4 The rectangle below is a model of Gary's garden. What is the area of his garden?



_____
(number model)

Answer: _____ square yard

SRB 44, 202–203, 225

5 **Writing/Reasoning** Explain how you solved Problem 1.

_____

_____

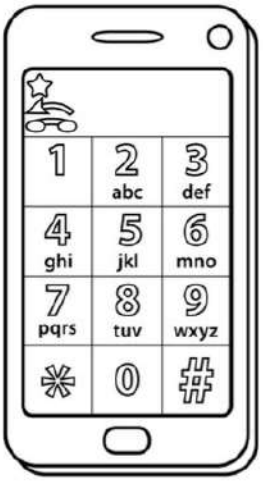
_____

_____

_____

SRB 177, 191

Name: _____



Cell Phone Math I

Name: _____

YOUR NUMBER (must be ten digits long)

_____

Write your cell number or you can make up a number (if making up a number, only repeat one number or have no repeats at all). Then, for each digit of your number, complete the math problem for that digit. If you have two of the same digits in your number, complete one of the "repeat digit" problems. You can work your problems on the back and write your answer next to the problem.

1. 35 x 14
2. 6.8 x 7
3. ¾ + ¾
4. 2 1/3 - 1 1/3
5. 3/5 – 1/5
6. 3.8 – 1.9
7. Sides on a pentagon: ____

8. 340 ÷ 8
9. Round 3.45 to the nearest tenth.
0. 1.24 + 1.13

Repeat digit: What is 45 minutes after 12:30?

Repeat digit: 223 x 6

Repeat digit: 528 ÷ 6

Repeat digit: 3.99 – 1.75

Name: _____

Multiplying Decimals

Complete the multiplication problems. Don't forget to move the decimal point!

.24 x .32	.78 x .28	.53 x .12	.98 x .77
.82 x .33	.19 x .51	.70 x .60	.65 x .44
.94 x .10	.26 x .78	.87 x .63	.07 x .09
1.) .72 x .99 =		2.) .66 x .20 =	
3.) .41 x .71 =		4.) .62 x .55 =	

MATH BOX #8

Name: _____

DAILY MATH PROMPTS

Number Sense: How can you mentally compute 142 -31?

Real World Math: You buy a toy for $5.97, a pack of candy for $0.98, and a movie for $19.99. If you hand the cashier a fifty dollar bill, what is your change?

True or False?: 0.32 is greater than 0.2 and 0.5

Problem Solving: Penny has 16 groups of 5 apples in each and 11 groups of 12 oranges in each. How many pieces of fruit does she have?

Name: _____

Games

Doggone Decimal

Materials	☐ number cards 0–9 (4 of each) ☐ 4 index cards labeled 0.1, 1, 10, and 100 ☐ 2 counters per player (to use as decimal points) ☐ 1 calculator for each player
Players	2
Skill	Estimating products of whole numbers and decimals
Object of the Game	To collect more number cards.

Directions

1. One player shuffles the number cards and deals 4 cards to each player.
2. The other player shuffles the index cards, places them number-side down, and turns over the top card. The number that appears (0.1, 1, 10, or 100) is the *target number*.
3. Using 4 number cards and 2 counters as decimal points, each player forms 2 numbers. Each number must have 2 digits and a decimal point.
   - Players try to form 2 numbers whose product is as close as possible to the target number.
   - The decimal point can go anywhere in a number—for example:

4. Each player computes the product of his or her numbers using a calculator.
5. The player whose product is closer to the target number takes all 8 number cards.
6. Four new number cards are dealt to each player and a new target number is turned over. Repeat Steps 3–5 using the new target number.
7. The game ends when all the target numbers have been used.
8. The player with more number cards wins the game. In the case of a tie, reshuffle the index cards and turn over a new target number. Play one tie-breaking round.

Example

The target number is 10.

Brianna is dealt 1, 4, 8, and 8. She forms the numbers 8.8 and 1.4.
Evelyn is dealt 2, 3, 6, and 9. She forms the numbers 2.6 and 3.9.

Brianna's product is 12.32 and Evelyn's is 10.14.
Evelyn's product is closer to 10. She wins the round and takes all 8 cards.

MATH BOX #10

Mother's Day Math

Name _____

Pretend that you want to take your family out for Mother's Day Brunch. You're going to invite your mother, aunt, grandmother, or any other special woman in your life as well as your father, grandfather, uncle, or special man in your life as well as all of your brothers and sisters.

1. Make a list of the people who will be eating brunch, including you. Write an expression using grouping symbols that can be used to determine the cost for adults (a) and children (c) to eat brunch at this restaurant.

2. How much would it cost your family to eat at this restaurant?

3. You must pay 6% sales tax (0.06). Show how to figure out the amount of tax you have to pay for your family's meal.

4. Gratuity is another way of saying a tip. Most people consider 15% to 20% to be a polite tip. Decide what percentage you would like to leave for a tip. Then show how to figure out the amount of the tip.

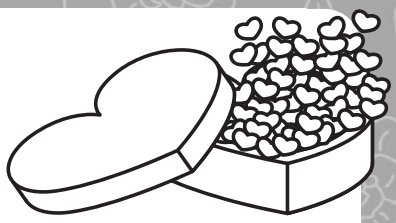
Early Finishers, try these!

5. The women in your life like flowers too! You can buy a bouquet of 6 flowers for $12.48. What is the unit rate (cost per flower)?

6. How much would 4 flowers cost? How much would 10 flowers cost?

STEM ACTIVITY

Chocolate Box



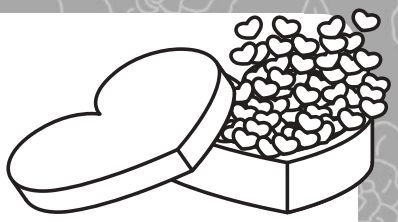
Can you design a box that can carry chocolates safely for Mother's Day?

