5th Grade

UNION COUNTY PUBLIC SCHOOLS

Supplemental Resources May 18 - June 5

May 18, 2020

Hello Parents,

Thank you for all of your hard work in helping to finish this school year with your child. We know many of you are balancing your own work requirements from home while helping to teach your children. We truly appreciate your partnership. In this final packet, you will find work for May 18th- June 5th. The packet is organized by week with a heading to divide each week. A choice board has been added for art, music, and P.E. We hope you will find these changes helpful. Your child's teacher will be providing activities to close out the school year for the last two days, June 8th and 9th.

Please remember, while we encourage engagement in the activities, they continue to be optional and completed work will **not** need to be returned to school for grading or credit. If you find you need more resources, please check the UCPS EmpowerED Family Portal on our website www.ucps.k12.nc.us/domain/2917.

Stay safe and healthy!

Recursos Suplementarios Mayo 18 - Junio 5

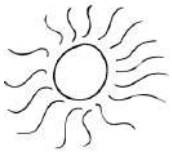
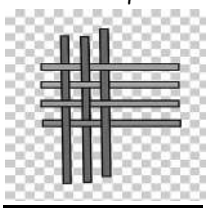
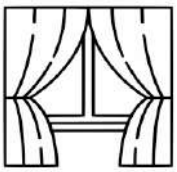
Estimados padres,

Gracias por todo su arduo trabajo ayudando a que su hijo termine este año escolar. Sabemos que muchos de ustedes están balanceando sus propios requisitos de trabajo desde casa, mientras ayudan a enseñar a sus hijos. Apreciamos su colaboración. En este paquete final, encontrará trabajo para las semanas del 18 de Mayo al 5 de Junio. El paquete está organizado por semanas, con un encabezado para dividir cada semana. Se ha agregado un tablero de opciones para arte, música y educación física. Esperamos que estos cambios sean útiles. El maestro de su hijo le proporcionará actividades para cerrar el año escolar durante los últimos dos días, 8 y 9 de Junio.

Por favor recuerde, si bien alentamos la participación en las actividades, estas continúan siendo opcionales y el trabajo que complete no debe ser devuelto a la escuela para su calificación o crédito. Si necesita más recursos, consulte el Portal familiar de UCPS EmpowerED en nuestro sitio web www.ucps.k12.nc.us/domain/2917.

Manténgase seguro y saludable!

3 - 5 ART CHOICE BOARD

CREATE IT!  Brighten someone's day by making and sharing with them some awesome artwork!	**LOOK & RECORD IT!!** Take a look. Do you have any art in your house? Is the artwork two-dimensional or three-dimensional? Make a list with 2D and 3D at the top. Talley what you see. BONUS: Can you identify what process was used to create it? Is it a painting, drawing, photograph or sculpture?	**IMAGINE IT!!**  Think of a chore you wish you had help with. Now think about the future. Could you invent a robot that could do this chore for you? Draw this robot or create it out of recycled materials!
IMAGINE IT  Listen to your favorite song. Draw a picture inspired by the music!	**SHARE IT!**  Draw a few different types of lines on your paper. Pass to a partner so they can finish the drawing up creatively inspired by your original lines! .	**PLAN & DESIGN IT!**  Choose a shape. Repeatedly draw the shape over and over to create an interesting design! Color it!
DRAW IT!  Gather together 3-5 interesting items from around your house. Set them up on a flat surface. Now draw a still life of these objects. For example, it could be a collection of toys, cups, or even your shoes!	**PLAN & DESIGn IT!** Create a weaving from cut up magazines and junk mail. Cut up strips of paper and weave with an over under pattern! 	**DRAW IT!**  Look out your window. Draw a landscape of the view that you see. Now do a drawing, from your imagination, of where you would like to be!

Clip Art Resources provided by: http://clipart-library.com/ uihere.com/

ART ACTIVITY SPACE

*(Use this page for your **Art Choice Board** writing/drawing activities.)*

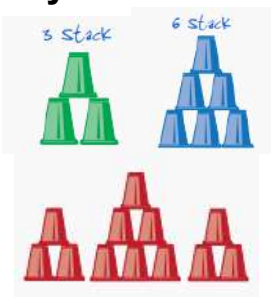
Music Choice Board

Grades 3-5

Find a song that features an orchestra playing. Name all the instruments that you can hear. (Try YouTube or a local classical radio station such as WDAV 89.9) 	Find materials in your home that can be used to create notes. You need stems and heads. Ex. a pencil and a bouncy ball can be used to make a quarter note. Can you create an eight-beat rhythm pattern using these notes?	Compose your own song that describes the activities you are doing each day, or you can take a familiar song and change the lyrics to describe your day. 
Create an instrument out of recycled materials (like bottles, cans, boxes) Use your "new" instrument to play along with one of your favorite songs. 	Practice saying the phrase "boots and cats" using different voices and tempos. Wow, you're a great beat boxer! 	How many songs can you name that start with the letter A? Compete with a friend or family member trying to name songs that start with each letter of the alphabet. 
Choreograph your own TikTok style dance (do not actually post to Tiktok). Use any song you like and come up with your own dance moves. Remember, TikToks have to be less than 60 seconds.	Close your eyes and listen to the music of a movie or video game. How does the music help to tell the story of the scene? Does it change the "mood" of the video if you mute the sound? Write a letter to your teacher about what you notice!	Play Freeze Dance with your family! 

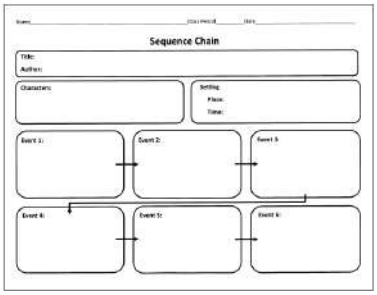
*(Use this page for your **Music Choice Board** writing activities)*

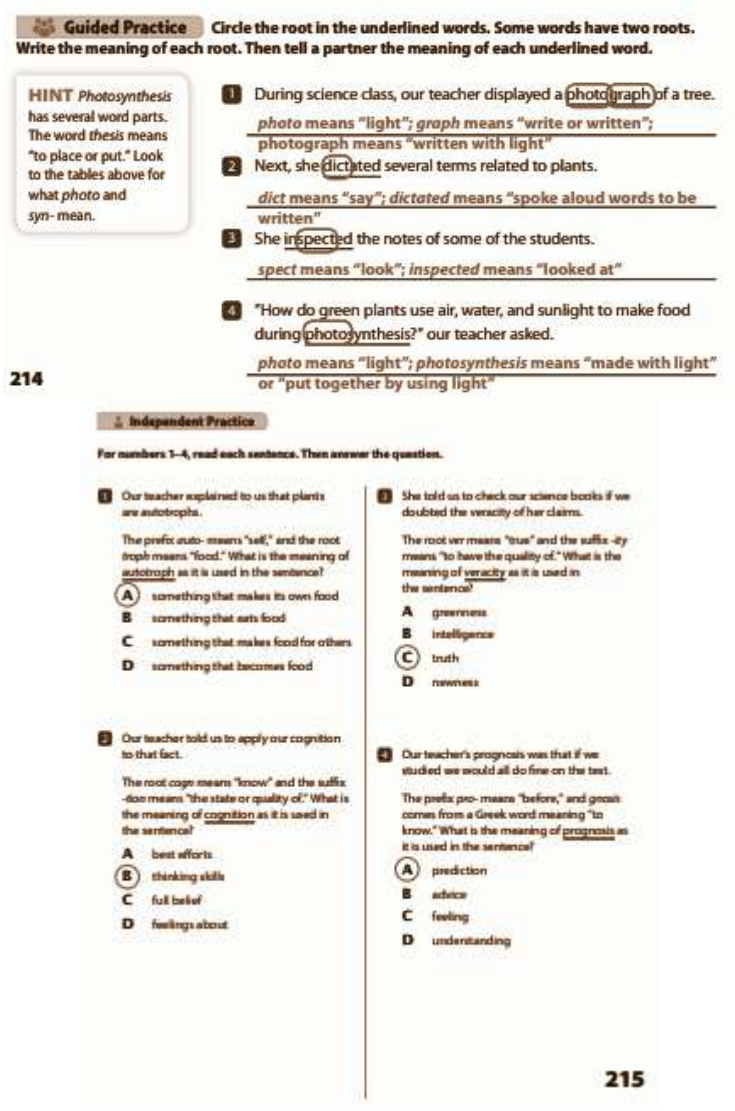
3rd - 5th Grade Physical Education Choice Board

Improve It Day 1: Walk 9 Minutes, Jog 1 Minute Day 2: Walk 8, Jog 2 Day 3: Walk 7, Jog 3 Day 4: Walk 6, Jog 4 Day 5: Walk 5, Jog 5 Challenge: Complete more than once each day.	**Make It** Create these three cup towers and then make your own.  Challenge: See how fast you can upstack it and downstack it. Speed Stack - Teacher Guide	**Play It** Create a target at your house (i.e.: water bottle, milk jug, cup) and see how many times you can knock the object down from 15 steps away with a ball (frisbee, sock ball). Challenge: Increase the distance to see how far away you can still knock the object down from.
Ask It Ask each member of your family what their favorite sport is and create a bar graph to show your results.	**Breathe It** Complete the following poses for 30 seconds each.  www.freepngclipart.com	**Complete It** Complete the following workout 3x. 10 Jumping Jacks 5 Star Jumps 10 Sit-ups 10 Scissor Jumps 30 Second Plank 30 Side to Side Jumps
Family Game Play a game with your family. Examples: Board Game, Outside Game, Inside Game	**Eat It** Eat a meal with your family that includes at least three different food groups.  choosemyplate.gov	**Create It** Create your own game, don't forget the rules. Take a picture and have your parents share it by email to your school or on social media.

Supplemental Print Lessons
Week of May 18-22

Grade: 5th **Subject: English Language Arts** **Week of: May 18th**

STANDARD	ACTIVITY	LESSON SUPPORT
RL.5.4 Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.	**Reading:** Complete iReady Lesson 15 - Determining Meaning and the supporting activities. (pages 266-269)	Answer Key: **Think** Consider how the poet uses comparisons in this poem. Use the chart below to help you figure out the meaning and tone of words and phrases in "The Tree Bats." **Phrase** / **Comparison** / **Meaning** / **Tone** "The tree bats sway like fruit with wings, From the branches of a tall old tree" / tree bats and fruit / The tree bats are hanging from a tree and swaying, like fruits hang and sway. / calm and peaceful "Prisoners of light throughout the day, / Till nightfall comes to set them free" / tree bats and prisoners / The tree bats have to sleep during the day. / serious, suspenseful "Then the tree lets go its fluttering fruit — / A dark whirlwind of sudden flight!" / tree bats flying and a dark whirlwind / The bats fly from the tree all at once. / dramatic, excited **Phrase** / **Comparison** / **Meaning** / **Tone** "How it clatters along the roofs, Like the tramp of hoofs" / the sound of rain and the sound of horse's hooves / The rain makes a loud clattering sound when it hits the roof. / suspenseful, dramatic "How it gushes and struggles out / From the throat of the overflowing spout!" / the force of rain and a person struggling / The rainwater is moving powerfully through the spout. / intense, exciting "He can feel the cool / Breath of each little pool;" / the feeling caused by little pools of rain and the feeling of cool breath / Like cool breath, little pools of rain give you a pleasant sensation. / calm, quiet, peaceful
W.5.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**Writing:** Last week your child worked on planning out their characters and events for a historical fiction story. This week they will begin to plan out the story to show clear event sequences. Work with your child to complete the graphic organizer to the right under the "Lesson Support" column.	

L.5.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, **word parts**, word relationships, and reference materials.	**Word Study:** Complete iReady Lesson 16 - Greek and Latin Word Parts	Answer Key:  **Guided Practice** **Circle the root in the underlined words. Some words have two roots. Write the meaning of each root. Then tell a partner the meaning of each underlined word.** **HINT** *Photosynthesis* has several word parts. The word *thesis* means "to place or put." Look to the tables above for what *photo* and *syn-* mean. 1 During science class, our teacher displayed a photograph of a tree. *photo* means "light"; *graph* means "write or written"; photograph means "written with light" 2 Next, she dictated several terms related to plants. *dict* means "say"; *dictated* means "spoke aloud words to be written" 3 She inspected the notes of some of the students. *spect* means "look"; *inspected* means "looked at" 4 "How do green plants use air, water, and sunlight to make food during photosynthesis?" our teacher asked. *photo* means "light"; *photosynthesis* means "made with light" or "put together by using light" 214 **Independent Practice** **For numbers 1–4, read each sentence. Then answer the question.** 1 Our teacher explained to us that plants are autotrophs. The prefix *auto-* means "self," and the root *troph* means "food." What is the meaning of autotroph as it is used in the sentence? (A) something that makes its own food B something that eats food C something that makes food for others D something that becomes food 2 Our teacher told us to apply our cognition to that fact. The root *cogn* means "know" and the suffix *-tion* means "the state or quality of." What is the meaning of cognition as it is used in the sentence? A best efforts (B) thinking skills C full belief D feelings about 3 She told us to check our science books if we doubted the veracity of her claims. The root *ver* means "true" and the suffix *-ity* means "to have the quality of." What is the meaning of veracity as it is used in the sentence? A greenness B intelligence (C) truth D newness 4 Our teacher's prognosis was that if we studied we would all do fine on the test. The prefix *pro-* means "before," and *gnosis* comes from a Greek word meaning "to know." What is the meaning of prognosis as it is used in the sentence? (A) prediction B advice C feeling D understanding 215

NCSCS RL.5.4 Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.

Lesson 15
Determining Meaning

Learning Target

Figure out the meaning of words and phrases, and explain how some words reveal the author's tone.

Read Authors use words creatively to help you see things in new ways. The words they choose can help you picture things vividly. They can also reveal the author's **tone**, or how the author feels about the topic.

Read the poem below and underline words that help you picture how tree bats look and act.

The Tree Bats

The tree bats sway like fruit with wings,
From the branches of a tall old tree,
Prisoners of light throughout the day,
Till nightfall comes to set them free.

The sun goes down, the sleepers stir,
To the gentle voice of mother night.
Then the tree lets go its fluttering fruit—
A dark whirlwind of sudden flight!

In this poem, tree bats are compared to fruit hanging from a tree. How does that make you feel about bats? How do you think the poet feels? Which words or phrases reveal the poem's tone?

Think Consider how the poet uses comparisons in this poem. Use the chart below to help you figure out the meaning and tone of words and phrases in "The Tree Bats."

Phrase	Comparison	Meaning	Tone
"The tree bats sway like fruit with wings, From the branches of a tall old tree"	tree bats and fruit	The tree bats are hanging from a tree and swaying, like fruits hang and sway.	calm and peaceful
"Prisoners of light throughout the day, / Till nightfall comes to set them free"			serious, suspenseful
"Then the tree lets go its fluttering fruit — / A dark whirlwind of sudden flight!"			

Talk Share your chart with a partner.

- What are the poet's three comparisons?
- Did you come up with similar meanings for each comparison?
- Did you agree on the tone created by the phrase "a dark whirlwind"? Why or why not?

Academic Talk

Use these words and phrases to talk about the text.

- **comparison**
- **tone**

Read

Genre: Lyric Poem

From Rain in Summer

BY HENRY WADSWORTH LONGFELLOW

How beautiful is the rain!
After the dust and heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain!

How it clatters along the roofs,
Like the tramp of hoofs
How it gushes and struggles out
From the throat of the overflowing spout!

Across the window-pane
It pours and pours;
And swift and wide,
With a muddy tide,
Like a river down the gutter roars
The rain, the welcome rain!

The sick man from his chamber looks
At the twisted brooks;
He can feel the cool
Breath of each little pool;
His fevered brain
Grows calm again,
And he breathes a blessing on the rain.

Close Reader Habits

When you reread the poem, **underline** language that shows comparisons between the rain and something else.

Explore **How does the poet use comparisons to describe the rain?**

A poet chooses words to help you imagine things and events in special ways.

