RSU 57

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

Continuous Learning
LEARNING MENUS

MATH

LITERACY

SPECIALS

Printables
Week 3

RSU 57

- Waterboro
- Alfred
- Lyman
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- Shapleigh
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- Massabesic High

MATH

LEARNING MENU MATH & STEM

GRADE 5

★ = EVERYDAY ITEMS

1 ★

Everyday Fact Practice: Practice Multiplication and/or Division facts on Math Playground Multiplication, Math Playground Division, Freckle, IXL, Sumdog, and/or 6s Fact Practice.

2

Engineering Challenge: How much weight can paper hold?

3

Engineering Challenge:

This Nest Is A Mess!
American Robin Building a Nest - safeYouTube.net/w/TtY5
Live Eagle Webcam - tinyurl.com/yx6oj2vb

4

Math Boxes: Complete the math box page and share it with your teacher.

5

Weekly Esti-Mystery:
Daily Clue
Submit all estimates on Friday.
Monday reveal!

6

Real Life: Take a virtual field trip to see how math and science are used in real life! Click for more instructions.

7

Paper Pencil: Watch the video Adding Mixed Numbers Video

Do: Subtracting Mixed Numbers Video, Adding Mixed Numbers, Subtracting Mixed Numbers

8 Skill Practice: Watch the Multiplying Decimals tutorial video from Khan and practice using the site of your choice. Don't forget to log in! Then choose 1 site to practice the skill:

- Khan Practice - Decimals
- Decimals Worksheet
- IXL Practice:
- Level G - I.8 and/or I.9

9 Game: Watch video then: Play the game Decimal Domination in Everyday Math on your ipad after you have watched the video
—OR—
Watch the video and then read the directions for playing Decimal Domination and play the game using playing cards. Game Directions

10

Real Life: Use this 3D Scavenger Hunt worksheet to find and label 3D shapes.

11 We've probably all heard that famous story about how Sir Isaac Newton 'discovered' gravity by observing an apple falling from a tree above his head. What everyday experiences can you think of that can be explained by gravity? Click for more instructions.

12

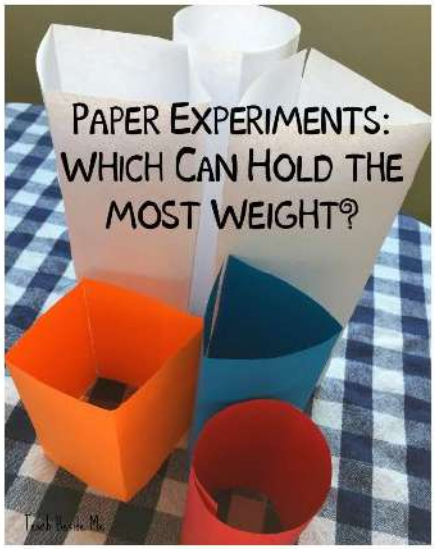
What are some of the things aerospace engineers do in their jobs? Click here to find out.

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

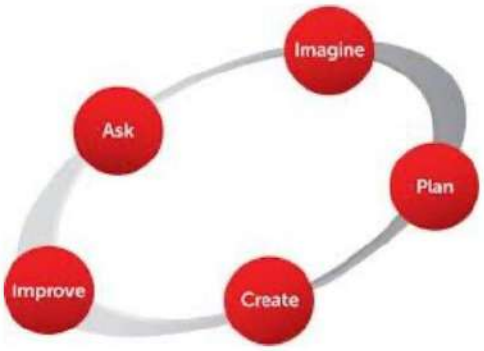
Name: _____

M.5-2

Engineering Challenge



Don't forget to use our engineering design process to ask, imagine, plan, create and improve your designs!



Directions: Use any paper available to you to design and test out stands that are able to hold the weight of books on top without collapsing. Try different shape folds to see which is stronger, such as circular, triangular and rectangular (see the picture above)

Rules:

1) You may only have 4 "legs" to hold up your books
2) All 4 legs need to have the same shape fold in each experiment round
3) Count how many books each test holds up
4) Improve and retest as many times as you like
5) Show your teacher some pictures of your tests!