In 1914, Woodrow Wilson signed a proclamation designating Mother's Day, held on the second Sunday in May, as a national holiday to honor mothers.

turn over to see the constraints for this challenge

STEM ACTIVITY

Chocolate Box



Constraints:

- The box must hold 10 chocolates
- Each chocolate needs it's own compartment
- Each compartment needs to be a minimum of 1 inch diameter.
- There needs to be two trays - one on top of the other
- The outside box must protect the chocolates from being squashed

SUPPLIES LIST

These supplies are suggestions only. Please adjust the supplies to suit your needs

- Cardboard
- Paper
- Tape
- Scissors

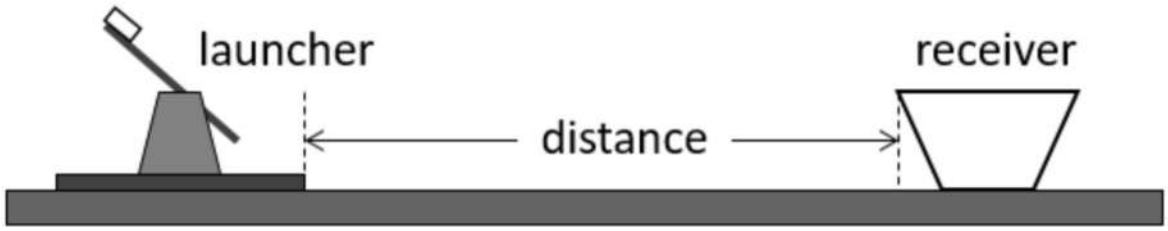
Ball Launcher Challenge

Instructions

Name: _____

Date: _____

Overview: Your goal in this project is to build a launcher that can launch a ball as far as possible and a receiver to catch the ball without letting it touch the ground. The "ball" will be a crumpled up sheet of aluminum foil.



Materials

You can use the following materials to build your launcher and receiver. Each item has a maximum allowable quantity and a point cost that will be deducted from your score.

Item	Maximum Quantity	Point cost (each)
Corrugated cardboard base (max size 12"x12" or 30x30 cm)	1	0
Large paper or plastic cups (16–18 oz, or about 450–500 mL)	4	50
Wooden ruler or paint stirrer (12"/30 cm)	2	100
Paper (printer/copier paper, not construction paper or card-stock; letter or A4 size)	10	10
Wooden pencils (circular or hexagonal cross-section, approx. 7–8" or 18–20 cm length)	10	10
Rubber bands (size 32, 3" long unstretched and 1/8" wide)	10	20
Large paper clips (approx. 2" or 50 mm length)	10	5
Roll of clear adhesive tape (Scotch® tape or equivalent, 1/2" or 3/4" width, max length 500")	1	100

Ball Launcher Challenge Page 2

Name: _____

Scoring

Calculate your score using this equation:

$$Total\ Score = 50 \times (distance\ in\ centimeters) - total\ materials\ cost$$

where:

- The distance in centimeters is the distance between the launcher and the receiver, as shown in the figure on page 1.
- The total materials cost is the sum of the point costs for all the materials used in your final design, as shown in the table on page 1.

Rules

You must follow all of these rules when building and testing your device:

1. You can only use items listed in the table in the materials section to build your launcher *and* receiver.
    a. The maximum quantities listed are total for the project, not for each separate device.
    b. No other materials are allowed. For example, you cannot build your launcher out of LEGO® bricks.
    c. The cardboard base must remain flat. It cannot be folded, and you cannot cut off smaller pieces to use for construction.
    d. You are allowed to cut the materials (for example, cut a piece of paper in half, cut holes in a cup, etc.). However, point costs for the materials are not pro-rated.
2. The launcher must fit on top of a 12"x12" (about 30x30 cm) piece of cardboard. There is no height restriction.
3. The receiver can measure no more than 12" wide by 12" long (about 30x30 cm). There is no height restriction.
4. Only one person can operate the launcher at a time.
5. You can use both hands to load the ball into the launcher. You cannot touch the ball after it is loaded. You *cannot* use both hands to store energy in the machine (e.g., stretch a rubber band or raise a weight) only to load the ball.
6. You can use one hand to hold down the cardboard base of the launcher when launching the ball. You cannot hold on to any other part of the launcher in order to stabilize it or prevent it from moving.

Ball Launcher Challenge
Page 3

Name: _____

7. You can use only one finger to activate the launcher (if you are holding down the base with one hand, you will use one finger from your other hand). This includes any action that exerts a force or stores energy. For example, pressing on one side of a lever, stretching a rubber band, or lifting a weight into the air can only be done with one finger. You cannot use your whole hand or fist to strike a lever. You cannot use multiple fingers to stretch the rubber band and then include a "trigger" mechanism that allows you to release it with just one finger.
8. The receiver must be free-standing (it cannot be held in place or stabilized by a person, or taped to the ground). No one is allowed to touch the receiver during a test.
9. The ball must land and stay in the receiver without touching the ground or anything else (a wall, a person, etc.). The ball cannot roll or bounce into the receiver or bounce out of the receiver after landing in it initially. If the receiver falls over, but the ball remains in the receiver and does not touch the ground, that is OK.
10. There is no limit to the number of tests you can do to try to get a higher score, but you can only submit one official score per team.

Ball Launcher Challenge
Page 4

Name: _____

Student worksheet

Directions: Use this worksheet to document your ideas and progress as you work on the ball launcher challenge.

1. **Design**. Use this space to draw design ideas for your ball launcher and receiver.

2. **Build**. Compare designs with your teammates and agree on what you will build. You can build one person's design, or combine multiple designs into a single new design.