Think

1 Use the chart below to figure out the meaning and tone of phrases in the poem.

Phrase	Comparison	Meaning	Tone
"How it clatters along the roofs, Like the tramp of hoofs"		The rain makes a loud clattering sound when it hits the roof.	suspenseful, dramatic
"How it gushes and struggles out / From the throat of the overflowing spout!"		The rainwater is moving powerfully through the spout.	
"He can feel the cool / Breath of each little pool;"	the feeling caused by little pools of rain and the feeling of cool breath		

Talk

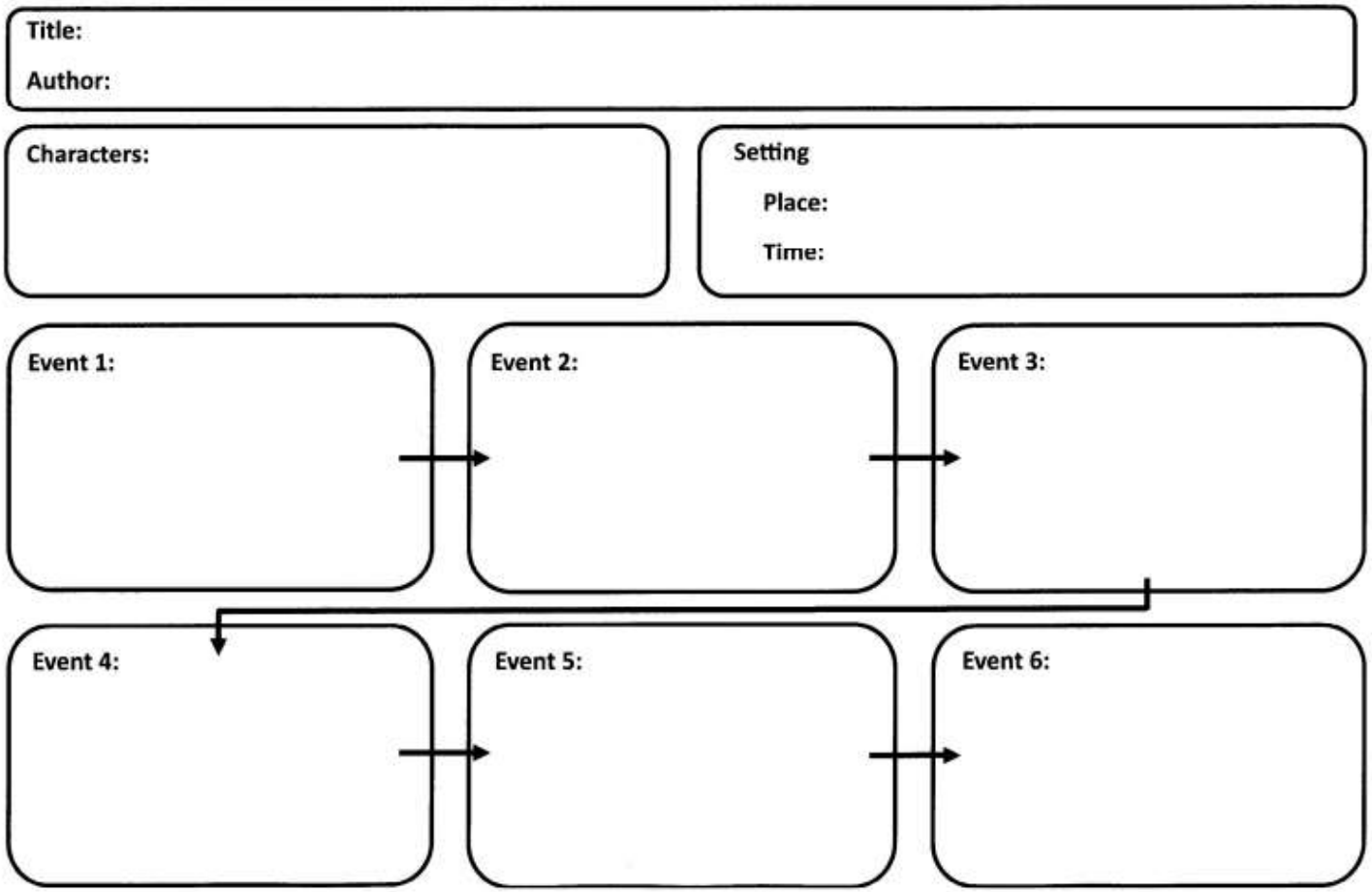
2 Suppose you want to draw a picture to show the motion and energy of the rain. First, talk about how the poet describes the rain. Then draw your picture on a separate piece of paper.

Write

3 **Short Response** Explain how the poet uses comparisons to show the change in the rain over time. Use examples to support your response. Use the space provided on page 272 to write your answer.

HINT Think about how each of the poet's compartsons describes a change in how hard the rain is falling.

Sequence Chain



Lesson 16
Greek and Latin Word Parts

L.5.4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).

Introduction English words come from many languages, including Greek and Latin.

- A **root** is a word part that usually can't stand alone as a word. Sometimes one root is added to another root to make a word.

Root	Meaning	Root	Meaning
chron	"time"	*port*	"carry, bear"
dict	"say, speak"	*rupt*	"break"
graph	"write"	*scrib, script*	"write"
photo	"light"	*spec, spect*	"look"

- **Affixes** are word parts such as prefixes and suffixes that are added to roots to make words. Knowing what affixes and roots mean can help you figure out the meanings of words.

Prefix	Meaning	Suffix	Meaning
co-	"with"	*-able, -ible*	"able to, worthy of"
contra-	"against"	*-sis*	"action, process"
syn-	"same, together"	*-ity*	"having the quality of"

- As you learn Greek and Latin roots and affixes, your vocabulary will grow.

Guided Practice **Circle the root in the underlined words. Some words have two roots. Write the meaning of each root. Then tell a partner the meaning of each underlined word.**

HINT *Photosynthesis* has several word parts. The word *thesis* means "to place or put." Look to the tables above for what *photo* and *syn-* mean.

1. During science class, our teacher displayed a photograph of a tree.

2. Next, she dictated several terms related to plants.

3. She inspected the notes of some of the students.

4. "How do green plants use air, water, and sunlight to make food during photosynthesis?" our teacher asked.

Independent Practice

For numbers 1–4, read each sentence. Then answer the question.

1 Our teacher explained to us that plants are autotrophs.

The prefix *auto-* means "self," and the root *troph* means "food." What is the meaning of autotroph as it is used in the sentence?

A something that makes its own food

B something that eats food

C something that makes food for others

D something that becomes food

2 Our teacher told us to apply our cognition to that fact.

The root *cogn* means "know" and the suffix *-tion* means "the state or quality of." What is the meaning of cognition as it is used in the sentence?

A best efforts

B thinking skills

C full belief

D feelings about

3 She told us to check our science books if we doubted the veracity of her claims.

The root *ver* means "true" and the suffix *-ity* means "to have the quality of." What is the meaning of veracity as it is used in the sentence?

A greenness

B intelligence

C truth

D newness

4 Our teacher's prognosis was that if we studied we would all do fine on the test.

The prefix *pro-* means "before," and *gnosis* comes from a Greek word meaning "to know." What is the meaning of prognosis as it is used in the sentence?

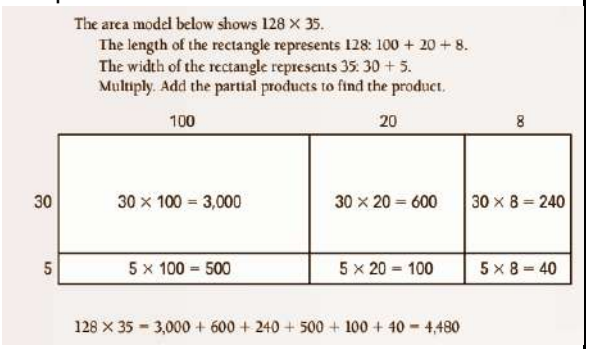
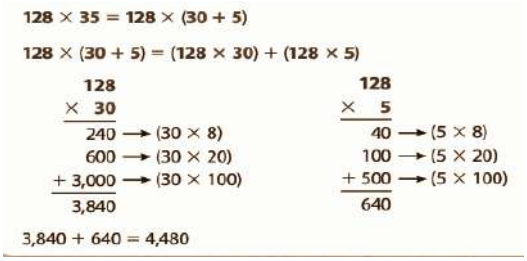
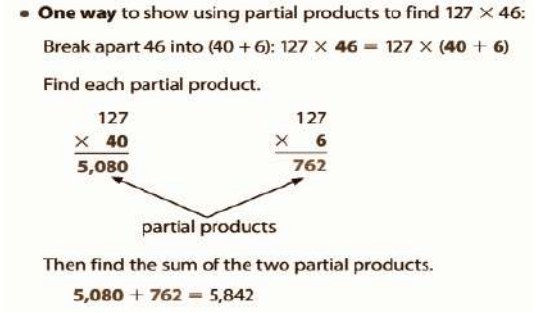
A prediction

B advice

C feeling

D understanding

Grade: 5th **Subject: Math** **Week of: May 18th**

STANDARD	ACTIVITY	LESSON SUPPORT
NC.5.NBT.5 Use the standard algorithm to multiply whole numbers, up to a 3-digit number by a 2-digit number.	1. Ask your child to share some of the strategies he/ she already knows for how to multiply whole numbers. (These strategies may include: an area model, using the distributive property, and/or partial products. **See examples of each under lesson support**.) 2. Tell your child that he/she will now learn another way to multiply numbers. It is called the standard algorithm. 3. Show your child the example at the top of the next page. ● Ask him/ her to share what he/she notices. ● Focus on where each partial product comes from. 4. Review the steps for the standard algorithm listed in the middle of the next page. Your child should make connections between the standard algorithm and other strategies he/ she has learned. 5. Have your child practice using the standard algorithm by completing the practice problems at the bottom of the next page. **PRACTICE PROBLEM ANSWER KEY** 46 X 21 = 966 92 X 38 = 3,496 44 X 12 = 528 83 X 49 = 4,067 62 X 29 = 1,798	Sample area model:  The area model below shows 128 × 35. The length of the rectangle represents 128: 100 + 20 + 8. The width of the rectangle represents 35: 30 + 5. Multiply. Add the partial products to find the product. 100 / 20 / 8 30: 30 × 100 = 3,000 / 30 × 20 = 600 / 30 × 8 = 240 5: 5 × 100 = 500 / 5 × 20 = 100 / 5 × 8 = 40 128 × 35 = 3,000 + 600 + 240 + 500 + 100 + 40 = 4,480 Sample use of the distributive property:  128 × 35 = 128 × (30 + 5) 128 × (30 + 5) = (128 × 30) + (128 × 5) 128 × 30: 240 → (30 × 8); 600 → (30 × 20); + 3,000 → (30 × 100); 3,840 128 × 5: 40 → (5 × 8); 100 → (5 × 20); + 500 → (5 × 100); 640 3,840 + 640 = 4,480 Sample use of partial products (with the distributive property):  • **One way** to show using partial products to find 127 × 46: Break apart 46 into (40 + 6): 127 × 46 = 127 × (40 + 6) Find each partial product. 127 × 40 = 5,080; 127 × 6 = 762 partial products Then find the sum of the two partial products. 5,080 + 762 = 5,842
NC.5.NBT.5 Use the standard algorithm to multiply whole numbers, up to a 3-digit number by a 2-digit number.	Your child will apply what he/ she learned in the last session to play the Greatest Product Game with a partner. Encourage your child to use the standard algorithm to solve the problems.	● Materials needed: ○ Greatest Product Directions (in this packet) ○ Number cards (in this packet) ○ Scissors to cut out the cards ○ Calculator (or a cell phone calculator)

Example

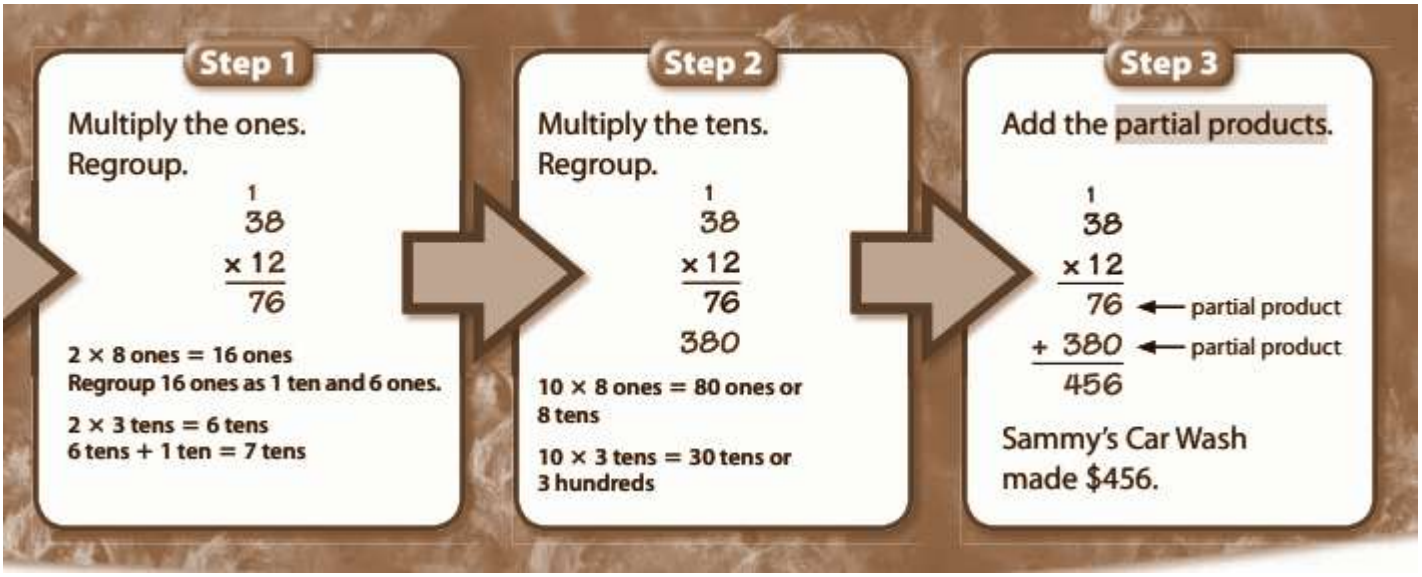
There are 366 days in a leap year and 24 hours in a day. How many hours are in a leap year?

Look at how you could show your work.

$$\begin{array}{r} {\scriptstyle 1\,1} \\ {\scriptstyle 2\,2} \\ 366 \\ \times\ \ 24 \\ \hline 1{,}464 \\ +\ 7{,}320 \\ \hline 8{,}784 \end{array}$$

Solution 8,784 hours

Standard Algorithm Steps:



Practice Problems:

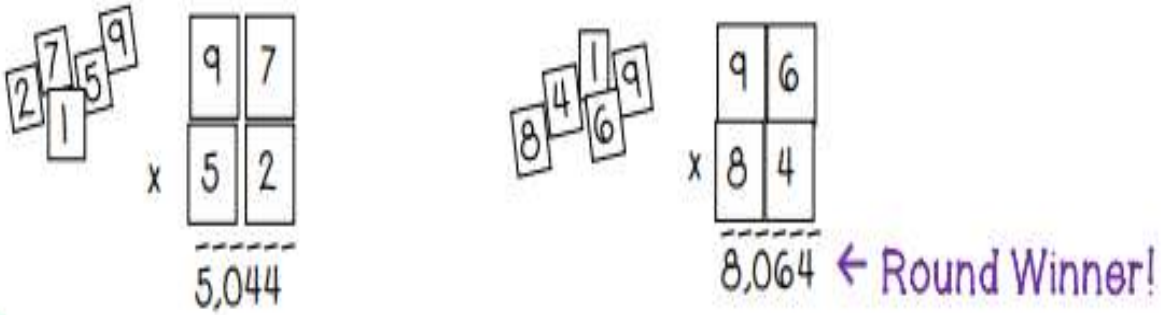
46	92	44	83	62
X 21	X 38	X 12	X 49	X 29

5 NBT 5

Greatest Product (2x2)

You will need a partner, 4 sets of number cards 0-9, white boards & markers (or journals), a calculator

1. Each player is dealt five cards.
2. Arrange your cards to make a two-digit by two-digit multiplication equation. The goal is to make the greatest product possible.
3. Solve the multiplication equation.
4. Check your partner's product using a calculator.
5. The player with the largest product gets 1 point.
6. The 1st player to score 10 points wins!