Here's just one example:

Name: _____

This Nest is a Mess

Spring and summer are times of bird songs and animals nesting. There are many different types of nest builders in the animal world and none do it quite as dramatically and well as the birds. Some birds don't do much but make a few scrapes on the ground in which to lay their eggs such as turkey vultures and roughed grouse, but many go to great lengths to gather or make materials, construct a safe and elaborate bowl, and pick some of the most seemingly precarious locations but rarely fail. Some birds like Osprey, Bald Eagle and Great Horned Owls will return to the same nesting location year after year if left undisturbed. Other birds like bank swallows and purple martins will nest in colonies. Tree swallows, chickadees, woodpeckers and screech owls will nest in tree cavities.
Now let's see how well you can make a bird nest.

Getting Started – It's Easy!

Where: outside or gather materials and try it inside

Materials: natural nesting materials such as dry grass, moss, lichens, small leaves, mud, small twigs, etc. (always gather from the ground don't pick live plants)
Tweezers if you want to try with them as your "bird beak"
Inside: Find a dead branch that has a few small branches close together where you can build your nest, you may want to find a way to wedge it in or stabilize so it doesn't fall over
Outside: find either a dead branch you can move near you or a live branch you can reach with a few small branches close together where you can build your nest

Length of time: 30 minute or longer (depends on materials near and how long you want to try)

***Note* This activity takes a little patience and it is okay to not have a perfect nest, birds are experts.**

Let's Begin:

Birds make this task look fairly easy with their slender and agile legs gripping on to a small perching surface, while gently weaving and tucking materials around to shape the cup and walls of the nest. It's not quite as easy as it looks.

Give it a try:
Gather up several handfuls of good nesting materials, small twigs, grasses, leaves, shredded bark, vines or other natural materials. Pick a good branch at an easy to reach height and try to construct a nest using your hands. For young children it might be a good idea for an adult to help. Be sure to not pick any nest materials that are still alive.

Try it Like a Bird:
Now attempt the same activity but this time using only tweezers to hold and manipulate the materials, or just use two fingers to be your "bird beak."

- Which way was easier? Can you think of other methods to construct a better nest? Did you use mud? Look online or in a book to see what materials different bird species use.

Name: _____

M.5-4

Math Boxes

1 Solve. Show your work.

$3\frac{1}{4} + 7\frac{4}{5} =$ _____

SRB 177, 191

2 Jasmine's family is taking a bus to get to a baseball game that starts in 4 hours. The bus leaves in 1.5 hours and the trip takes 2.75 hours. Will Jasmine's family make it to the game on time?

Fill in the circle next to the best answer.

(A) They'll be a little early for the game.

(B) They'll be a little late for the game.

(C) They'll be on time for the game.

SRB 128

3 Carmen's mom is buying rice. Brand A's package contains $\frac{3}{4}$ lb. Brand B's package contains $\frac{2}{3}$ lb. Which brand has more rice?

Answer: _____

How much more? _____ pound

SRB 174, 176, 189–190

4 Solve.

a. $\frac{1}{5} * 25 =$ _____

b. $17 * \frac{3}{4} =$ _____

SRB 195–196, 199–200

5 **Writing/Reasoning** Write a number story that can be modeled by Problem 4b.

_____

_____

_____

SRB 178–180

Name: _____

M.5-6

MATH BOX #6

Real Life: Take a virtual field trip to see how math and science are used in real life!

After you finish, write a reflection of your trip and share it with your teacher. Include 3 things you learned, 2 examples of how they use math and/or science in their work and 1 question you have.