3. **Test**. Test your launcher and receiver, following the rules on pages 2-3. Does it work like you expected? Does anything break? How far can you launch the ball? How well does your receiver catch the ball? Write down your observations (answers to these questions and other things you notice) here.

Ball Launcher Challenge
Page 5

Name: _____

Student worksheet

4. **Iterate**. Your devices probably did not work perfectly on the first try. That's OK! You might need to cycle through steps 1-3 multiple times. What changes can you make to your design to improve it? What happens when you modify your devices and test them again? Write down three observations and/or changes you made here (draw new sketches if necessary).

5. **Final Design.** What is working well about your final design? What could be improved if you had more time?

Ball Launcher Challenge
Page 6

Name: _____

Student worksheet

6. **Calculate your score.**

   a. What was the distance between the launcher and the receiver (see figure on first page)?

   _____ centimeters

   b. Use this table to calculate your total materials points. Even if you only used part of an item (like half a piece of paper or part of a roll of tape), you still have to count all the points for that item. Fill in the "number you used" column and then multiply by the "Points (each)" column to calculate the subtotal for each material.

Item	**Points (each)**	**× number you used**	**= points subtotal**
Large paper or plastic cups	50		
Wooden ruler or paint stirrer	100		
Paper (letter or A4 size)	10		
Wooden pencils	10		
Rubber bands (size 32)	20		
Large paper clips	5		
Roll of clear tape	100		
		Total materials cost:	

   c. Calculate your total score using this equation.

(50 x _____) – _____ = _____

distance in cm | total materials cost | total score

RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

LITERACY

Printables

LEARNING MENU LITERACY

GRADE 5

May 4 - May 8

1

This is a MUST do!
Read to yourself (or someone else) for 20- 30 minutes or more daily.

2

Raz Kids, NewsELA, DK Kids, Scholastic, Epic! or Reading Plus- Choose a book/story and answer the questions after you read. Choose this at least once a week.

3

Listen to a story/book read by your teacher, librarian, or your grown-up.
Your teacher will discuss this box with you!

4

Child Labor & Immigration
Many families that immigrated to the United States had to have every family member working in order to survive. Read this article about child labor, and Lewis Hine, the man who helped protect the children.

5 **Child Labor and the Industrial Revolution**
Visit the website and read about the working conditions for children who had to work in mines and factories. Write a letter to a relative telling them about your work day and the conditions you experience. Use details from the text. Bonus (take the 10 question quiz) online only.

6
Child Labor Poem Analysis
Read the poem and answer the questions that follow. Use a dictionary you have at home or an online dictionary for question #1. Make sure to use evidence from the poem. Please use complete sentences and proper punctuation and capitalization.

7 Keep a journal of your social distancing. Write in it what you do everyday. Detail how your day is different with remote learning and social distancing at home than before. Describe the events sequencing your day. (School time, family time, free time, etc.).

8

IXL:
Grade 5/ G.BB.1
Grade 5/G.BB.2
Grade 5/G.BB.3
Work to 90%

Word Work-
Multiple Meaning Words

9

Meet Young Immigrants
Use the link to read a story from a young immigrant's perspective.
Meet Young Immigrants Questions:Summary
Use the reading from the link above to answer the questions and to create a summary.

10

Use the images from Lewis Hine to create a story, poem, or diary entry from one of the characters in a photograph
A Picture is Worth 1000 Words

11

Story Starter Spin Wheel
Pick a genre and then use the story starter to create a crazy writing prompt for you. Have fun and be creative!

12

Writing Strategies
IXL Language Arts
Grade 5/Level G

R.4
R.5
To 90%

Check our website daily for additional remote learning supports: bit.ly/rsu57remote

Photographer's work shined light on life of child laborers in early 1900s

By Cricket Media, adapted by Newsela staff on 09.29.19
Word Count **457**
Level **490L**

Image 1. This photo, taken by Lewis Hine in 1912, shows 10-year-old Alfred Genalano working as a newspaper carrier in Hoboken, New Jersey. Asked how many customers he served, Genalano responded, "Dunno how many." Photo from the Library of Congress

"There is work that profits children, and there is work that brings profit only to employers. The object of employing children is not to train them, but to get high profits from their work." — Lewis W. Hine, 1908

Pictures can teach many things. They show us what people's lives were like.

The National Child Labor Committee (NCLC) is a group that started in 1904. Back then, many kids had jobs. They worked under terrible conditions. The NCLC wanted this to end.

Pictures Showed Children At Work

The NCLC sent people around the country. These people saw how children worked in different places. Lewis W. Hine was a photographer. The NCLC hired him to take pictures.

Hine was born in Wisconsin in 1874. He went to college in New York City. There were many immigrants there. An immigrant is someone who moves from one country to another. Hine took pictures of immigrants. He wanted to show what their life was like.

Dangerous Conditions On The Job

Hine began working for the NCLC in 1908. He took pictures of children doing different jobs. Many of them worked in dangerous conditions. They worked instead of going to school. Hine hoped that many people would see his pictures. Then the situation might change.

In some states, children were not allowed to work. Many businesses did not follow the law, though. Children worked in coal mines and factories. They worked in farm fields. In cities, they sold newspapers, food and candy. Hine took pictures of them all.

Tough Times For Many Kids

Hine also saw other parts of children's lives. He saw them fight and sneak onto streetcars to get free rides. Sometimes, they skipped school. Many children were very poor. Hine showed them begging for money and digging in garbage for food. There were children sleeping on the streets. Hine often wrote down kids' names and ages. He explained what they were doing. He said how much money they made. The pictures showed people how bad child labor was. Labor is another word for work.

Pictures Stored At The Library Of Congress

Today, Hine's pictures are in the Library of Congress. This is the government's main library. It is in Washington, D.C. There are more than 5,100 pictures and more than 60 reports by Hine. They all show children at work.