Howard County Public School System

Source: https://hcpss.instructure.com/courses/108/pages/5-dot-nbt-dot-5-about-the-math-learning-targets-and-rigor

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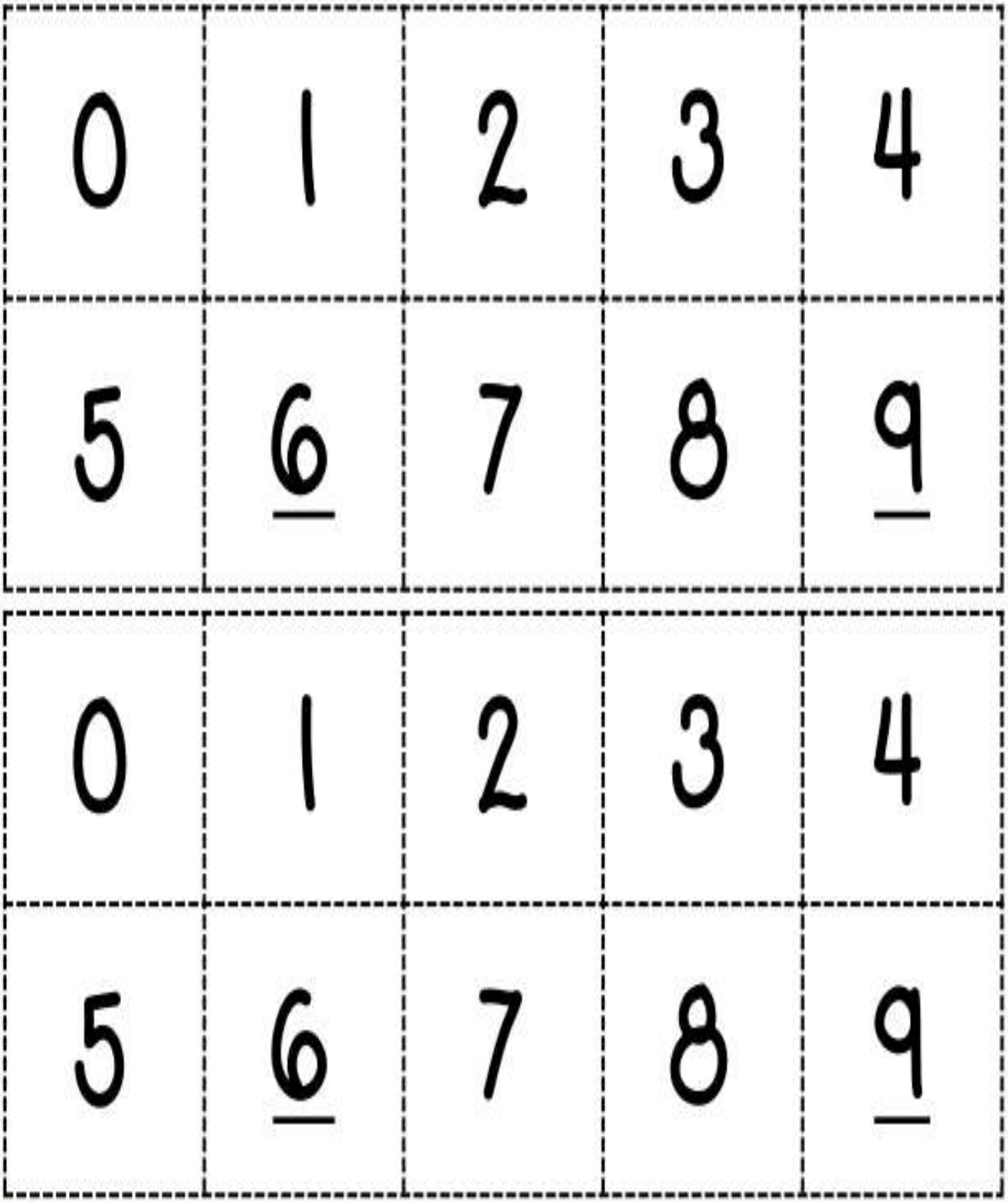
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0 1 2 3 4
5 6 7 8 9

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Grade: 5th **Subject: Science** **Week of: May 18th**

STANDARD	ACTIVITY	LESSON SUPPORT
5.P.2.1- Explain how the sun's energy impacts the processes of the water cycle (including, evaporation, transpiration, condensation, precipitation and runoff).	1. Ask your child to rub a drop of hand sanitizer on his/her hands and then describe the way it feels. Then, have your child explain what he/she thinks is happening and why. 2. Give your child 2 paper towels. Have your child wet each one. 3. Ask your child to tell you two different ways to test the evaporation rate (how quickly the water will go into the air as a gas) for each towel. 4. Have your child predict which paper towel will dry faster and why he/she predicts this. 5. After you have explained the process of evaporation to your child, ask him/her if he/she wants to change his/her prediction. If so, have your child explain why. 6. Have your child check the progress of the evaporation process every 10-15 minutes until both paper towels are completely dry. Then, have him/her explain why the evaporation process happened more quickly with one paper towel over the other. 7. Ask your child to make a list of examples of evaporation in everyday life. Encourage your child to draw pictures of each item on the list.	1. Your child can share his/her thoughts and ideas with you aloud or he/she can write him/her down in his/her science notebook. 2. The paper towel should be wet enough so that it is damp (a little wet; not dripping), but hold its shape. 3. Here are some suggestions your child might say: ● Place it on the window sill, uncovered ● Place one in a zip-top bag or a plastic container with a lid ● Place one on the counter, away from the sun ● Place one inside a cup, without a lid ● Place one inside a cup, with a lid ● Place one in a closed container 4. Explain to your child that the water is drying on the paper towel due to *evaporation.* This is a process in the water cycle in which the Earth's water is warmed by the sun's energy. The liquid then turns into a gas or vapor. In the next lesson, your child will discover the process by which the water cools and then "reappears" as a liquid. 5. Your child may not want to change his/her prediction. This is perfectly acceptable. 6. The drying time of the paper towel will depend upon the location your child selected. If your child chooses to put the paper towel in the Ziploc bag, he/she will realize that the water molecules can't escape into the air. 7. Everyday examples of evaporation include: drying clothes in the sun, drying of puddles, drying up of bodies of water, hot beverages cooling, drying a wet/mopped floor, ice cubes, boiling water in a cooking pot, hair drying, and saunas.

5.P.2.1- Explain how the sun's energy impacts the processes of the water cycle (including, evaporation, transpiration, condensation, precipitation and runoff).	1. Ask your child to take a deep breath. Now have your child exhale (breathe out) his/her hot breath onto a mirror. 2. Have your child sketch what he/she noticed on a sheet of paper or in his/her science notebook. Then, have your child explain to you what happened and why. 3. Have your child get 2 cups of about the same size. Place enough ice in the first cup so that it is about ¾ full. Then, add water. With the second cup, just add water so that the water level is the same as the first cup. 4. Ask your child to observe what is happening after about 3-5 minutes. Encourage him/her to sketch what he/she is noticing and to describe what he/she is seeing. 5. Have your child repeat the experiment, but now add food coloring to both cups. (If you don't have food coloring, colored drinks such as soda (Coke/Pepsi) or fruit punch or sweet tea would work too.) Ask your child what color the droplets on the outside of the cup will be. 6. Ask your child to explain why this happened. 7. Ask your child to make a list of examples of condensation in everyday life. Encourage your child to draw pictures of each item on the list.	1. You will need a mirror for this experiment. You can use a handheld mirror or one hanging somewhere in your house. 2. Your child will need to be standing close to the mirror to get good results. 3. Your child will get more accurate results if the water level is about the same in both cups. 4. He/she should begin to see water droplets forming on the outside of the cup. The cup may even appear to be "leaking" on the bottom. 5. Your child may think the droplets are coming from the inside of the cup. However, repeating the experiment will show him/her that this isn't true. The droplets on the outside of the cup will appear clear. If the droplets were coming from the liquid inside the cup they would be colored. 6. The moisture your child saw on the mirror earlier and the moisture that formed on the outside of the cup were both examples of condensation. Your child's breath contains water droplets that cannot be seen. This is called water vapor. When the warm water vapor from your mouth hit the cold mirror/window, some of it turned to liquid water droplets that could be seen. This is called *condensation*. 7. Everyday examples of condensation include: water droplets on windows in the winter, clouds forming in the sky, steam escaping while cooking; bathroom mirrors fogging up while taking a shower, seeing your breath on a cold day, morning dew on the grass.

Grade: 5th **Subject: Social Studies** **Week of: May 18th**

STANDARDS	ACTIVITY	LESSON SUPPORT
5.C&G.2.2 Analyze the rights and responsibilities of United States citizen 5.C&G.2.3 Exemplify ways in which the rights, responsibilities and privileges of citizens are protected under the United States Constitution.	This week your child will continue to learn about rights and responsibilities of citizens protected by the United States Constitution related to voting. Have your child begin by reading the article below. When they finish, have them create a picture of a “United States Voting Citizen”. Ask your child to label parts of their drawing with characteristics of a voter in the United States.	Guiding Questions: 1) How have voting rights changed in the United States over time? 2) What does the constitution say about who has the right to vote today?

The Constitution Tells the States Who Has the Right to Vote

by Judith Schiffer

The United States is a "Federal Republic." This means that power, like the power to pass laws, is shared between the Federal Government in Washington, D.C., and the governments of each of the 50 states. The Federal Government has certain powers, and the states (and their local governments, like cities and towns) have certain powers. The Constitution of the United States sets out which powers belong to the Federal Government, and which powers belong to the states.

The Constitution of the United States

The United States Constitution is the highest law of the land. One of the things it does is to tell the 50 states what they *must do*, and also what they *are not permitted* to do.

The Constitution gives the states the power to conduct elections and to make their own rules about how they do it, and it also tells them what they *are not allowed to do* in conducting elections. For example, states are not allowed to reject people who have the right to vote in an election.

The Constitution says that to be allowed to vote, a person must be a citizen of the United States. You are a U.S. citizen automatically if you are born in the United States. There are also ways to become a U.S. citizen if you were not born there. One of the ways is a process called "naturalization."

Not all citizens are allowed to vote. For example, a ten-year-old may not vote. For much of early U.S. history mostly white men who were at least 21 years old had the right to vote. Other groups, such as women, were not allowed to vote.

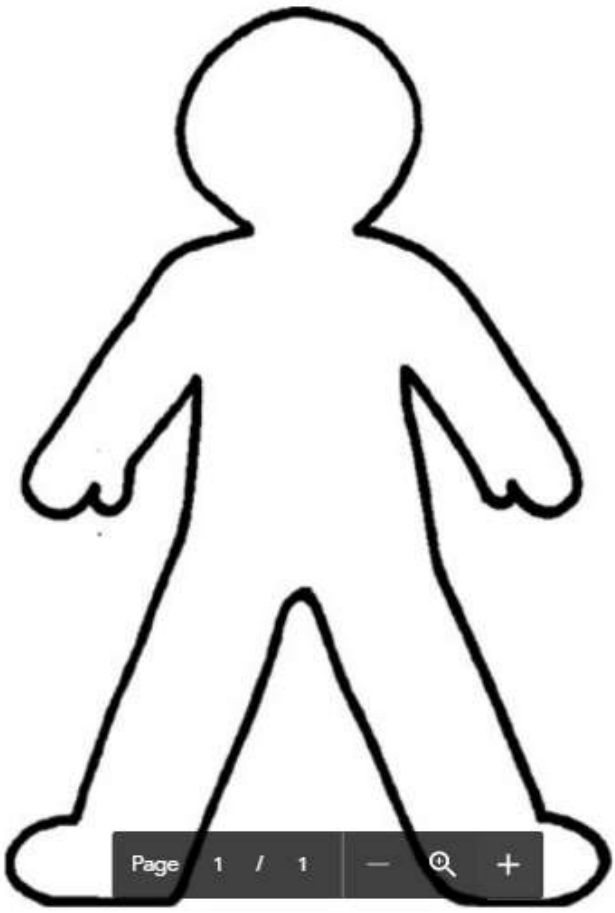
Since then, the rules about who has the right to vote for president and other elected officials have changed, with more groups of American citizens being given this right. These changes were the result of additions, or "amendments," to the Constitution. Twenty-seven amendments have been added to the Constitution, and three of them have to do with who has the right to

vote. These three Amendments prohibit the states from denying the right to vote to some groups of citizens. These three groups are African Americans, women, and people who are 18 to 20 years old. Over time, each of these groups was given the right to vote.

In addition, elected officials in Congress have passed laws so that citizens with voting rights can vote. One law makes it illegal for the states to do anything that prevents or makes it especially difficult for these citizens to vote. But some of the states found ways to prevent some citizens from voting, even though they had the Constitutional right to do so. For example, after former African American slaves were allowed to vote, some states did not want them to vote. So they required voters to be able to read and write. They knew that recently freed slaves were prevented from learning to read and write by their former owners.

Activity: United States Voting Citizen

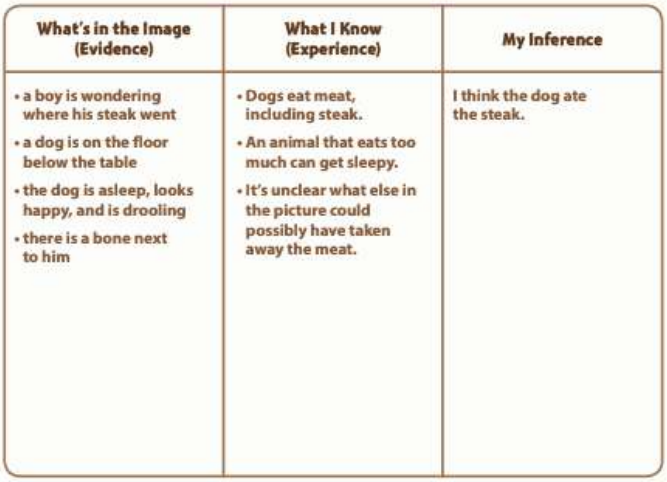
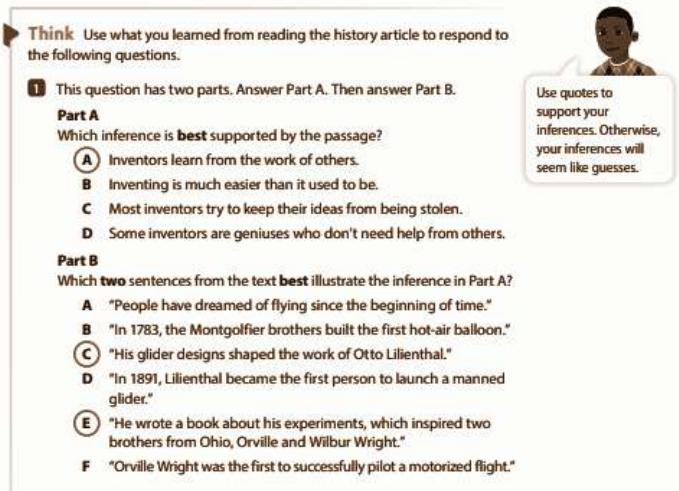
Directions: Draw and label characteristics of a citizen who can vote in the United States



Supplemental Print Lessons
Week of May 26-29

Monday, May 25th is a holiday.

Grade: 5th **Subject: English Language Arts** **Week of: May 26th**

STANDARD	ACTIVITY	LESSON SUPPORT
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**Reading:** Complete iReady Lesson 3 - Using Details to Support Inferences and the supporting activities. (pages 38-39, 42-43)	Answer Key:   **● Monitor Understanding** **If...** students struggle to make inferences, **then...** demonstrate with an example. Have students consider the following evidence and make an inference: • A cat has been sitting in front of a window all afternoon. • It's spring and there's a tree with leaves outside the window. • You have heard chirping and twittering coming from outside. • What inference can you make? *(A bird is nesting in the tree.)* Ask students to provide their own clues and have volunteers make inferences based on the evidence. Remind students that solid inferences are based on good evidence, not just experience.

NCSCS RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Lesson 3
Using Details to Support Inferences

Learning Target

When you make an inference about a text, you can support it with quotes from that text.

Read When you read, you can look for what an author says directly. You can also use what you already know and details from the text to come up with your own ideas about what the author is saying. This process is called making **inferences**.

You should always be able to support an inference with **evidence**. **Quotes** from the text are a strong form of evidence.

Look at the picture below. Make an inference about what just happened. Then circle any evidence in the picture that supports your inference.

Think What have you learned about making inferences? Use the chart below to help you develop and support an inference about what happened to the boy's steak.

What's in the Image (Evidence)	What I Know (Experience)	My Inference

Talk Share your chart with a partner.