Using Nature to Create New Products - bit.ly/2zl4nG9

Cars Of The Future - bit.ly/3abJMfq

Madden NFL - bit.ly/3cmlJJr

Spacecraft Operations Simulation Center - bit.ly/2R1k2ku

Name: _____

1) $3\frac{1}{4} + 6\frac{1}{2} =$

2) $2\frac{3}{5} + 7\frac{2}{3} =$

3) $3\frac{4}{5} + 9\frac{9}{10} =$

4) $4\frac{1}{10} + 8\frac{3}{5} =$

5) $2\frac{1}{4} + 4\frac{3}{5} =$

6) $5\frac{1}{5} + 6\frac{1}{2} =$

7) $3\frac{3}{4} + 8\frac{1}{2} =$

8) $6\frac{9}{10} + 9\frac{2}{3} =$

9) $3\frac{1}{4} + 7\frac{1}{2} =$

10) $2\frac{4}{5} + 8\frac{2}{4} =$

1) $7\frac{6}{7} - 4\frac{5}{7} =$

2) $6\frac{2}{4} - 3\frac{2}{4} =$

3) $7\frac{2}{5} - 4\frac{1}{5} =$

4) $8\frac{1}{2} - 4\frac{1}{2} =$

5) $5\frac{1}{2} - 2\frac{1}{2} =$

6) $8\frac{5}{6} - 2\frac{2}{6} =$

7) $9\frac{2}{3} - 4\frac{1}{3} =$

8) $7\frac{5}{8} - 3\frac{5}{8} =$

9) $7\frac{3}{4} - 3\frac{1}{4} =$

10) $9\frac{3}{4} - 2\frac{1}{4} =$

Name: _____

M.5-8

6.8 x 7.3	8.3 x 6.2	1.4 x 6.2	6.3 x 2.5
9.3 x 3.8	1.5 x 8.1	5.2 x 2.5	2.8 x 2.7
3.9 x 2.6	6.1 x 7.9	1.9 x 1.3	5.2 x 8.1

Name: _____

Decimal Domination

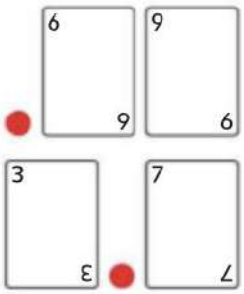
Materials
- ☐ number cards 0–9 (4 of each)
- ☐ 2 counters per player
- ☐ 1 coin
- ☐ calculator (optional)

Players 2

Skill Predicting decimal products; multiplying decimals

Object of the Game To get the most points.

Directions



1. Shuffle the cards and place them number-side down in a pile.
2. Players take turns flipping a coin. Heads means to create the largest possible product. Tails means to create the smallest possible product.
3. After the coin flip, each player draws 4 cards and uses them to create 2 numbers, at least one of which is a decimal. Players use counters to indicate decimal points.
4. Players calculate their product. The player whose product is larger or smaller (depending on the coin flip) gets a point.
5. Players may use a calculator to check their partner's products.
6. Play continues until one player reaches 5 points. Players may have to reshuffle used cards and add them back into the deck.

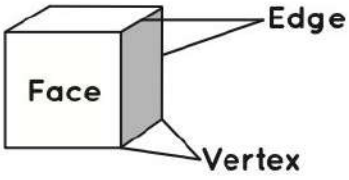
Example

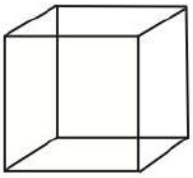
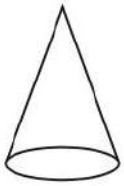
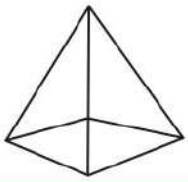
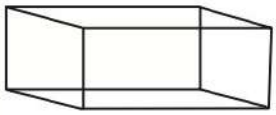
Naomi flips a coin that lands on tails, so the goal is to make the smallest product. Naomi and her partner, Alex, each draw 4 cards. Naomi draws 4, 1, 0, and 8. Alex draws 6, 9, 7, and 3. Naomi makes the problem .14 * .08 and calculates the product to be 0.0112. Alex makes the problem .69 * 3.7 and calculates the product to be 2.553. Naomi has the smaller product, so she gets a point.

Name: _____

3-D Shape Scavenger Hunt Activity

Directions: Find two real-world examples for each shape from your classroom, school, or home. How many faces, vertices, and edges does each shape have? What 2-D shape or shapes does your 3-D shape remind you of?



3-D Shape	Real-World Example # 1	Real-World Example # 2	Attributes (What does it look like?)
cube 			_____ faces _____ vertices _____ edges It reminds me of a _____ _____.
cone 			_____ faces _____ vertices _____ edges It reminds me of a _____ _____.
square-based pyramid 			_____ faces _____ vertices _____ edges It reminds me of a _____ _____.
rectangular prism 			_____ faces _____ vertices _____ edges It reminds me of a _____ _____.