Quiz

1 What does this article focus on?

(A) the history of photography

(B) newspapers in New York City

(C) child labor in the 1900s

(D) how factories work

2 Read the section "Dangerous Conditions On The Job."

Which selection explains WHY Lewis W. Hine took photos of children at work?

(A) Hine began working for the NCLC in 1908. He took pictures of children doing different jobs.

(B) Many of them worked in dangerous conditions. They worked instead of going to school.

(C) Hine hoped that many people would see his pictures. Then the situation might change.

(D) They worked in farm fields. In cities, they sold newspapers, food and candy. Hine took pictures of them all.

3 What did the National Child Labor Committee (NCLC) want to change?

(A) They did not want children to work dangerous jobs anymore.

(B) They wanted companies to pay children more money.

(C) They wanted schools to teach children how to work in factories.

(D) They did not want people to see photos of children working.

4 When was the National Child Labor Committee created?

(A) 1904

(B) 1874

(C) 1908

(D) 1940

5 Why did Lewis Hine take photos of children?

(A) He worked for a newspaper that was writing an article on children.

(B) The factories wanted to show people how safe they were.

(C) He wanted people to see how bad child labor was.

(D) The government hired him to take pictures of what life was like.

6 What happened because of the pictures Lewis W. Hine took of children at work?

(A) More children got jobs.

(B) People learned how bad child labor was.

(C) Children who worked got more money.

(D) Child labor was made illegal.

7 What is one way life has changed since the early 1900s?

(A) People do not move to the US anymore.

(B) Children do not work in dangerous jobs anymore.

(C) There are no newspapers anymore.

(D) People do not take photographs anymore.

8 What event happened AFTER the NCLC was started?

(A) Lewis W. Hine was born in Wisconsin.

(B) Many businesses began using children to do work.

(C) People were sent to see how children worked across the country.

(D) Lewis W. Hine became a photographer.

Industrial Revolution

Child Labor

History >> Industrial Revolution

During the Industrial Revolution poor children often worked full time jobs in order to help support their families. Children as young as four years old worked long hours in factories under dangerous conditions. The practice of child labor continued throughout much of the Industrial Revolution until laws were eventually passed that made child labor illegal.

What types of jobs did children do?

Group of Breaker boys by Lewis Hine

Children performed all sorts of jobs including working on machines in factories, selling newspapers on street corners, breaking up coal at the coal mines, and as chimney sweeps. Sometimes children were preferred to adults because they were small and could easily fit between machines and into small spaces.

Did they make a lot of money?

Another reason that businesses liked to hire children workers was because they worked for little pay. In many cases, children weren't paid at all, but worked for their room and board. When they did earn wages, children often earned 10 to 20 percent of what an adult would earn for the same job.

Why did they hire children?

Some businesses hired children because they were cheap, worked hard, and could do some jobs that adults couldn't do. In some cases, the businesses treated the children no better than slaves. They kept them locked up and forced them to work long hours. In other cases, the businesses felt they were helping the children out by feeding them and keeping them from starving.

Long Hours and Dangerous Work

The Industrial Revolution was a time of few government regulations on working conditions and hours. Children often had to work under very dangerous conditions. They lost limbs or fingers working on high powered machinery with little training. They worked in mines with bad ventilation and developed lung diseases. Sometimes they worked around dangerous chemicals where they became sick from the fumes.

Did a lot of children work?

Child labor was a common practice throughout much of the Industrial Revolution. Estimates show that over 50% of the workers in some British factories in the early 1800s were under the age of 14. In the United States, there were over 750,000 children under the age of 15 working in 1870.

Putting an End to Child Labor

In the United States, a real effort to regulate and put an end to child labor began in the early 1900s. Many businesses were against it because they

liked the cheap labor. Some families also needed the money their kids brought home. However, eventually laws were passed. In 1938, the Fair labor Standards Act was passed that placed some limitations on child labor, set a minimum wage, and put limits on how many hours an employee should work.

Interesting Facts about Child Labor during the Industrial Revolution

- Children who worked often received little or no education.
- Britain passed one of the first child labor laws in 1833. It made it illegal for children under the age of 9 to work.
- Sometimes children workers were orphans who had little choice but to work for food.
- Children in the coal mines often worked from 4 am until 5 pm. Some child workers worked all day pulling wagons of coal up small tunnels just a few feet tall.
- Many young girls worked in match factories. The harsh chemicals would often cause them lose their teeth.

Activities

- Take a ten question quiz about this page.

- Listen to a recorded reading of this page:

-00:00

More on the Industrial Revolution:

History >> Industrial Revolution

Stories of Immigration
Select an immigrant story to read. Read the story and answer the questions. Use supporting evidence from the text in your answers. Please use capital letters and correct punctuation. Write a summary including important facts and details from the reading.

Immigrants Name:

Place of Origin (where they lived before moving):

Current Home (where they live now):

What were their thoughts and feelings about moving?