- Did you both make the same inference?
- Did you both select the same evidence in column one?
- What information did you each add to column two?

Academic Talk
Use these words to talk about the text.

- **inferences**
- **evidence**
- **quotes**

Read

Genre: History Article

FIRSTS in FLIGHT

by Edward Castillo

1 People have dreamed of flying since the beginning of time. An ancient Greek myth tells of a boy and his father who flew with wings made of wax and feathers. But the invention of the kite marks the true beginning of flight history. Kites were first flown in China around 400 B.C.E. Around that time, people began to study the science of flight.

2 For centuries, inventors built mechanical wings, attaching them to their arms. These efforts failed, but people still searched for ways to fly. During the 1480s, Leonardo da Vinci made more than 100 sketches of flying machines, which would later influence other inventors.

3 In 1783, the Montgolfier brothers built the first hot-air balloon. The balloon's passengers were a sheep, a rooster, and a duck. The brothers solved the problem of lift, but the balloon did not allow riders to move forward or steer.

4 In the 1850s, George Cayley hoped to achieve controlled flight. His glider designs shaped the work of Otto Lilienthal. In 1891, Lilienthal became the first person to launch a manned glider. He wrote a book about his experiments, which inspired two brothers from Ohio, Orville and Wilbur Wright.

5 The Wright brothers tested many flight theories with balloons and kites. Their 1902 *Wright Glider* could be controlled with a movable tail. But their greatest accomplishment was adding an engine to lift their glider into the air.

6 On December 17, 1903, at Kill Devil Hills in North Carolina, the *Wright Flyer* first flew. Orville Wright was the first to successfully pilot a motorized flight.

Close Reader Habits

Do the ideas and actions of inventors influence other, later inventors? Reread the article. **Underline** details that tell how some inventors influence other inventors.

Think

Use what you learned from reading the history article to respond to the following questions.

Use quotes to support your inferences. Otherwise, your inferences will seem like guesses.

1 This question has two parts. Answer Part A. Then answer Part B.

Part A

Which inference is **best** supported by the passage?

- **A** Inventors learn from the work of others.
- **B** Inventing is much easier than it used to be.
- **C** Most inventors try to keep their ideas from being stolen.
- **D** Some inventors are geniuses who don't need help from others.

Part B

Which **two** sentences from the text **best** illustrate the inference in Part A?

- **A** "People have dreamed of flying since the beginning of time."
- **B** "In 1783, the Montgolfier brothers built the first hot-air balloon."
- **C** "His glider designs shaped the work of Otto Lilienthal."
- **D** "In 1891, Lilienthal became the first person to launch a manned glider."
- **E** "He wrote a book about his experiments, which inspired two brothers from Ohio, Orville and Wilbur Wright."
- **F** "Orville Wright was the first to successfully pilot a motorized flight."

Talk

2 The technology of flight improved greatly in less than 150 years. What evidence from the passage supports this idea? Use the chart on page 45 to collect quotes from the passage and organize your thinking.

Write

3 **Short Response** What evidence from the passage supports the idea that the technology of flight improved greatly in less than 150 years? Use quotes from the passage in your response. Use the space provided on page 45 to write your answer.

HINT First, restate the idea from the question. Then provide the evidence supporting that idea.

Grade: 5th **Subject: Math** **Week of: May 26th**

STANDARD	ACTIVITY	LESSON SUPPORT
NC.5.NBT.5 Use the standard algorithm to multiply whole numbers, up to a 3-digit number by a 2-digit number.	This week, your child will continue to practice using the standard algorithm for multiplication as well as review the other multiplication strategies he or she has learned. 1. Refresh your child's memory by reviewing last week's work. 2. Have your child complete the Multiplying Whole Numbers Problems below. 3. Play Multiplication Race.	• An ANSWER KEY for the Multiplying Whole Numbers Problems is included in this packet. • Directions and the game board for Multiplication Race are included in this packet.\ • Use a number cube from a previous remote learning packet. If it cannot be found, use digit cards 1-6 from last week's packet as an alternative (put the cards face down and randomly pick one).
NC.5.NBT.5 Use the standard algorithm to multiply whole numbers, up to a 3-digit number by a 2-digit number.	1. Review using the standard algorithm by having your child solve the Field Trip Funds Problem. Your child demonstrates proficiency if: • Student correctly calculates the cost for 5th grade students as $3,325. **AND** • Student correctly calculates the cost for all 3rd through 5th grade students as $9,590. 2. Play the Three in a Row game.	• The Three in a Row directions and game board are included in this packet. • An ANSWER KEY is included in this packet.

Multiply Whole Numbers

Solve the problems.

1 Which expression shows the numbers multiplied for the partial product 12,480?


```
   1
   1
  416
×  32
 ----
  832
+ 12,480
 ------
  13,312
```

A 3×410

B 3×416

C 30×410

D 30×416

2 There are 28 tables in the cafeteria. Each table has 12 students sitting at it. Fourth graders sit at 13 of the tables. Fifth graders sit at the rest of the tables. How many fifth graders are there?

A 156

B 180

C 336

D 700

Yuri chose **C** as the correct answer. How did he get that answer?

_____

_____

_____

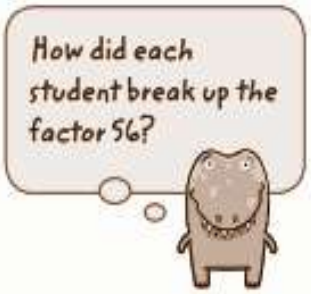
3 A small bottle contains 177 milliliters of strawberry yogurt smoothie. One box holds 24 bottles. Are there more or less than 4,000 milliliters of the smoothie in one box? Explain.

Show your work.

Solution: _____

_____

4 Jeff and Kayla are finding the product of 178 × 56. They both are using the distributive property to find partial products. Look at their work below.



Jeff

$$\begin{array}{r} 178 \\ \times\ 50 \\ \hline \end{array} \qquad \begin{array}{r} 178 \\ \times\ 6 \\ \hline \end{array}$$

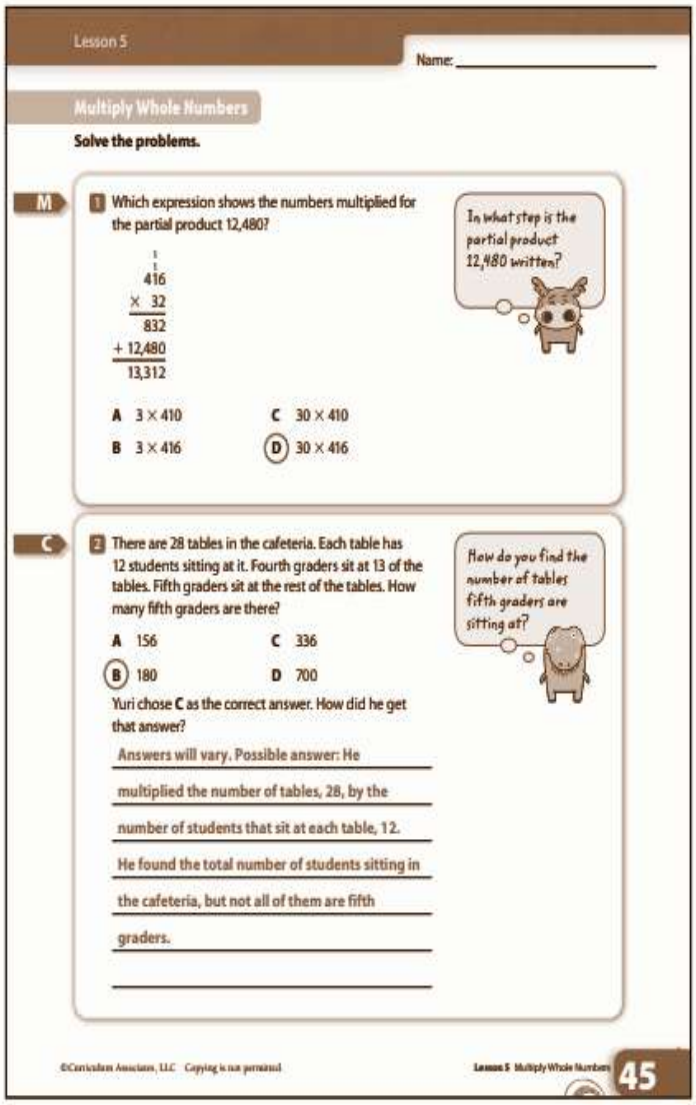
Kayla

$$\begin{array}{r} 178 \\ \times\ 20 \\ \hline \end{array} \qquad \begin{array}{r} 178 \\ \times\ 30 \\ \hline \end{array} \qquad \begin{array}{r} 178 \\ \times\ 6 \\ \hline \end{array}$$

a. Explain why each student's work shows a way to find the product of 178 × 56.

b. Would you use one of these methods or a different method to find the product of 178 × 56? Why?

Multiply Whole Numbers- ANSWER KEY



Lesson 5

Name: _____

Multiply Whole Numbers

Solve the problems.

M

1 Which expression shows the numbers multiplied for the partial product 12,480?

$$\begin{array}{r} {\scriptstyle 1\ \ 1} \\ 416 \\ \times\ \ 32 \\ \hline 832 \\ +\ 12{,}480 \\ \hline 13{,}312 \end{array}$$

A 3×410 C 30×410

B 3×416 (D) 30×416

C

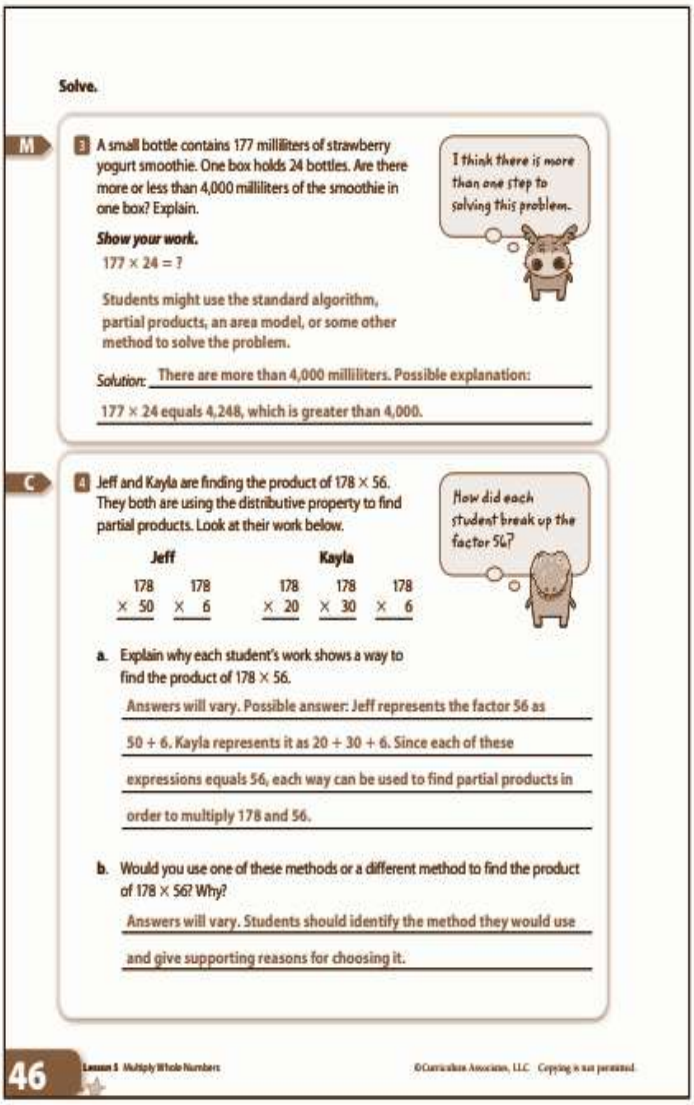
2 There are 28 tables in the cafeteria. Each table has 12 students sitting at it. Fourth graders sit at 13 of the tables. Fifth graders sit at the rest of the tables. How many fifth graders are there?

A 156 C 336

(B) 180 D 700

Yuri chose **C** as the correct answer. How did he get that answer?

Answers will vary. Possible answer: He multiplied the number of tables, 28, by the number of students that sit at each table, 12. He found the total number of students sitting in the cafeteria, but not all of them are fifth graders.



Solve.

M

3 A small bottle contains 177 milliliters of strawberry yogurt smoothie. One box holds 24 bottles. Are there more or less than 4,000 milliliters of the smoothie in one box? Explain.

Show your work.

$177 \times 24 = ?$

Students might use the standard algorithm, partial products, an area model, or some other method to solve the problem.

Solution: There are more than 4,000 milliliters. Possible explanation: 177×24 equals 4,248, which is greater than 4,000.

C

4 Jeff and Kayla are finding the product of 178×56. They both are using the distributive property to find partial products. Look at their work below.

Jeff

$$\begin{array}{r} 178 \\ \times\ \ 50 \\ \hline \end{array} \qquad \begin{array}{r} 178 \\ \times\ \ 6 \\ \hline \end{array}$$

Kayla

$$\begin{array}{r} 178 \\ \times\ \ 20 \\ \hline \end{array} \qquad \begin{array}{r} 178 \\ \times\ \ 30 \\ \hline \end{array} \qquad \begin{array}{r} 178 \\ \times\ \ 6 \\ \hline \end{array}$$

a. Explain why each student's work shows a way to find the product of 178×56.

Answers will vary. Possible answer: Jeff represents the factor 56 as $50 + 6$. Kayla represents it as $20 + 30 + 6$. Since each of these expressions equals 56, each way can be used to find partial products in order to multiply 178 and 56.

b. Would you use one of these methods or a different method to find the product of 178×56? Why?

Answers will vary. Students should identify the method they would use and give supporting reasons for choosing it.

Multiplication Race

Materials: game board, number cube, one counter for each player, calculator

---

1. Each player places a counter on the box marked 'Start'.

2. Take turns to roll a number cube and move forward that number of spaces along the path. Solve the multiplication problem you land on or follow the instruction you land on.

3. Partners use a calculator to check each other's work. A player who gives an incorrect product must miss a turn.

4. Continue until one player reaches the box marked 'End'.

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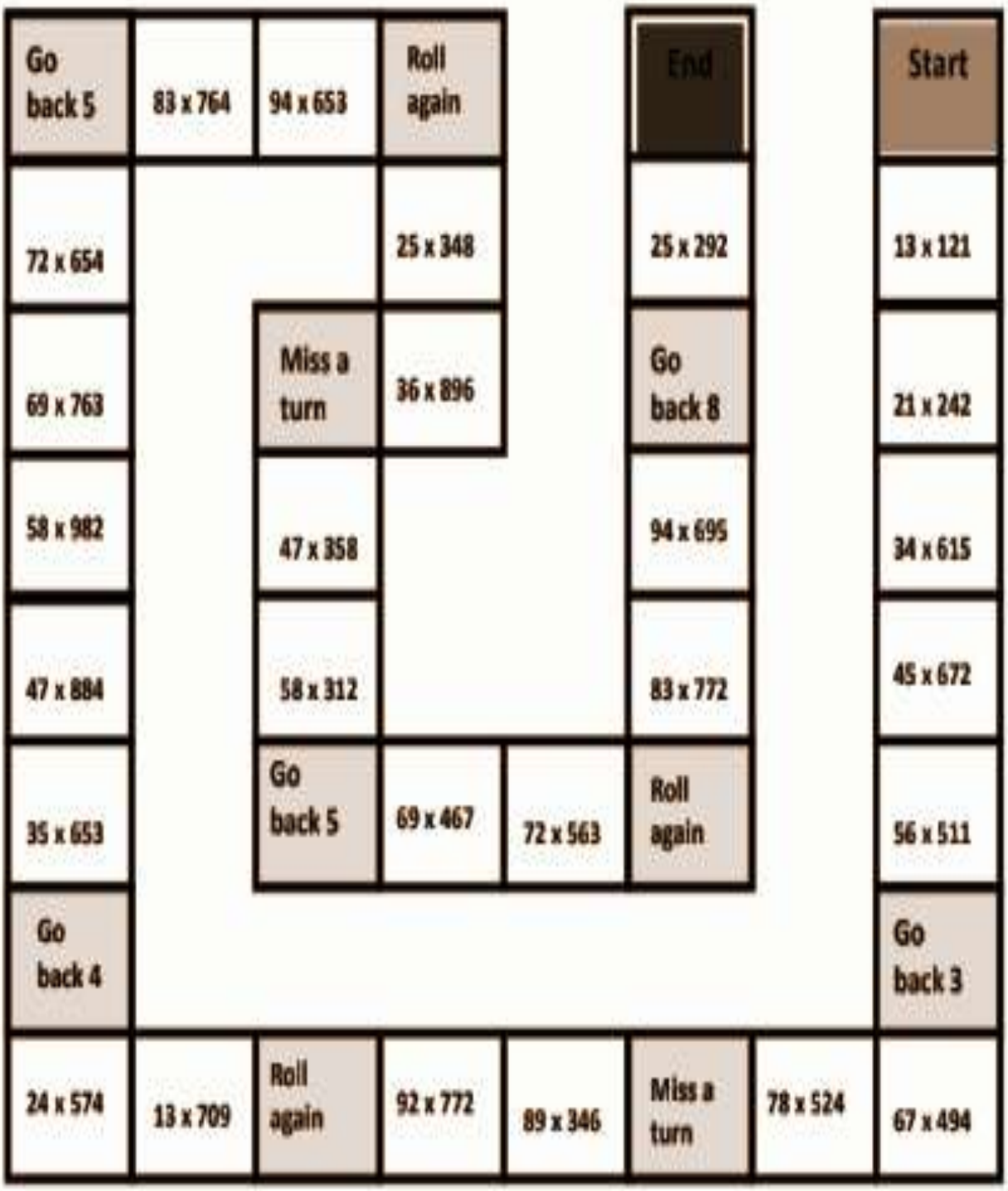
Multiplication Race



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Field Trip Funds

Mrs. White is planning a field trip for the 5th grade students at Sunshine Elementary School. There are 95 students in the 5th grade. The trip costs $35 per student.