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Name: _____

M.5-11

We've probably all heard that famous story about how Sir Isaac Newton 'discovered' gravity by observing an apple falling from a tree above his head. What everyday experiences can you think of that can be explained by gravity? Make a list. For example, when a cat pushes a bottle cap off a tabletop, why does it land on the kitchen floor? Gravity! Choose three to five of your favorite examples of gravity at work (like that pesky cat pushing things off the table). Turn these examples into short comicstrip to teach someone else about gravity.

Template: bit.ly/2VfiBfn

Name: _____

What are some of the things aerospace engineers do in their jobs? You probably already know that aerospace engineers design and create parachutes. Make a list of all of the other projects you can think of that might involve the work of an aerospace engineer. Meet Victoria Garcia, an aerospace engineer who works for NASA by watching this 3-minute clip. What surprised you the most about her work? What kinds of things do you think Victoria had to learn in order to become good at her job? What part of her job would interest you the most and why?

Video: to.pbs.org/2RHPD5G

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

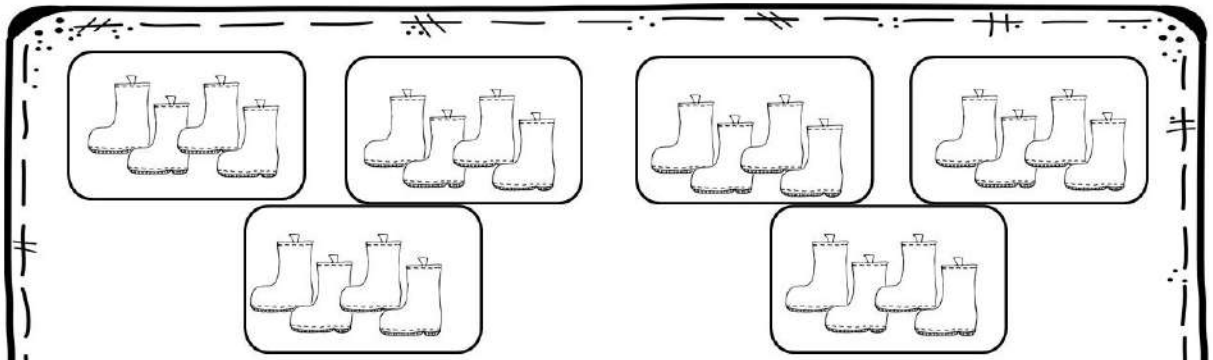
Circle the numbers in the hundreds chart to show how to skip count by 4s six times.

Use Xs to Represent an Array

6x4=___

Rewrite using the commutative property.

Model and solve with repeated addition.



There are groups of .

There are boots in each group.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

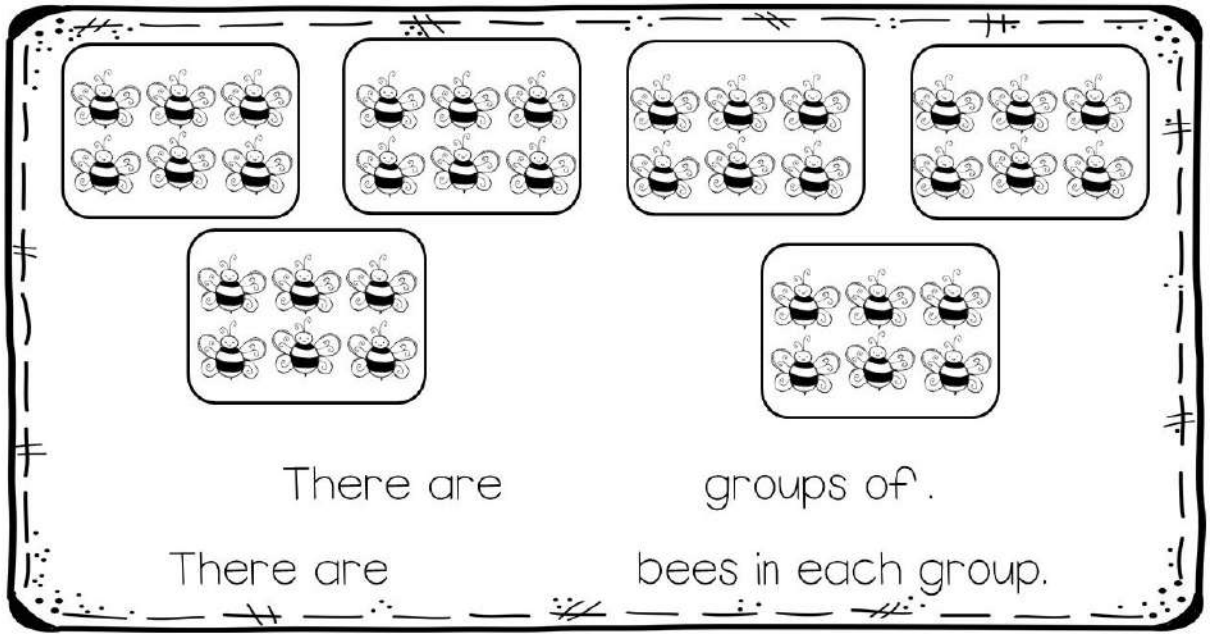
Circle the numbers in the hundreds chart to show how to skip count by 6s six times.