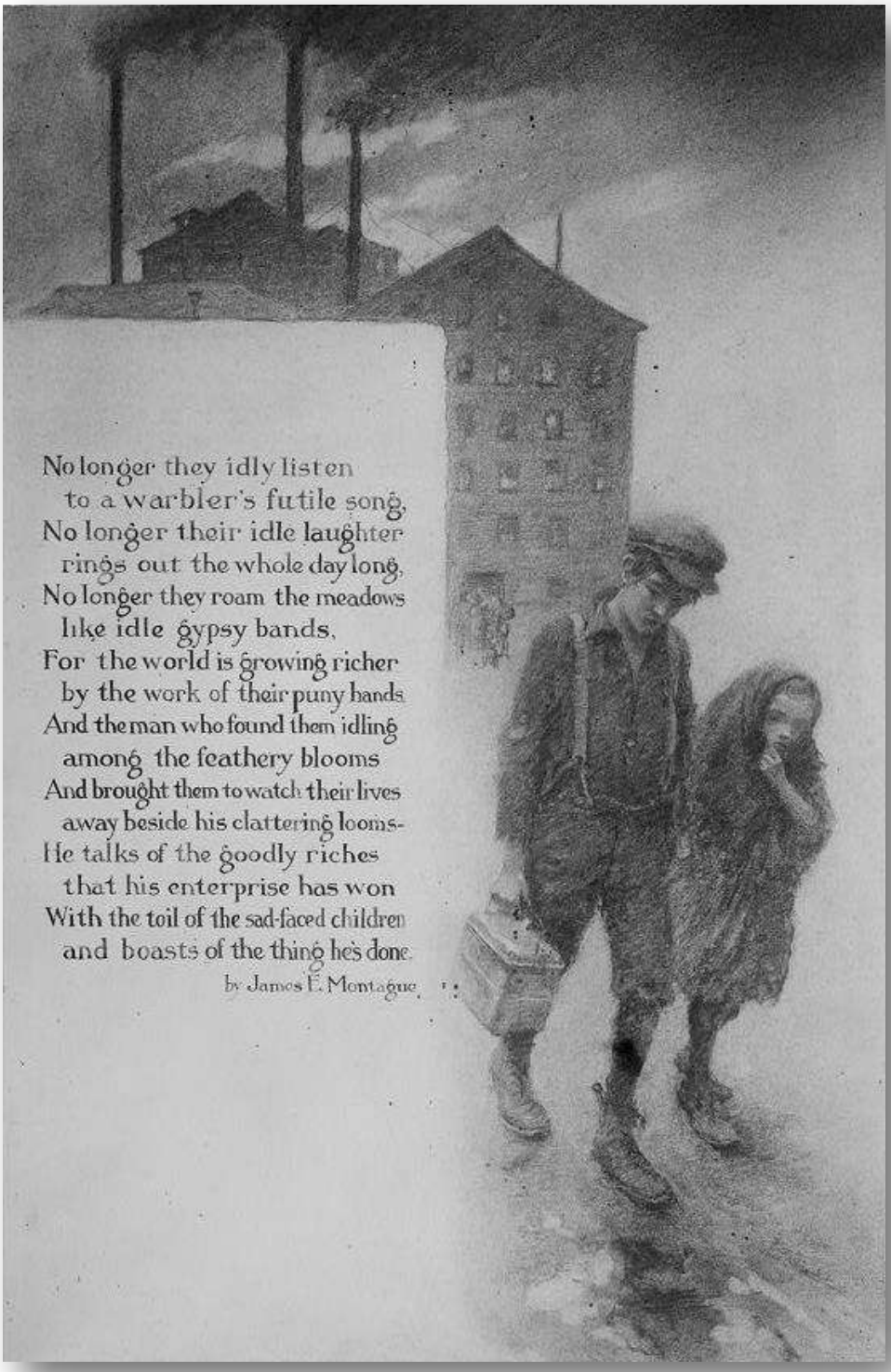
What do you have in common with this person? (Find a connection-nothing is not an appropriate answer!)

Write a summary of your reading. Include important facts and details from the reading.

Social Studies **Name:** _____

Child Labor - Poem Analysis

Directions: Consider the following poem to answer the analysis questions on the next page.



Social Studies **Name:** _____

Child Labor - Poem Analysis

Directions: Complete the following questions using the link listed below.

1. Write any words that you don't understand in the space below. Using a dictionary (or a website like dictionary.com) find the definitions to the words.

2. Which line of the poem do you think stands out the most, or is the most powerful? Explain.

3. What imagery does the poem AND the pictures give us to express what life what like at this point in history?

4. How do you think the poet feels about factory owners? How do you know?

5. According to evidence in the poem, why did some people likely support child labor during the Industrial Revolution?

6. What message do you think the poet is trying to express about child labor? What lines, from the poem, can you use to support your response?

7. Do you think the poem is effective in communicating its message? Explain.

Independent Practice 1

Multiple Meaning Words

Directions: Choose the word whose meanings fit both sentences.

1. I wish you wouldn't ____ your voice.
How much money did we _____ for our new club?
A. lower
B. raise
C. spend
D. collect

2. We can use this _____ to measure that table.
A new _____ was elected by the people to govern their country.
E. yardstick
F. king
G. ruler
H. president

3. He hurt his _____ when he ran into the door.
Try to put this thread through the _____ of that needle.
A. knee
B. opening
C. eye
D. tip

4. A statement should be followed by a _____.
The class _____ seemed to pass slowly.
E. question mark
F. decade
G. period
H. time

5. What a difficult _____ she had with today's math test.
At what _____ will you be home?
A. point
B. time
C. period
D. decision

6. Gasoline, oil, and diesel fuel are all _____ from petroleum.
Mrs. Dupont came from an old and _____ family.
E. wealthy
F. made
G. refined
H. established

7. We had to _____ the dense undergrowth to reach the old camp.
The old blacksmith still fashioned horseshoes on his _____.
A. force
B. go
C. stove
D. forge

8. You should always _____ an agreement with a handshake.
Be sure you _____ the plastic storage bag, so it won't leak.
E. seal
F. clamp
G. use
H. fill

NAME Sadana AGE 11 GRADE 5th

CURRENT HOME Queens, New York

PLACE OF ORIGIN Chennai, India

Hi, I am Sadana. I moved to Queens, New York City, from Chennai, India. My mother, father, brother, and I flew here on a plane. When we landed at JFK airport in New York City, I was really surprised. Everything is so big, and it was so cold. In India, it is hot.

Since I am Hindu, I wear a bindi on my forehead. Hindu people wear bindi to make their face beautiful. It signifies good fortune.