How much money will Mrs. White collect?

If 87 third graders and 92 fourth graders also come on the trip, how much money will Mrs. White collect?

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Three in a Row Game Board

This is a game for two or three players. You will need color counters (a different color for each player), game board, pencil, paper, and a calculator.

Step 1: Prior to your turn, choose one number from Box A and one number from Box B. Multiply these numbers on your scratch paper. Be prepared with your answer when your turn comes.

Step 2: On your turn, announce your numbers and the product of your numbers. Explain your strategy for finding the answer.

Step 3: Another player will check your answer with a calculator after you have announced your product. If your answer is correct, place your counter on the appropriate space on the board. If the answer is incorrect, you may not place your counter on the board and your turn ends.

Step 4: Your goal is to be the first one to make "three-in-a-row," horizontally, vertically, or diagonally.

Box A						Box B					
18	232	35	472	79	91	25	32	512	76	802	97

1,975	6,916	186,064	15,104	72,982	9,216
14,436	7,424	35,872	17,920	5,800	1,746
8,827	40,448	450	17,632	2,528	28,070
6,004	11,800	45,784	3,395	118,784	2,912
576	7,663	241,664	63,358	1,368	875
46,592	378,544	1,120	2,275	22,504	2,660

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KEY TO THREE IN A ROW GAME

79x25 *or* 25x79 **1,975**	91x76 *or* 76x91 **6,916**	232x802 *or* 802x232 **186,064**	472x32 *or* 32x472 **15,104**	91x802 *or* 802x91 **72,982**	18x512 *or* 512x18 **9,216**
18x802 *or* 802x18 **14,436**	232x32 *or* 32x232 **7,424**	472x76 *or* 76x472 **35,872**	35x512 *or* 512x35 **17,920**	232x25 *or* 25x232 **5,800**	18x97 *or* 97x18 **1,746**
91x97 *or* 97x91 **8,827**	79x512 *or* 512x79 **40,448**	18x25 *or* 25x18 **450**	232x76 *or* 76x232 **17,632**	79x32 *or* 32x79 **2,528**	35x802 *or* 802x35 **28,070**
79x76 *or* 76x79 **6,004**	472x25 *or* 25x472 **11,800**	472x97 *or* 97x472 **45,784**	35x97 *or* 97x35 **3,395**	232x512 *or* 512x232 **118,784**	91x32 *or* 32x91 **2,912**
18x32 *or* 32x18 **576**	79x97 *or* 97x79 **7,663**	472x512 *or* 512x472 **241,664**	79x802 *or* 802x79 **63,358**	18x76 *or* 76x18 **1,368**	35x25 *or* 25x35 **875**
91x512 *or* 512x91 **46,592**	472x802 *or* 802x472 **378,544**	35x32 *or* 32x35 **1,120**	91x25 *or* 25x91 **2,275**	232x97 *or* 97x232 **22,504**	35x76 *or* 76x35 **2660**

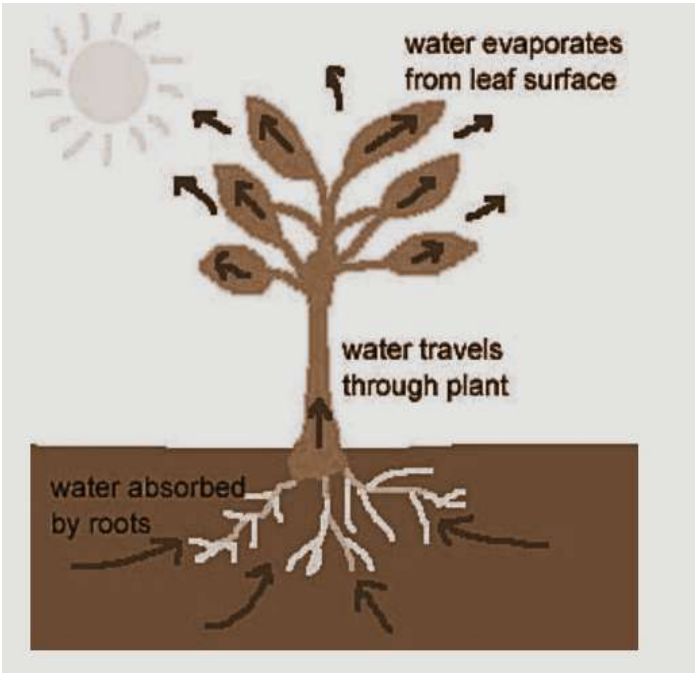
Grade: 5th **Subject: Science** **Week of: May 26th**

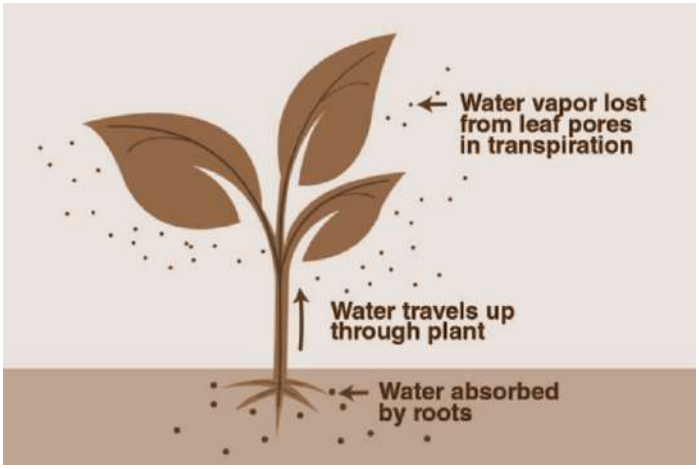
STANDARD	ACTIVITY	LESSON SUPPORT
5.P.2.1- Explain how the sun's energy impacts the processes of the water cycle (including, evaporation, transpiration, condensation, precipitation and runoff).	1. Have your child look at the transpiration images in the packet. Ask him/her, "what do you think *transpiration* is?" Have him/her tell you his/her prediction or write it down in his/her science notebook. 2. Explain to your child that he/she will be able to observe transpiration occur through an experiment. 3. Show your child the materials and ask him/her to predict how he/she might be able to observe transpiration in action using him/her. 4. Your child will drop 3-4 droplets of food coloring into the cup. Then, place the celery stalk in. Have your child observe and sketch what he/she is seeing every 5 minutes for the next 30 minutes. Have him/her pay close attention to the celery and the water level. 5. Ask your child to write a brief description of what happened and why. 6. Finally, have your child draw a picture of the water cycle. Ask your child to label each part: *condensation, precipitation (rain, snow, hail, etc.), evaporation,* and *transpiration*. 7. Have your child look again at the transpiration images from Step 1. Ask your child if the picture he/she drew of the water cycle includes a similar image of transpiration. Optional Extension Activity: Place several leaves attached to a low hanging tree inside a plastic bag and tie them with string or a bread tie. Wait 15-20 minutes. Go back and observe the plant "sweating" through the process of transpiration. Ask your child to write about what they notice and this happened.	1. *Transpiration* is the evaporation of water from plant leaves. 2. For this experiment, you will need a cup ½ filled with water, 1 stick of celery, and food coloring. 3. he/she won't actually be able to see the water evaporate into the air, but he/she can conclude that is what happened based on watching the water move through the stem, up the plant, and into the leaves. 4. Separate the celery stalks and trim the end of each before beginning. Celery stalks should not be so tall as to knock over the cup where he/she will be placed. After a few minutes, your child should begin to see the food coloring travel up the stem & into the leaves. 5. You may want to encourage your child to break the celery stalk into two pieces in order to "see" what happened to the inside of the plant. 6. Explain transpiration by telling your child that "Water is found throughout plants - in the roots, stems, and leaves. The water in plants evaporates through the surface of its leaves in a process called transpiration. When this happens, it allows the

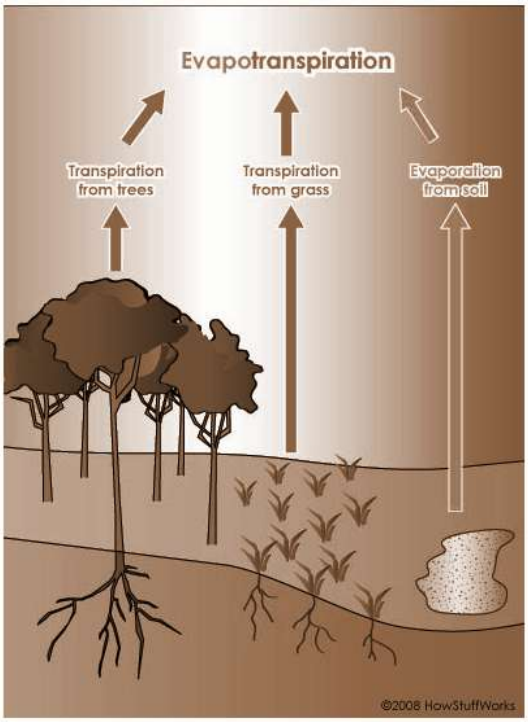
		leaves to move more water from the ground, up through the roots and stem and into the leaves to help transport water and nutrients throughout the plant. The water evaporated into the atmosphere from the surface of the leaves is similar to the water evaporated from the ground in relation to the water cycle. “
5.P.2.1- Explain how the sun’s energy impacts the processes of the water cycle (including, evaporation, transpiration, condensation, precipitation and runoff).	1. Have your child look up at the sky and notice the clouds. Then, have your child talk about today’s weather. Next, have your child look at the “Cloud Images” chart in this packet and notice which cloud most closely resembles the clouds in today’s sky. Ask your child to predict what kind of weather he/she might predict from that kind of cloud. 2. Have your child cut out the different cloud images and sort him/her by his/her similarities and differences. Ask your child to explain his/her reasoning for grouping the images the way he/she did. 3. Now have your child look closely at the “Cloud Types” Chart below. Ask your child to talk more about today’s weather. Ask, “does the description of today’s cloud type match today’s weather? Why or why not?” 4. Have your look again at the “Cloud Types chart below. Using the information you just provided, ask him/her to identify each cloud type. Then, check his/her answers. 5. End the lesson by having your child answer the following scenario: *Mrs. Parker’s class has been studying the weather and learning about clouds. While Marcus and Jake were at recess he/she decided to lie on the ground and watch the clouds. As the class was lining up, Mrs. Parker asked the boys to predict the weather for tomorrow’s recess time. Marcus predicted it would rain tomorrow. Jake agreed with Marcus and believed he/she would have inside recess tomorrow. The next day Mrs. Parker’s class indeed had inside recess. What could the boys have seen as he/she watched*	1. If your child is having difficulty responding, you could assist him/her by asking: ● Have you seen this type of cloud before? What type of weather was happening at that time? 2. You can also have your child point to the cloud images that are similar and different. 3. Explain to your child: “There are three main types of clouds (*stratus, cirrus, cumulus*) which can help you predict the weather that will be coming into your local area. ● <u>Cirrus clouds</u> are high wispy white clouds usually of minute ice crystals; indicates a change in weather will occur within 24 hours for your local area. ● <u>Stratus clouds</u> bring a gray blanket of clouds that produce drizzle or snow flurries. he/she is usually stretched out across the sky.

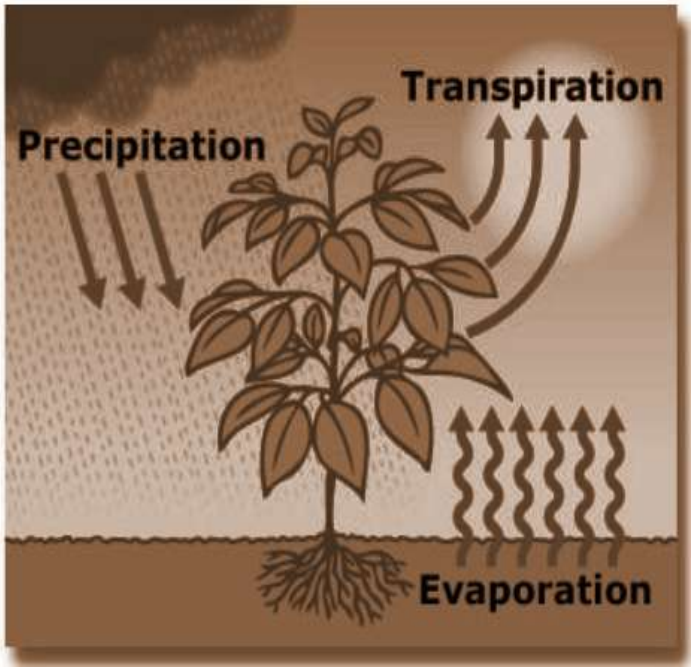
	the clouds the day before at recess? Why do you think this?	● Cumulus clouds are known as fair weather clouds, white and puffy but can transform into cumulonimbus clouds those gray puffy clouds that produce severe rain and thunderstorms, and even tornadoes." 4. Answer Key: ● Cirrus: 1, 2, 4 ● Stratus: 3, 5, 6 ● Cumulus: 7, 8 ● Cumulonimbus: 9, 10, 11, 12 5. Scenario Explanation: Jake and Marcus probably noticed cumulonimbus clouds. These are dark, gray clouds that are low in the sky and bring heavy rain and thunderstorms.