Use Xs to Represent an Array

6x6=

Rewrite using the commutative property.

Model and solve with repeated addition.



There are groups of .

There are bees in each group.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

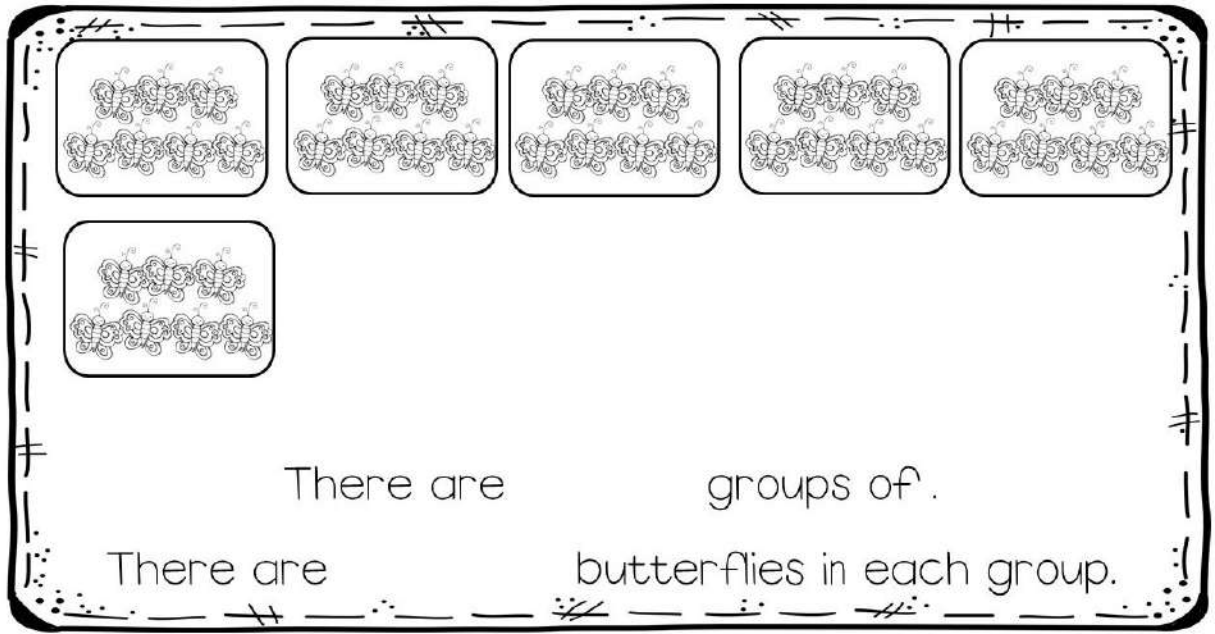
Circle the numbers in the hundreds chart to show how to skip count by 7s six times.

Use Xs to Represent an Array

6x7=

Rewrite using the commutative property.

Model and solve with repeated addition.



There are groups of .