My brother Guru is 9 years old. He and I go to a public school. I don't like school much because I don't have any friends yet and I don't know English well. I've been studying English since fourth grade. I am in fifth grade now. I like math, because I can do that correctly. I really miss my friends in India. I also miss my family, my teachers, and my principal.

Our house in India was different. We had three bedrooms and a kitchen. Here in Queens, we have only one bedroom and a kitchen. Also, the roads are different. Here, they are smooth. In India, they are sometimes made of stones. India's roads are crowded with people. Here they are crowded with cars instead. In India, I would see cows outside in the roads, but here there are no cows.

We drew Kolam outside the gate at our home in India. (Kolam is the art of drawing designs on the ground using brightly-colored rice powder.) "Kolam" means beauty in Tamil, the language I speak. Drawing Kolam outside your house makes it a sacred place. Kolam is like a prayer you draw. It is a prayer for success and happiness.

My father is a priest at the Hindu temple near our home here in New York. The temple is my favorite place in New York.

Since I am Hindu, I wear a bindi on my forehead. Hindu people wear bindi to make their face beautiful. It signifies good fortune.

Even though we live in the United States, we still eat Indian food. My favorite Indian food is noodles. My favorite food in America is ice cream!

Stories of Immigration
Read the story of Sadana and answer the questions. Use supporting evidence from the text in your answers. Please use capital letters and correct punctuation. Write a summary including important facts and details from the reading.

Immigrants Name:

Place of Origin (where they lived before moving):

Current Home (where they live now):

What were their thoughts and feelings about moving?

What do you have in common with this person? (Find a connection-nothing is not an appropriate answer!)

Write a summary of your reading. Include important facts and details from the reading.

Adddie Card-worked in textile mill-long hours, low pay and many dangers working with large looms.

Newsie-sold newspapers on the streets of New York City-low pay, long hours, and unsafe working conditions.

Coal mine worker-low pay, unhealthy working conditions, dangers of mine collapse or fire.

Laborers building the Empire State Building-low pay and unsafe working conditions

The saying goes, “A picture is worth 1,000 words” meaning that a single picture can tell a story about a place, a person, or maybe a thing. The pictures on the first page were all captured by Lewis Hine, a famous photographer. Not only did Hine capture images of children during the Child Labor Movement, he also documented the American worker. Lewis Hine used his photography to tell the story of America’s immigration population and the poor.

Select one of the photographs above and write a poem, a diary entry, or a short story about the person in that photograph. What is their day like? What are their hopes and fears? Tell their story in your own words.

Name: _____

Find the Main Idea
Planets in the Solar System

There are eight planets in the Solar System, and each one is very different. Some planets, like Jupiter and Saturn are very large. Others, like Mercury and Mars are smaller. Jupiter has moons that are larger than Mercury. The planets also have different atmospheres. Uranus, Jupiter and Saturn have atmospheres of hydrogen and helium. The atmosphere on Venus is made up of carbon dioxide. Earth has a nitrogen and oxygen atmosphere. Neptune's atmosphere is mostly hydrogen. The planets also have different temperatures. Uranus is the coldest and Venus is the hottest.

Find the Main Idea

Write the main idea of the paragraph in your own words.

_____

_____

Write two supporting ideas for the main idea.

1. _____

_____

2. _____

_____

RSU 57

- Waterboro
- Alfred
- Lyman
- Line
- Shapleigh
- Massabesic Middle
- Massabesic High

SPECIALS

Printables

LEARNING MENU SPECIALS

GRADE 5

May 4 - May 8

1 Make Your Own P.E Equipment: Make Your Own P.E Equipment	**2** PE W.O.W (Workout of the Week): Wednesdays with Mrs. Person at 11:00: rsu57.zoom.us/j/298414629	**3** **PE** Sweat Box Challenge, click this link to try it: bit.ly/2SnTkxz
4 **Art: Charcoal Drawings** **Instructions**	**5** **Art: Collagraph Prints** **Instructions**	**6** **Art: Diorama** **Instructions**
7 **Music** Word Synth - Experiment with the word synth to create your own mini song! Share what you made by filling out your teacher's survey which can be found here: tinyurl.com/yb3aupgu	**8** **Music** Use household objects, like silverware, to 8 beats of rhythmic notation. See your music teacher for further directions and examples.	**9** **Music** Music Interview Project - talk with an older family member about their experiences with music. See your music teacher for more instructions.
10 **Library:** Pretend you are a news reporter! Find a NONFICTION book to read on Epic or another reading app about a Westward Expansion topic. Use the attached worksheet to help you act out/film your news report as if it was an event happening in the world today. Example kids news report	**11** Coping with Social Distancing part 2	**12** After the Fall

Check our website daily for additional remote learning supports: bit.ly/rsu57remote

Name: _____

Make Your Own P.E Equipment

Objective: Create a piece of equipment you can manipulate; throw, kick, strike, catch, possibly even jump over or around.
Your P.E teachers want to see creative equipment, we want to hear about how you used your equipment, and we would like to know if you created a game, please share with your P.E teacher:
Samanthaperson@rsu57.org
Brianpenley@rsu57.org
Janelfearon@rsu57.org

Examples:

Sock Ball: Stuff a sock full of other socks or stuffing and use it to kick, throw at a target, or shoot in a basket.	
Bottle Bat: Create your very own bat with a 2 liter bottle, can you strike a sock ball off of a chair, maybe in the air.	
Dancing ribbon: Use a stick, popsicle stick, pencil, ruler, and attach ribbon or shoe strings to one end. Create a rhythmic dance or routine.	 

DISCLAIMER: When you are building this equipment please take every precaution to make sure it is safe. Please make sure there aren't any sharp edges and please test in a safe place. Use good judgement when striking objects with your homemade P.E equipment. RSU 57 Physical Educators cannot be held responsible for the improper use or construction of the homemade equipment ideas provided above.