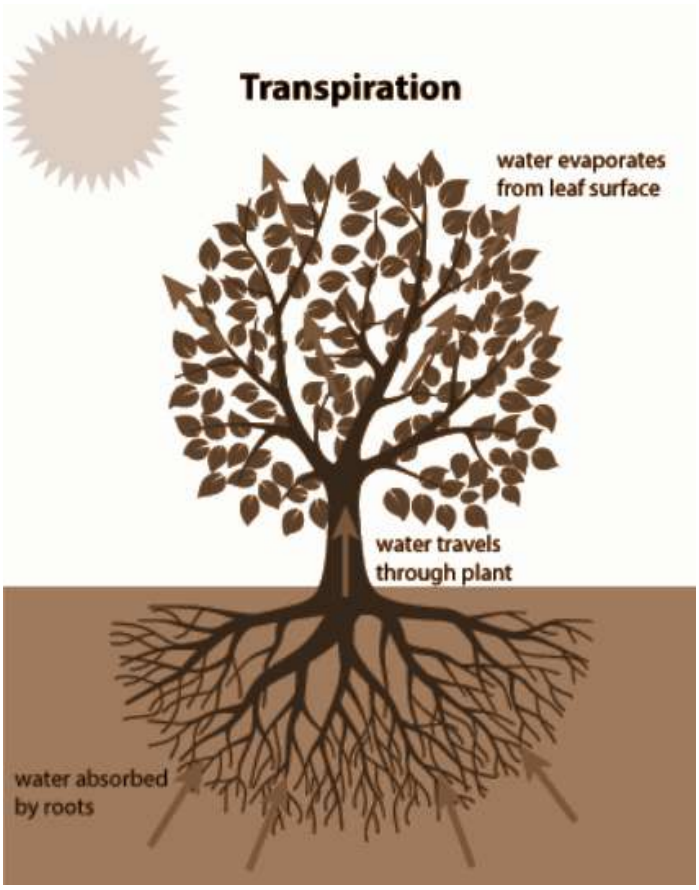
Transpiration Images

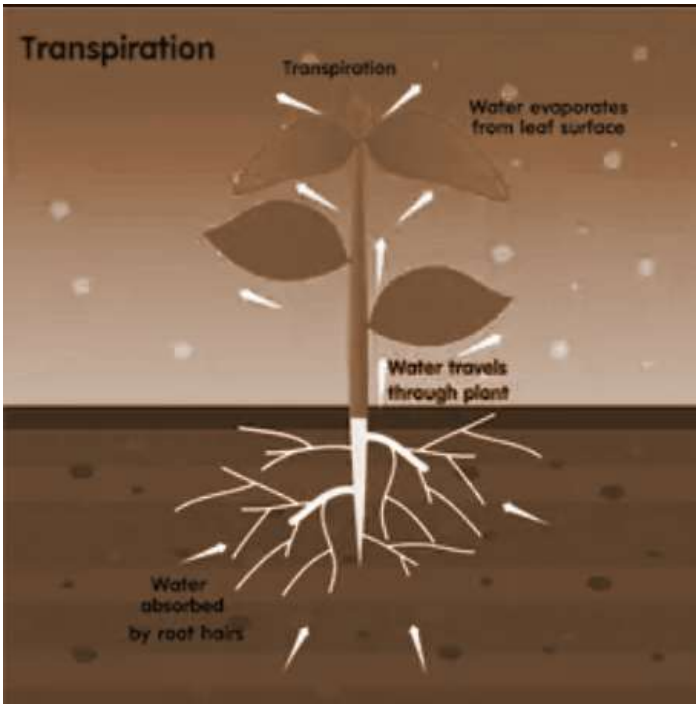








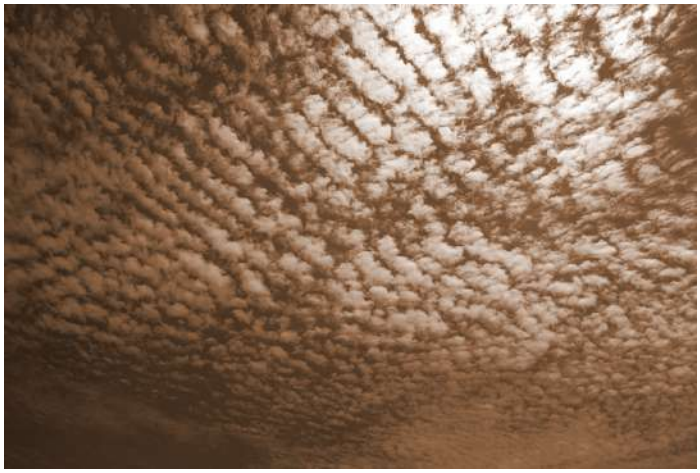

Transpiration
water evaporates
from leaf surface
water travels
through plant
water absorbed
by roots


Transpiration
Transpiration
Water evaporates
from leaf surface
Water travels
through plant
Water
absorbed
by root hairs

Cloud Images

1.

2.



3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Cloud Types Chart

Cloud Name & Sketch	Description	Location in Sky	Weather Indicated
Cirrus 	thin and wispy; hair like white in color	High level clouds	Indicates a change in weather will occur within 24 hours.
Stratus 	hazy blanket Gray covers most of the sky	Very near to the ground	precipitation is likely - drizzle or snow flurries
Cumulus 	Puffy, rounded towers with flat bottoms White like cotton balls	Low in the sky	Fair weather
Cumulonimbus 	Very dark gray bottoms Puffy, round towers, anvil shaped Transforms from another cloud type	Low in the sky	Brings heavy rain, lightning, severe winds, hail, even tornadoes

Grade: 5th **Subject: Social Studies** **Week of: May 26th & June 1st**

STANDARDS	ACTIVITY	LESSON SUPPORT
5.H.2.2 Explain how key historical figures have exemplified values and principles of American democracy.	**For the next two weeks**, your child will take time to read several biographies of influential historical figures that have exemplified American Democracy. After your child has read the biographies given below, ask them to write a letter to one influential American of their choice. In their letter they should describe why they admire this person, what characteristics that person has that exemplified democracy, and explain how their life impacts America today.	Guiding Questions: 1) How have influential American's exemplified democratic values and principles by fighting for the rights of others? 2) How have influential American's contributed to the changing roles of women and minorities over time? 3) How have the actions of influential American figures helped shape democracy in the United States?

Dalip Singh Saund

Early Life

Dalip Singh Saund was born on September 20, 1899 in Punjab, India. His parents were illiterate but instilled a respect and love of education. In 1919, he graduated with a degree in mathematics and made the decision to move to the United States. In 1920, he enrolled at the University of California's agricultural school and earned a PhD in 1924. He struggled to find employment due to his citizenship, so he worked as a farmer. During his years as a farmer, he began to follow politics and become more involved.

In 1950, he ran for a judgeship and won. However, his victory was overturned due to the fact that he had only been an American citizen for a few months. Saund continued to stay involved in politics and 2 years later, he won again by 13 votes! Later in 1956, he made the decision to run for the United States House of Representatives and defeated his opponent. He remained in this office until 1962.

Important Contributions

Dalip Singh Saund accomplished several tasks during his terms as a US representative. He helped veterans and their families access benefits and worked to secure millions in funding for the March Air Force Base and the Naval Auxiliary Air Station. He worked to fund flood control projects, provide funding for American Indian land, opened new post offices, built new roads, improved airports and assisted scientist developing new strains of cotton. He was also a fierce supporter of the 1957 Civil Rights bill. He maintained his support for civil rights legislation and voted in favor of pensions, health insurance for senior citizens, and insurance for the unemployed. Internationally, Saund wanted to spend less money on military aid and more on cultural exchanges and infrastructure projects in the developing world.

Dalip was the first Asian-American and the first Indian American and the first member of a non-Abrahamic faith to be elected to Congress. Setting the example for more diversity of representatives to come in the future.

Elizabeth Jennings Graham

Early Life

Before Rosa Parks, there was Elizabeth Jennings Graham. Born in New York City in 1826, Graham was born into a middle class African American family. Her father, Thomas Jennings, was the first African American to receive a patent (a legal document that does not allow others to copy an invention) for inventing what we would call today "dry cleaning". Growing up, Elizabeth participated in many social and religious organizations. She settled on a career as a teacher and enjoyed playing the organ at her church.

Important Contributions

Elizabeth and her friend Sarah Adams, were on their way to the First Colored American Congregational Church on July 16, 1854 when she tried to board a streetcar of the Third Avenue Railway Company which at the time only allowed white Euro-Americans as passengers. She was given permission to ride the streetcar, but the conductor told them, if any Euro-American passengers objected, "*You shall go out or I'll put you out."*

Soon the conductor tried to haul Jennings from the car. She resisted ferociously, clinging first to a window frame, then to the conductor's own coat. Driving on, with Jennings's companion Sarah Adams left at the curb, he soon spotted backup in the figure of a police officer, who boarded the car and thrust Jennings off the streetcar, her bonnet smashed and her dress soiled, to the sidewalk.

Graham's forcible removal from the streetcar caused a massive protest against the streetcar company by members of New York's African American community and others who felt she was unfairly treated. Her letter detailing the incident was read in church the next day; supporters forwarded the letter to *The New York Daily Tribune*, whose editor was the abolitionist Horace Greeley, and to Frederick Douglass' *Paper*, which both reprinted it in full. Meanwhile, her father hired an attorney to sue the Third Avenue Railway Company on his daughter's behalf. At the time, New York City and New York State had no laws regarding segregation on streetcars. Consequently, the court ruled that it had been illegal to forcibly evict Graham solely because she was African American, and awarded her $225 in damages. The case led to the eventual desegregation of all New York City transit systems by 1865.

After the trial, Graham continued her career as a church organist and her career as a teacher. Additionally, Graham opened a kindergarten for African American children in her home. The kindergarten operated from 1895 until her death on June 5, 1901.

At a time where African Americans were often not viewed as "equal", this was a bold and courageous move made by a daring young woman who stood up for the rights she knew she deserved.

Dolores Huerta

Early Life

Dolores Huerta was born April 10, 1930, in Dawson, New Mexico. Dolores grew up poor and treated unfairly due to her race. She had a very close relationship with her father (Juan Hernandez) who later became a union activist and a New Mexico state assemblyman. Juan's own political and labor activism later proved inspirational to Dolores. She completed a teaching degree at Stockton College and briefly worked as an elementary school teacher, but resigned because she was so distraught over the poor living conditions of her students, many of them children of farm workers.

Determined to help, in 1955, she and Fred Ross started the Stockton chapter of the Community Services Organization (CSO), a group that worked to end segregation, discrimination and police brutality and improve social and economic conditions of farm workers. During this time, Dolores married Ventura Huerta, another labor activist. The couple would go on to have five children. In 1960, Dolores Huerta started the Agricultural Workers Association (AWA). She set up voter registration drives and pushed lawmakers to allow non–U.S. citizen migrant workers to receive public assistance and provide Spanish-language voting ballots and driver's tests.

Important Contributions

In 1962, Huerta and Cesar Chavez co-founded the National Farm Workers Association (NFWA). The two made a great team. Chavez was the dynamic leader and speaker; and Huerta the skilled organizer and tough negotiator. In 1965, the NFWA took on the Coachella Valley grape growers, with Chavez organizing a strike of all farm workers and Huerta negotiating contracts. After five hard years, the United Farm Workers signed an historic agreement with 26 grape growers that improved working conditions for farm workers, including reducing the use of harmful pesticides, providing more employment, and giving healthcare to all workers. In the 1970s, Huerta coordinated a national lettuce boycott and helped to initiate the 1975 Agricultural Labor Relations Act, the first law to recognize the rights of farm workers to bargain collectively.

Dolores Huerta has been honored for her work as a fierce advocate for farm workers, immigration, and women. She received the Ellis Island Medal of Freedom Award and was inducted in the National Women's Hall of Fame in 1993. In 2002, she received the Puffin/Nation Prize for Creative Citizenship. The $100,000 award provided her the means to create the Dolores Huerta Foundation, whose purpose is to bring organizing and training skills to low-income communities.

Huerta can be viewed as a symbol for someone who fights for the rights of all citizens, and promotes democracy and fairness for all.

Ely Samuel Parker

Early Life

Elizabeth Johnson Parker, or Gaontguttwus (her Native American name) believed that her son was destined for great things. In 1828, four months before his birth, Mrs. Parker had an unsettling dream in which she beheld a broken rainbow reaching from the home of Indian agent Erastus Granger, in the Buffalo reservation. Mrs. Parker went to a Seneca dream interpreter in an attempt to better understand what she had seen. The dream interpreter told Parker: 'A son will be born to you who will be distinguished among his nation as a peacemaker; he will become a white man as well as an Indian, with great learning; he will be a warrior for the palefaces (white people); he will be a wise white man, but will never desert his Indian people or 'lay down his horns as a great Iroquois chief'; his name will reach from the East to the West–the North to the South, as great among his Indian family and the palefaces. His sun will rise on Indian land and set on the white man's land. Yet the land of his ancestors will fold him in death.'
Ely Parker was born in 1828 in Indian Falls, New York to Seneca parents who gave him the name Hasanoanda. Parker was the Great Nephew of Red Jacket, the one-time great chief of the Seneca nation. Parker grew up on the reservation until he attended the Yates academy at age 14, and later the Cayuga Academy at age 17. Parker was bilingual and spoke both Seneca and English. He wanted to become a lawyer, but his application to take the bar exam was denied because Native Americans at that time were not given citizenship status until 1924. Instead, Parker studied at Rensselaer Polytechnic Institute and worked as a civil engineer for several years.

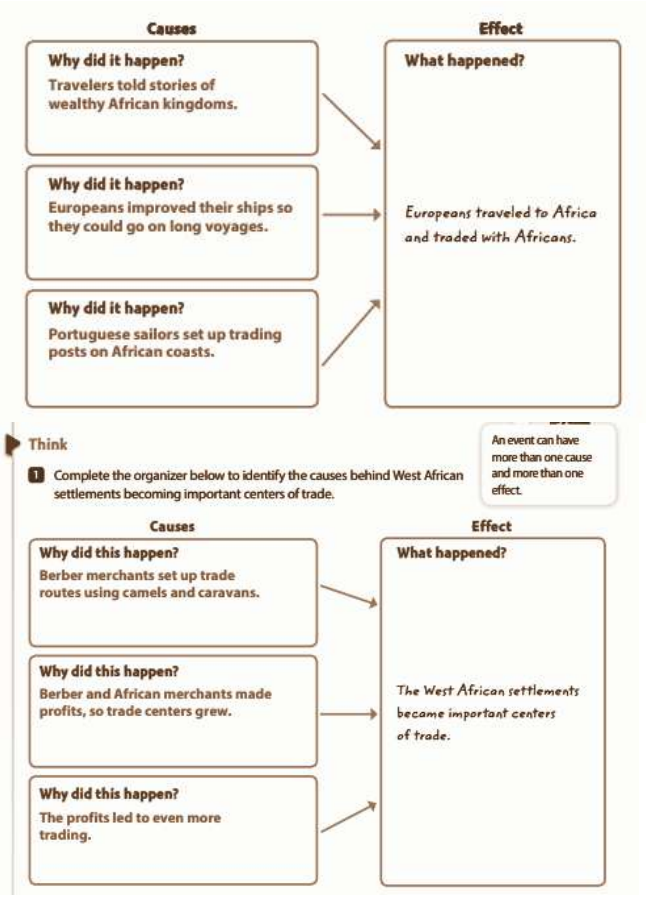
Important Contributions

Parker was a champion for Seneca rights, and in 1852 was awarded the title and responsibility of Sachem, an Iroquois chief, of the Seneca people. He was also given the Seneca name Donehogawa, meaning "Keeper of the Western Door of the Long House of the Iroquois."

During the Civil War, Parker joined the Union Army as a civil engineer, but was initially rejected due to his race. Parker later managed to join the Union Army and was first appointed the chief engineer of General John Eugene Smith's 7th Division, then became General Grant's administrative assistant during the Chattanooga Campaign. Parker was present at battles such as the Battle of Chattanooga, the Siege of Pittsburgh, and the Siege of Vicksburg (1862-1863). He also participated in Robert E. Lee's surrender on behalf of the Confederacy in August of 1865 by helping to draft the surrender documents. Parker continued to serve in the army alongside Grant as his military secretary and key aide with the rank of colonel for several years after the war ended, resigning in 1869. In March of 1869, Grant appointed Parker as the first Native person to hold the role of Commissioner of Indian Affairs, a position Parker held until 1871. Grant also served as Parker's best man when Parker married Minnie Sackett.

Supplemental Print Lessons
Week of June 1-5

Grade: 5th **Subject: English Language Arts** **Week of: June 1st**

STANDARD	ACTIVITY	LESSON SUPPORT
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	**Reading:** Complete iReady Lesson 4b - Explaining Relationships in Historical Texts and the supporting activities. (pages 66-69)	Answer Key: 
W.5.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**Writing:** Last week your child worked on planning out their characters and events. This week they will put it all together to produce their historical fiction story. Refer to the graphic organizers completed in the previous weeks to make sure that ideas are clear and specific.	
L.5.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;	**Word Study:** Complete iReady Lesson 10 - More Uses for Commas	Answer Key: 1. C 2. D 3. C 4. B 5. A

NCSCS RI.5.3 Explain the relationships or interactions between two or more individuals, events, [or] ideas . . . in a historical . . . text based on specific information in the text.

Lesson 4b
Explaining Relationships in Historical Texts

Learning Target

Explaining relationships between people, events, and ideas will help you understand what matters in historical texts.