There are butterflies in each group.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

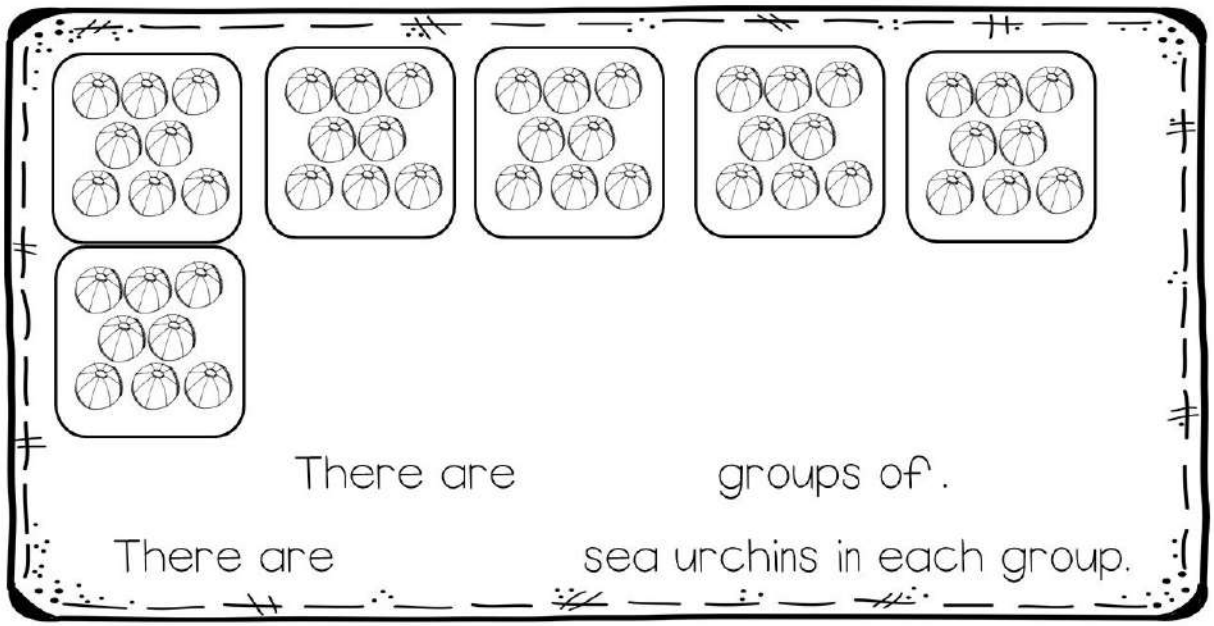
Circle the numbers in the hundreds chart to show how to skip count by 8s six times.

Use Xs to Represent an Array

6 x 8 = ____

Rewrite using the commutative property.

Model and solve with repeated addition.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

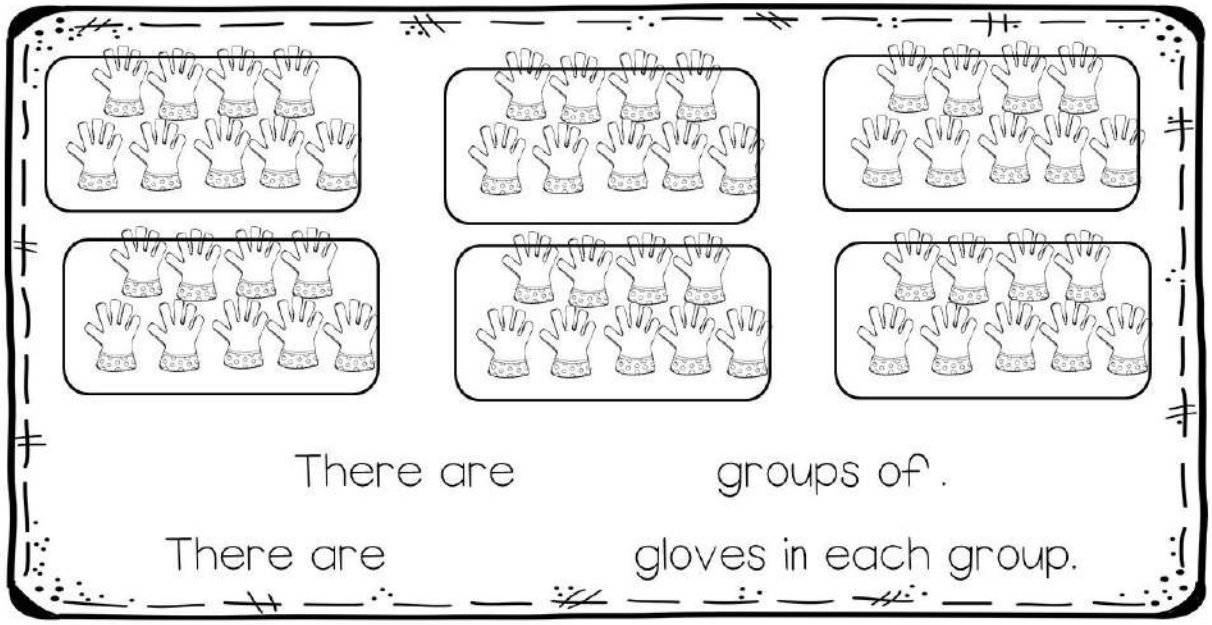
Circle the numbers in the hundreds chart to show how to skip count by 9s six times.