Please choose from **ONE** of the following lessons to work on over the course of two or three half-hour weekly sessions.

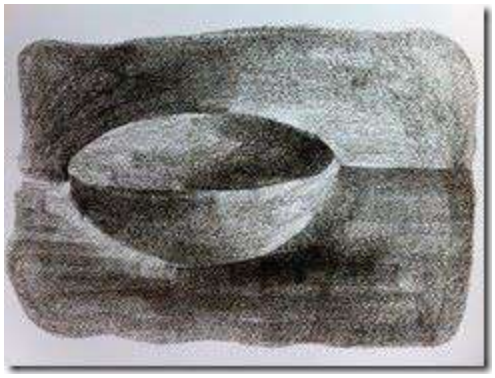
Charcoal Drawing

If you have a wood stove, burn pit, outdoor fireplace, then you have bits of charcoal! These lumps of charcoal will make wonderful black lines on paper. It is a soft chalk-like line that can be smudged (moved around).

Week 1: Find a piece of charcoal (from a COLD fire area) and an eraser. You may also need a paper towel or something to wipe your fingers on.

Start to create a drawing of your choice. Start out by pressing really lightly with your charcoal and slowly darken some shadowy areas of drawing by pressing down harder.

Week 2: Work on finishing the last few details of your drawing.



Collagraph Printmaking

A Collagraph is a method of creating a print (or a stamp) to make artwork. They can easily be made by using a simple piece of cardboard or wood as a base and gluing objects on top to create a design. This design is then used to create prints by painting and stamping the collagraph onto paper. Here are some examples of what collagraphs look like:


Week 1: Collect your materials! You can use foam stickers, yarn, puzzle pieces, cardboard (both as a base and scraps of cardboard to glue onto your base!), dried beans, pipe cleaners, bottle caps, etc.

Create your collagraph! Create a design by gluing your objects to your cardboard to create a "stamp". Let the glue dry before using it!

Week 2: Use your collagraph as a stamp to create some prints! Apply paint to your collagraph and stamp it on a paper. You can stamp it on one paper and create a symmetrical design or you can use multiple paper to stamp your design.

Diorama

A Diorama is a form of art that uses various materials to create scenes and backgrounds. They can really be made out of anything! Shoeboxes are great to use as a base for your diorama. Here are some examples:

Week 1: Brainstorm ideas for your diorama: under the sea, woodland, your bedroom, prehistoric times, etc. Collect some materials that you can use as props for your scene: fabric scraps, dried foods (pasta, beans, rice), natural materials (pine cones, rocks, dirt, sand, leaves, tree bark, flowers, etc.), toilet paper or paper towel tubes, markers, crayons, colored pencils, figurines, stickers, paint, cotton balls, q-tips, etc.

Begin to put your diorama together.

Week 2: Finish your diorama!

Name: _____

S.5-8

Rhythmic Composition Using Household Objects

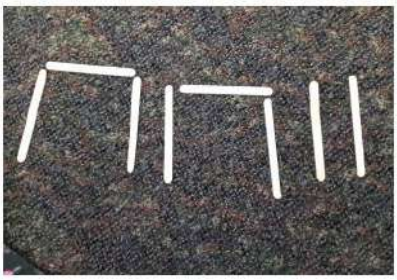
Use household objects (like silverware, toothpicks, popsicle sticks, sticks, etc) to create 8 beats of your own rhythm. Take a picture of your creation ***or*** take a video of yourself tapping and reading your rhythmic creation! Reach out to your music teacher if you need any help.

Waterboro: Use either ta/tadi/quarter rest ***or*** ta/tatute/dotted quarter rest

Alfred/Lyman: Use du/du-de

Line/Shapleigh: Use du/du-de

Example:
Can you tap and read this rhythm? How many beats long is this rhythm? How many more beats would this need to be complete?



Name: _____

S.5-9

Music Interview

Find a relative or family friend, and ask them about their experiences in music. Be sure to choose someone older than you, like a parent, aunt/uncle, or grandparent.

My name:

The person I'm interviewing is:

Who was your favorite musician when you were growing up?

How did you normally listen to music when you were a kid?

Did you play any instruments or sing in a choir? Did anyone in your family play instruments or sing in a choir?

What was the first concert you went to? What was your favorite concert?

What is your favorite thing about music?

S.5-10

Name: _____

My Westward Expansion News Report

IMAGINE you are a reporter for a newspaper or TV news station. You have been asked to give a news report on a Westward Expansion topic.

Choose a **different** topic than you used for your Westward Expansion project on the literacy board last week:

Transcontinental Railroad, Gold Rush, Sacagawea, The Trail of Tears, Oregon Trail/Wagon Trains, Lewis and Clark Expedition, Pony Express

Use epic or the articles and information given to you for the Westward Expansion project to research your topic and find the information below. Use the answers to these questions to help you create and **act out** giving a special news report on your topic as if it was happening today.

Topic: _____

When?

Where?

Who?

What?

How?

Why?

What is going on?