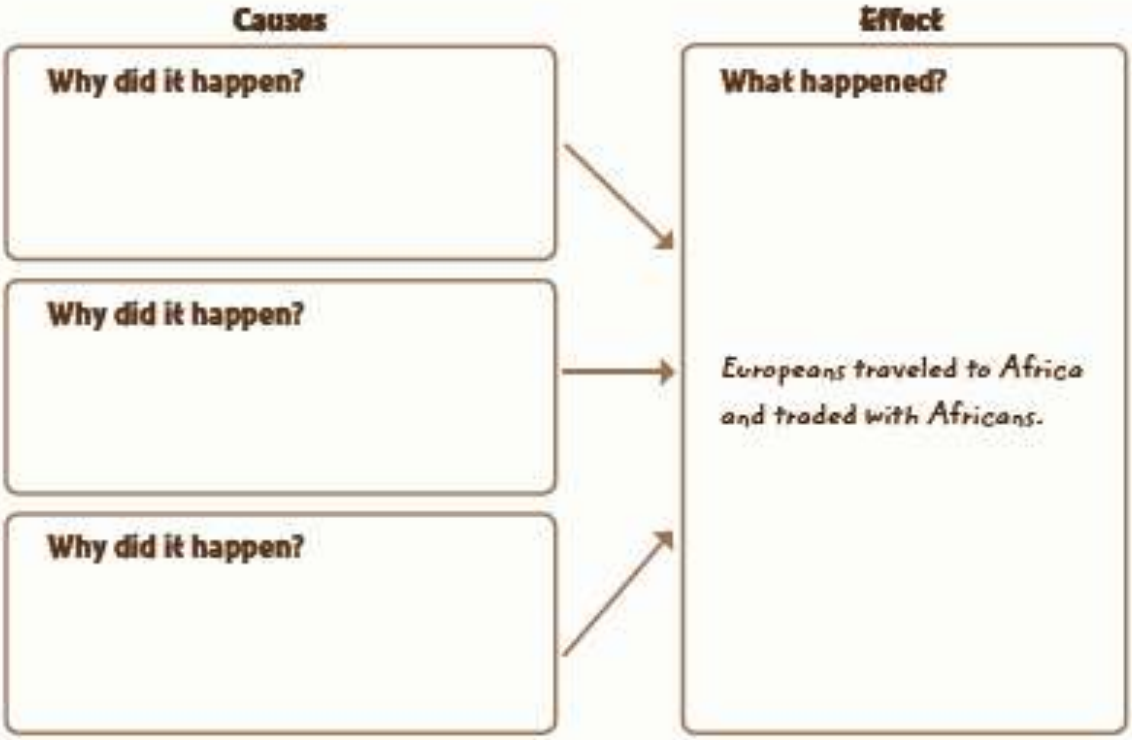
Read When we read **historical texts**, we learn about people, events, and **ideas.** Some historical texts describe simple **cause-and-effect relationships** that tell what happened and why. Other historical texts explain how one cause led to many effects, or how several causes produced one important effect.

Read the passage below. As you do, try to identify relationships between causes and their effects.

During the Middle Ages, much of Africa was a mystery to Europeans. A few travelers, however, told tales of wealthy African kingdoms and endless supplies of gold. But was this true? Could fortunes be made there?

By the 1400s, improvements to European sailing ships made long ocean trips possible. So, Portuguese sailors began exploring along Africa's coastline. They set up trading posts in ports along the way, and other Europeans soon followed. This was because the Portuguese had discovered the stories to be true. Indeed, there was wealth to be had. Europeans could trade their goods for salt, spices, ivory, and yes, even gold!

Think Consider what you've learned about reading historical texts. According to the passage you just read, what happened? And what caused it to happen? Use the *cause-and-effect organizer* below to show how three causes led to one important effect.



Talk Share your cause-and-effect organizer with a partner.

- Did you list all the same causes?
- Do all the causes you list actually lead to the effect?
- Are some of your causes not events but ideas?

Academic Talk

Use these words and phrases to talk about the text.

- **cause and effect**
- **historical texts**
- **ideas**
- **relationships**

Read

Genre: History Article

ANCIENT Saharan Trade Routes

by Joris Maddrin

1 The Sahara is a vast desert in northern Africa. It stretches from the Atlantic Ocean in the west to the Red Sea in the east. Its size and harsh conditions make travel hazardous. Nevertheless, trade thrived here from the 700s to the 1500s. It continues to this day.

2 Long ago, Berber merchants established a network of trade routes across the Sahara. These routes linked markets in North Africa, the Middle East, and Europe with markets in West Africa. The merchants regularly crossed the Sahara to African settlements on the fringes of the desert. In those settlements, they traded salt, horses, cloth, and later, books for gold, metals, spices, and other items from farther south. Berber and African merchants made profits, so trade increased. As a result, the African settlements grew to become important centers of trade. And as trade increased, so did the wealth and power of the West African rulers.

3 To Berber merchants, the dangerous journey across the Sahara was worth the risk. For safety, merchants traveled together in large groups known as caravans. Using camels to transport their goods, caravans walked about 200 miles a week. Even at that pace, however, the trip took more than three months.

4 The merchants' use of camels made it possible for them to cross the Sahara. These hardworking animals could carry heavy loads with ease over scorching, shifting sands. During long journeys, they had the ability to conserve water. Camels were called "ships of the desert" because they hauled trade goods across the desert, just as ships carried cargo across the sea.

Close Reader Habits

What events made it possible for West African settlements to become important centers of trade? Reread the article. **Underline** the details that seem most important.

Explore **What caused the West African settlements to become important centers of trade?**

An event can have more than one cause and more than one effect.

Think

1 Complete the organizer below to identify the causes behind West African settlements becoming important centers of trade.

Causes		Effect
Why did this happen?	→	**What happened?**
Why did this happen?	→	*The West African settlements became important centers of trade.*
Why did this happen?	→	

Talk

2 Share your organizers. What causes did you describe? How do you know they are actually causes? If necessary, add details to improve your organizer.

Write

3 **Short Response** What led to West African settlements becoming important centers of trade? Support your answer with details from the text. Use the space provided on page 72 to write your answer.

HINT In your answer, try using phrases such as "one cause was," "a second cause was," and so on.

Lesson 10
More Uses for Commas

L.5.2c: Use a comma to set off … a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

Introduction When you write, use a **comma** (,) to set off the part of a sentence that asks a tag question or addresses a person by name.

- A **tag question** comes at the end of a sentence that makes a statement. It is a way of asking someone to think about or agree with what you have just said. Use a comma to set off a tag question from the rest of the sentence.

  This is a big game for us, isn't it?

  You don't want to lose, do you?

- A noun of **direct address** names a person being spoken to. The noun may come at the beginning, in the middle, or at the end of a sentence. Use a comma or commas to set off a noun of direct address from the rest of the sentence.

  Daria, I know how hard you've worked this season.

  What do you think, Coach Cody, about our chances of winning?

  I think we're ready for the game, Daria.

Guided Practice **Read the passage. Then add commas where they are needed.**

HINT When a noun of direct address comes in the middle of a sentence, put a comma before *and* after the name.

"This is a really important game Daria," Olivia said. The two girls stood on the basketball court. The gym was packed.

Daria saw the Cougars' star player walking toward her. "You missed all your free throws last week didn't you?" said the girl.

Daria replied, "I know who you are Izzy James and I'm not listening to you."

Olivia said, "Daria just relax. Izzy's just teasing us you know?"

For numbers 1–5, choose the sentence in each group that is punctuated correctly.

1 **A** Lynn you're going to jump for the ball.

B Lynn, you're, going to jump for the ball.

C Lynn, you're going to jump for the ball.

D Lynn, you're going to jump, for the ball.

2 **A** Thanks, for giving me this chance, Coach Cody.

B Thanks for giving me this chance Coach Cody.

C Thanks, for giving me this chance Coach Cody.

D Thanks for giving me this chance, Coach Cody.

3 **A** I think you, Olivia should guard their forward.

B I think you Olivia should guard their forward.

C I think you, Olivia, should guard their forward.

D I think you Olivia, should guard their forward.

4 **A** I'd love to see this team, win, wouldn't you?

B I'd love to see this team win, wouldn't you?

C I'd love to see this team win wouldn't you?

D I'd love to see this team win wouldn't, you?

5 **A** They didn't win any games last year, did they?

B They didn't win any games, last year, did they?

C They didn't win any games last year did they?

D They didn't win any games last, year did they?

Grade: 5th **Subject: Math** **Week of: June 1st**

STANDARD	ACTIVITY	LESSON SUPPORT
NC.5.NBT.6 Use a variety of strategies to find quotients with remainders, up to 4-digit dividends and 2-digit divisors.	Guide your child through the lesson below on dividing whole numbers. Spend time talking about how each representation shows division. Note that your child is using strategies other than the standard algorithm, which he/she will learn in middle school.	• See the ANSWER KEY, which is included in this packet.
NC.5.NBT.6 Use a variety of strategies to find quotients with remainders, up to 4-digit dividends and 2-digit divisors.	Your child will apply what was learned in the least session to solve division problems. 1. Briefly review the strategies presented in the last session. 2. Have your child complete the practice problems. 3. Help your child practice division by playing Division Four in a Row. Your child may select the strategy or his/ her choice while playing the game.	• See the ANSWER KEY for the division problems, which is included in this packet. • The *Division Four in a Row* game board and directions are included in this packet. • The *Division Four in a Row* ANSWER KEY is included in this packet.

Learn About Dividing by Two-Digit Numbers

Read the problem below. Then explore different ways to divide by a two-digit divisor.

A grocery store only sells eggs by the dozen. There are 12 eggs in 1 dozen eggs. If there are 624 eggs in stock, how many dozens of eggs are there?

Model It You can use the relationship between multiplication and division to estimate the quotient in a division problem with a two-digit divisor.

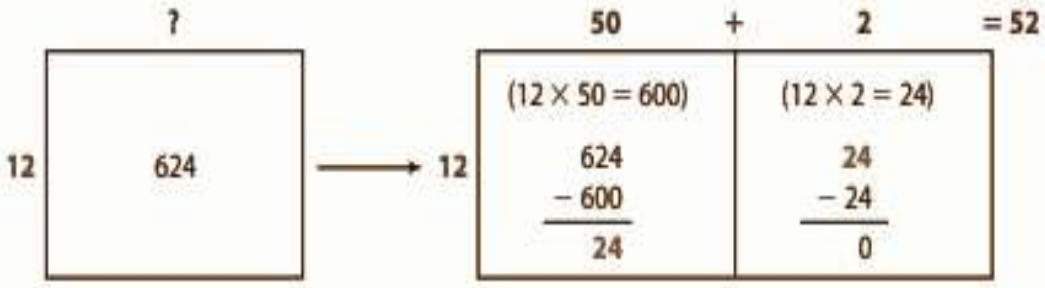
$624 \div 12 = ?$ and $12 \times ? = 624$

Multiply 12 by multiples of 10. Make a table.

Number of dozens	10	20	30	40	50	60
Number of eggs	120	240	360	480	600	720

Since 624 is between **600** and **720**, the quotient is between **50** and **60**.

Model It You can use an area model to solve a division problem with a two-digit divisor.



Connect It Now you will connect the area model to partial quotients.

2 How many hundreds are in the dividend? _____

How many groups of 12 are in 600? _____

This partial quotient is written above the bar.

What equation in the area model shows this?

_____

52 ← quotient
2 ← partial quotient
50 ← partial quotient
12)624
− 600
24
− 24
0

3 Why is 600 subtracted from 624?

_____

4 How does the area model relate to finding the second partial quotient?

_____

_____

5 Explain how to use the partial quotients to find 624 ÷ 12. _____

_____

6 Describe how to divide using partial quotients. _____

_____

_____

_____

_____

Read the problem below. Then explore different ways to find quotients with remainders.

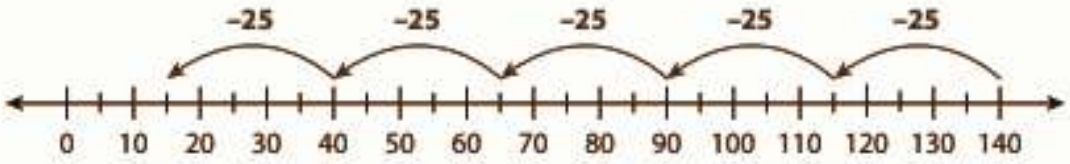
Students are packing 140 oranges in boxes. They put 25 oranges in each box. How many boxes can they fill?

Model It You can use repeated subtraction to divide.

$25\overline{)140}$

$-\ 25$ 1 group of 25
115
$-\ 25$ 1 group of 25
90
$-\ 25$ 1 group of 25
65
$-\ 25$ 1 group of 25
40
$-\ 25$ 1 group of 25
15 ← remainder

Model It You can use a number line to divide.



Connect It Now you will compare using partial quotients and using subtraction to divide.

9 Look at the first *Model It*. How many groups of 25 were subtracted from 140? Explain how you know. _____

_____

10 Look at the first *Model It*. Why is there a remainder?

_____

_____

11 Look at the second *Model It*. How many jumps of 25 are shown on the number line? _____ Where does the last jump on the number line end at? _____ What is the quotient of 140 ÷ 25? _____

12 Explain how the remainder relates to the problem of determining the number of boxes students can fill with oranges.

_____

_____

13 How many boxes can students completely fill with oranges? _____

14 Describe how to divide using repeated subtraction.

_____

_____

_____

ANSWER KEY - Dividing Whole Numbers Lesson

Connect It Now you will connect the area model to partial quotients.

2 How many hundreds are in the dividend? 6

How many groups of 12 are in 600? 50

This partial quotient is written above the bar.

What equation in the area model shows this?

12 × 50 = 600

52 ← quotient
2 ← partial quotient
50 ← partial quotient
12)624
− 600
24
− 24
0

3 Why is 600 subtracted from 624?

Possible answer: To find what is leftover after finding the first partial quotient

4 How does the area model relate to finding the second partial quotient?

Possible answer: The area model shows 12 × 2 = 24. The product, 24, is recorded under 24 in the area model. The factor 2 is recorded as a partial quotient.

5 Explain how to use the partial quotients to find 624 ÷ 12.

Add the partial quotients. 50 + 2 = 52

6 Describe how to divide using partial quotients. Possible answer: Find a number that can be multiplied by the divisor to get a product less than or equal to the dividend. Subtract that product from the dividend. Repeat these steps until there is nothing left over. Add the partial quotients to find the quotient.

Connect It Now you will compare using partial quotients and using subtraction to divide.

9 Look at the first *Model It*. How many groups of 25 were subtracted from 140? Explain how you know. 5 groups; Possible explanation: Count the number of times that a group of 25 was subtracted.

10 Look at the first *Model It*. Why is there a remainder?

Possible answer: There is a remainder because you cannot subtract another group of 25 oranges from the 15 oranges that are left.

11 Look at the second *Model It*. How many jumps of 25 are shown on the number line? 5 Where does the last jump on the number line end at? at 15 What is the quotient of 140 ÷ 25? 5 R 15

12 Explain how the remainder relates to the problem of determining the number of boxes students can fill with oranges.

Possible explanation: You cannot use the remainder of 15 to determine the number of boxes because 15 oranges are not enough to fill a box.

13 How many boxes can students completely fill with oranges? 5 boxes

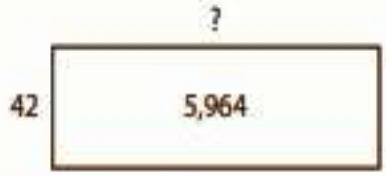
14 Describe how to divide using repeated subtraction.

Possible description: Subtract the divisor repeatedly until the number left is equal to or less than the divisor. The number of times you subtract the divisor is the quotient. Any number left is the remainder.

Practice Dividing Whole Numbers

Solve the problems.

1 Which equation can NOT be represented by the model below?



A $5{,}964 - ? = 42$

B $5{,}964 \div ? = 42$

C $42 \times ? = 5{,}964$

D $5{,}964 \div 42 = ?$

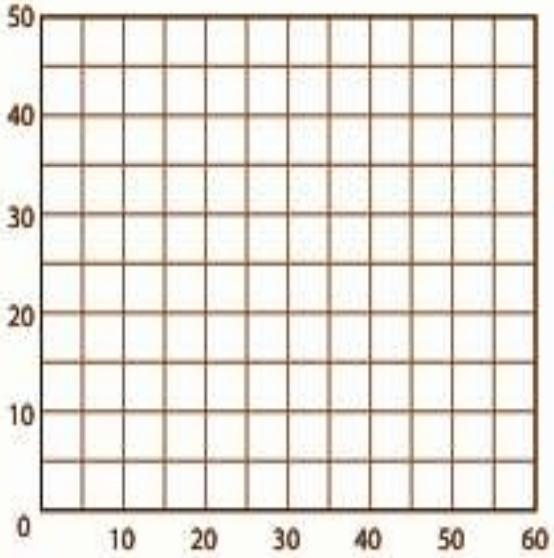
2 Lisa's camera has 2,050 megabytes of memory for storing pictures. She has already used half this amount. A high-quality picture uses 16 megabytes of memory. How many high-quality pictures can Lisa store with the remaining memory?