How to Cope with Social Distancing

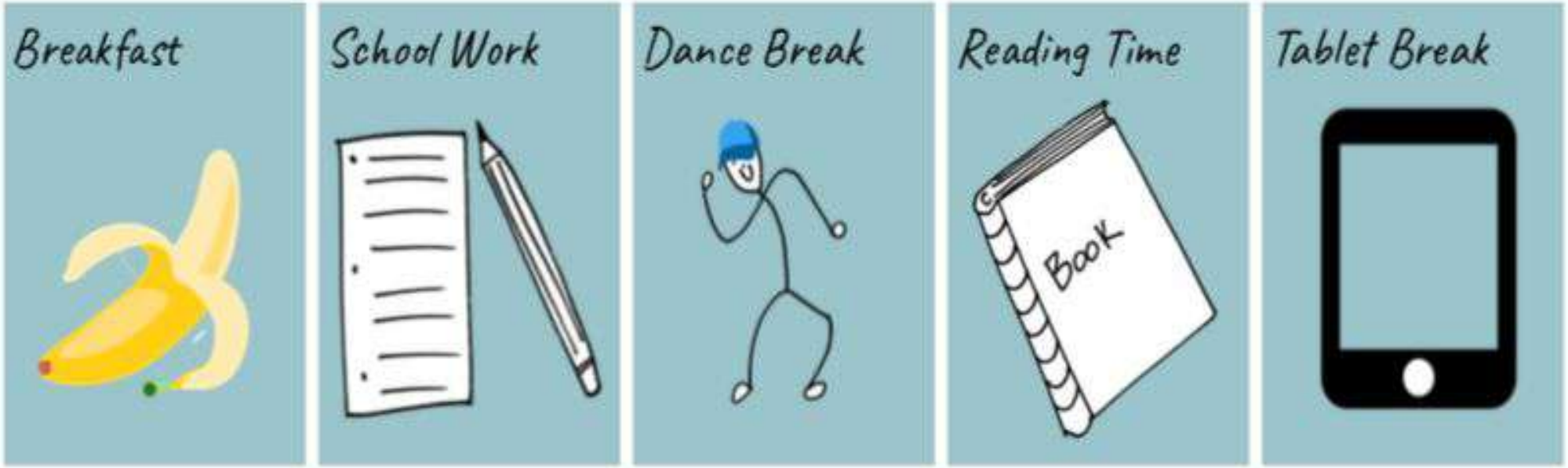
Elizabeth Eisner OTR/L, Janelle Jarvis OTR/L and Samantha Ichikawa OTR/L

Adapted

Life is a little different right now. One day I was going to school and playing with my friends, and now I have to stay home all day because of this new virus that everyone is talking about! We're practicing something called "social distancing" which means I'm doing school at home and I don't get to go play with my friends as much as I used to.

This is only temporary and I'll get to see my friends again soon.

I've been feeling kind of bored and confused. I don't remember what day it is. To make me feel less confused, I can write down everything I'm going to do, and cross it off as I go. Seeing all the things I have done will make me feel better about my day.



Now that I'm doing school at home, I miss my classmates and teacher. Sometimes it's hard for me to concentrate. I need to find a comfortable space to work in with enough light to help me focus.

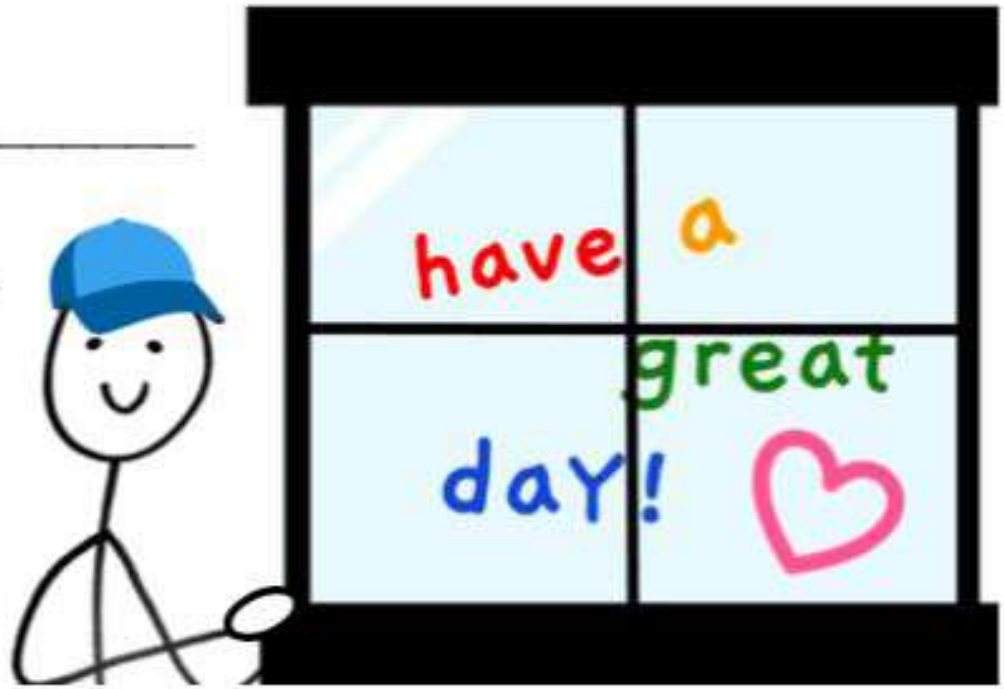
Sometimes I'll need quick breaks. Here are some things I can do:

- Call my classmate to talk about our work
- Dance to my favorite song
- 5 stretches or yoga poses**
- _____
- _____

Sometimes the people around me act worried or scared about the virus. I see people wearing masks and gloves, but I know this is not scary and they are just trying to stay healthy.
To make people feel better, here are some things I can do:

- Write letters to people who are helping us, like nurses, doctors, mail carriers, and grocery store workers.
- Decorate my window with my art to cheer up my neighbors
- Decorate my driveway/sidewalk with messages and drawings in chalk

- _____
- _____
- _____
- _____



I worry about my friends and faraway family since I don't get to see them, and I hope they are okay. Even though I miss them, I know that staying home is going to keep them safe.

I can call or video chat them to see how they are doing. If I know where they live I can even write them a letter!

Even though life is different right now, there are some cool things about it. I am thankful that I.....

- Get to spend more time with my family
- Have more time for games and crafts
- _____
- _____
- _____
- _____
- _____
- _____

THE END