_____

3 The tablets Mrs. King wants to buy for her class cost $42 each. She has $518. How many tablets can she buy?

Show your work.

4 Use the grid to draw a rectangle with an area of 1,125 square units and a side of 25 units.



5 Vera makes a table to help solve the problem $673 \div 16$. Which is the best estimate of the quotient?

10	20	30	40	50	60
160	320	480	640	800	960

A a number between 30 and 40

B a number close to 40

C about 52

D a number between 50 and 60

6 Mr. Kovich writes the problem $32 \times \triangle = 1{,}696$ on the board. Write a division equation that can be used to find the value of the triangle, and then find the value of the triangle.

Show your work.

Solution _____

7 Mr. Sullivan is organizing teams for the middle school's annual field day. There are eight classes at the school and 22 students in each class.

Part A What is the total number of students at the school?

Answer _____ students

Part B Mr. Sullivan wants to have 12 students on each team. How many full teams of 12 will there be? How many students will not be one full team?

Answer _____ teams _____ students

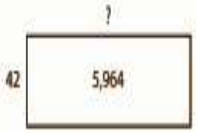
Part C How many students could Mr. Sullivan put on each team so that all students would be on a team? How many teams would there be? Explain your answer using diagrams, pictures, mathematical expressions, and/or words.

Answer _____ students _____ teams

Practice Dividing Whole Numbers

Solve the problems.

1 Which equation can NOT be represented by the model below?



(A) 5,964 − ? = 42

B 5,964 ÷ ? = 42

C 42 × ? = 5,964

D 5,964 ÷ 42 = ?

2 Lisa's camera has 2,050 megabytes of memory for storing pictures. She has already used half this amount. A high-quality picture uses 16 megabytes of memory. How many high-quality pictures can Lisa store with the remaining memory?

64 pictures

3 The tablets Mrs. King wants to buy for her class cost $42 each. She has $518. How many tablets can she buy?

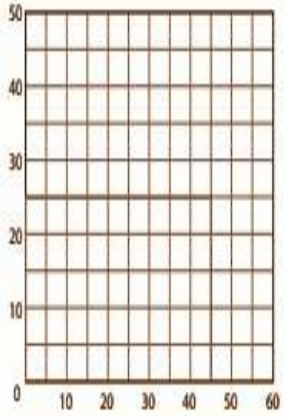
Show your work.

Possible student work:

$$\begin{array}{r} 12\text{ R }14 \\ 2 \\ 10 \\ 42\overline{)518} \\ -\,420 \quad (42 \times 10) \\ 98 \\ -\,84 \quad (42 \times 2) \\ 14 \end{array}$$

Solution 12 tablets

4 Use the grid to draw a rectangle with an area of 1,125 square units and a side of 25 units.



Possible rectangle shown. Rectangle should be 25 units by 45 units.

5 Vera makes a table to help solve the problem 673 ÷ 16. Which is the best estimate of the quotient?

10	20	30	40	50	60
160	320	480	640	800	960

A a number between 30 and 40

(B) a number close to 40

C about 52

D a number between 50 and 60

6 Mr. Kovich writes the problem 32 × △ = 1,696 on the board. Write a division equation that can be used to find the value of the triangle, and then find the value of the triangle.

Show your work.

Possible student work:

1,696 ÷ 32 = △

How many 32s in 1,600?
32 × 50 = 1,600
1,696 − 1,600 = 96

How many 32s in 96?
32 × 3 = 96
96 − 96 = 0

Solution 1,696 ÷ 32 = 53

7 Mr. Sullivan is organizing teams for the middle school's annual field day. There are eight classes at the school and 22 students in each class.

Part A What is the total number of students at the school?

Answer 176 students

Part B Mr. Sullivan wants to have 12 students on each team. How many full teams of 12 will there be? How many students will not be one full team?

Answer 14 teams 8 students

Part C How many students could Mr. Sullivan put on each team so that all students would be on a team? How many teams would there be? Explain your answer using diagrams, pictures, mathematical expressions, and/or words.

Possible explanation:

176 students ÷ 16 students on each team = 11 teams

176 ÷ 16 = 11

Answer 16 students 11 teams

Division Four in a Row Game Board

This is a game for two or three players. You will need color counters (a different color for each player), game board, pencil, paper, and a calculator.

Step 1: Prior to your turn, choose one number from Box A and one number from Box B. Divide these numbers using a mental strategy. Record your answer on a scratch piece of paper. Be prepared with your answer when your turn comes.

Step 2: On your turn, announce your numbers and the quotient for your numbers. Explain your strategy for finding the answer.

Step 3: Another player will check your answer with a calculator after you have announced your quotient. If your answer is correct, place your counter on the appropriate space on the board. If the answer is incorrect, you may not place your counter on the board and your turn ends.

Step 4: Your goal is to be the first one to make "four-in-a-row," horizontally, vertically, or diagonally.

Dividend - Box A						Divisor - Box B					
3,360	2,040	360	8,640	1,320	720	6	10	30	12	15	24

36	720	85	1440	336	280
88	204	120	15	44	560
30	864	132	140	60	68
110	136	24	224	12	112
170	24	220	55	30	288
360	340	48	576	60	72

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KEY TO DIVISION FOUR IN A ROW GAME

360÷10 36	8640÷12 720	2040÷24 85	8640÷6 1440	3360÷10 336	3360÷12 280
1320÷15 88	2040÷10 204	720÷6 120	360÷24 15	1320÷30 44	3360÷6 560
360÷12 30	8640÷10 864	1320÷10 132	3360÷24 140	360÷6 60	2040÷30 68
1320÷12 110	2040÷15 136	360÷15 720÷30 24	3360÷15 224	360÷30 12	3360÷30 112
2040÷12 170	360÷15 720÷30 24	1320÷6 220	1320÷24 55	720÷24 30	8640÷30 288
8640÷24 360	2040÷6 340	720÷15 48	8640÷15 576	720÷12 60	720÷10 72

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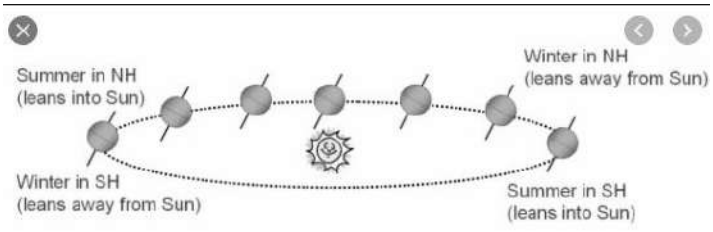
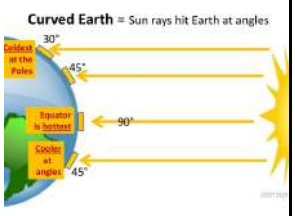
Grade: 5th	Subject: Science	Week of: June 1st
STANDARD	ACTIVITY	LESSON SUPPORT
5.E.1.1- Compare daily and seasonal changes in weather conditions (including wind speed and direction, precipitation, and temperature) and patterns.	1. Ask your child to answer the "Summer Talk" scenario listed below. 2. Ask your child to make a chart of the months of the year. Beside each month, have him/her write down the approximate season the southern hemisphere would experience it. 3. Based on your explanation from Step 1, ask your child to share why the North and South Pole are always cold even when his/her hemisphere is tilted toward the Sun. Then, ask your child to explain why it is always warm near the Equator. 4. Have your child answer the following scenario in his/her Science notebook, on a separate sheet of paper, or to you. Juan lives in Paraguay and needs to travel to Germany to visit family for a wedding in July. He is concerned about what type of clothing he should pack for his visit. Compare Paraguay's and Germany's weather and explain to Juan what kind of clothing he should pack. 	1. The best response is Raul's: It's because Earth's tilt changes the angle of sunlight hitting Earth. Seasons are primarily caused by the tilt of Earth's axis as it revolves around the Sun. As Earth revolves around the Sun, this tilt always points in the same direction. This means that during part of the year one hemisphere will be bending more away from the Sun, which results in winter, and the other hemisphere will be bending more toward the Sun, which results in summer. Therefore, the northern hemisphere (north of the Equator) is currently having Spring while the southern hemisphere (south of the Equator) is currently having Fall. 2. January-March = Summer April-June = Fall July-September = Winter October-December=Spring 3. Even when the Northern Hemisphere is tilted toward the Sun, the North Pole never receives much of the Sun's direct light. This is true as well for the South Pole. Since the Sun's direct light always hits the Equator, this is why it is hot all year round regardless of the tilt. 4. Paraguay is in South America which is in the Southern Hemisphere. It is winter in July. However, Germany is in Europe in the Northern Hemisphere. It is summer in July. Therefore, Juan needs to pack summer-type clothing like shorts, t-shirts, and sandals.

Compare daily and seasonal changes in weather conditions (including wind speed and direction, precipitation, and temperature) and patterns.	1. Have your child examine the "Latitude and Temperature of Cities Around the World" chart below. Then, use the chart to label the names of the cities and his/her temperatures on the map below it. 2. Once he/she has finished with Step 1, ask him/her to share with you what he/she has noticed about the cities in the Northern and the Southern Hemisphere. Ask your child, "what season is it most likely in the Northern Hemisphere? Southern Hemisphere? How do you know?" 3. Then, ask your child to explain why it is so warm in Lago, Nigeria even though it is in the Northern Hemisphere. 4. Next, ask your child, "what do you notice about how the latitude of a city and its temperature relate?" 5. Ask your child to use the completed map to answer the following scenario. *Tamara has been asked by her job's company to relocate to a new city. The company has given her a list of the locations and will allow her to make the best choice for her. Tamara is extremely nervous about selecting the right location. She loves winter weather so she can wear her thick sweaters and scarves but Tamara also enjoys her shorts and tank tops during summer weather. Use your completed map to select the location Tamara should choose to relocate to and enjoy both winter and summer weather. Provide your reasoning behind your selection.*	1. Your child learned about coordinates of a map in 4th grade, but may need a reminder. he/she may also need help because the lines on a map are curved instead of straight. 2. Remind your child of what he/she learned about from Day 9 (the seasons are opposite due to the tilt of the Earth's axis). It is most likely winter in the Northern Hemisphere and summer in the Southern Hemisphere. 3. Lagos, Nigeria is close to the Equator. This city receives the Sun's direct light all year long. 4. The longitude is included in this activity in order for your child to find the city on the map. However, a city's *latitude* is what helps determine its temperature. Since the Earth is round, only certain parts that are closest to the sun receive direct sunlight. This would include the Equator, as it is at the "roundest" part of the globe when it faces the sun. Latitude and hemisphere have an impact on the seasonal weather patterns you experience.  5. Your child will want to select a city that is in the middle of the Northern or Southern Hemisphere. This might include: Budapest; Charlotte, Istanbul, London, and Wellington.

Summer Talk

Six friends were talking. They each had different ideas about why it is warmer in the summer than in the winter. This is what they said:

- Werner: “It’s because the winter clouds block heat from the Sun.”
- Ava: “It’s because the Sun gives off more heat in the summer than in winter.”
- Raul: “It’s because Earth’s tilt changes the angle of sunlight hitting Earth.”
- Fernando: “It’s because the Earth orbits closer to the Sun in the summer than in the winter.”
- Shakira: “It’s because one side of Earth faces the Sun and the other side faces away.”
- Susan: “It’s because the Northern Hemisphere is closer to the Sun in summer than in the winter.”

Which friend do you most agree with? Why?

_____

_____

_____

Describe your thinking about why it is warmer in the summer than in the winter.

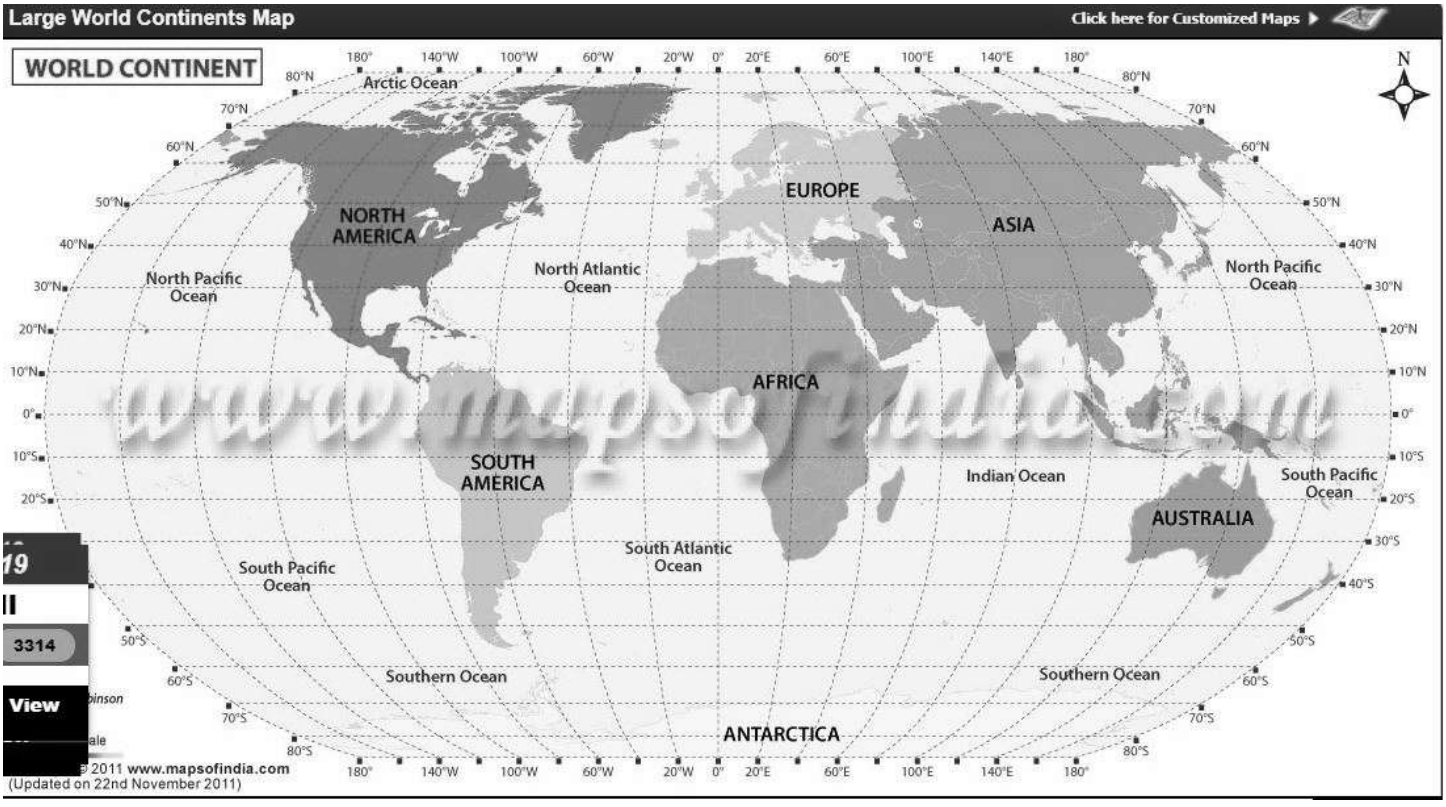
_____

_____

_____

Latitude and Temperature of Cities Around the World

City and Country	Latitude	Longitude	Temperature
Mumbai, India	19° N	73° E	85° F
Charlotte, NC USA	35° N	81° W	54° F
Honolulu, Hawaii, USA	20° N	158° W	73° F
Lagos, Nigeria	10° N	3° E	88° F
London, England	50° N	0° W	44° F
Reykjavik, Iceland	65° N	22° W	35° F
Rio de Janeiro, Brazil	25° S	43° W	84° F
Seoul, South Korea	35° N	127° E	39° F
Sydney, Australia	35° S	37° S	78° F
Toronto, Canada	5° N	151° E	30° F



Grade: 5th **Subject: Social Studies** **Week of: June 1st**

REMINDER: Lesson provided last week was for May 26 - June 1