Use Xs to Represent an Array

6x9=

Rewrite using the commutative property.

Model and solve with repeated addition.



There are groups of .

There are gloves in each group.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

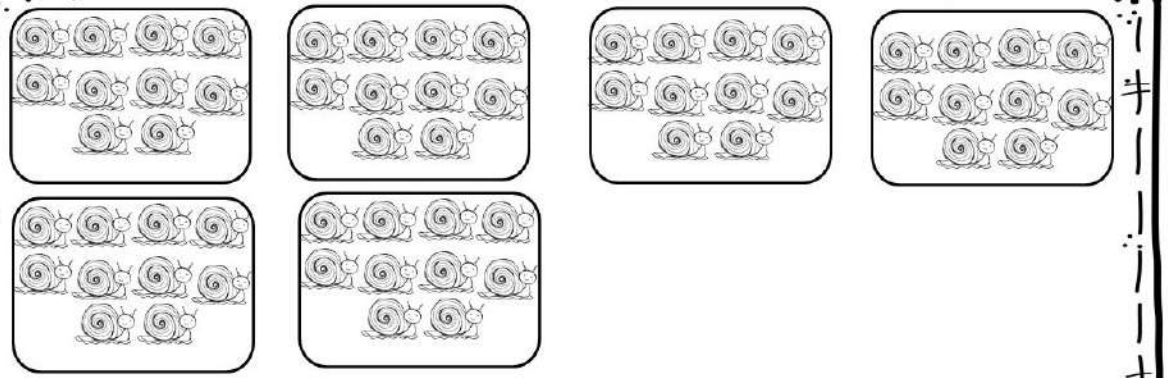
Circle the numbers in the hundreds chart to show how to skip count by 10s six times.

6x10=

Rewrite using the commutative property.

Model and solve with repeated addition.

Use Xs to Represent an Array



There are groups of .

There are snails in each group.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

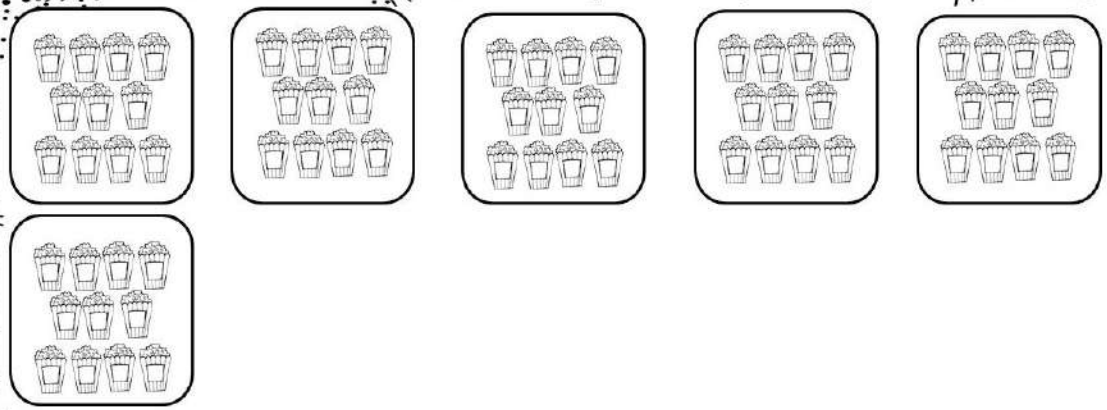
Circle the numbers in the hundreds chart to show how to skip count by 11s six times.

Use Xs to Represent an Array

6x11=

Rewrite using the commutative property.

Model and solve with repeated addition.



There are groups of .

There are popcorns in each group.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

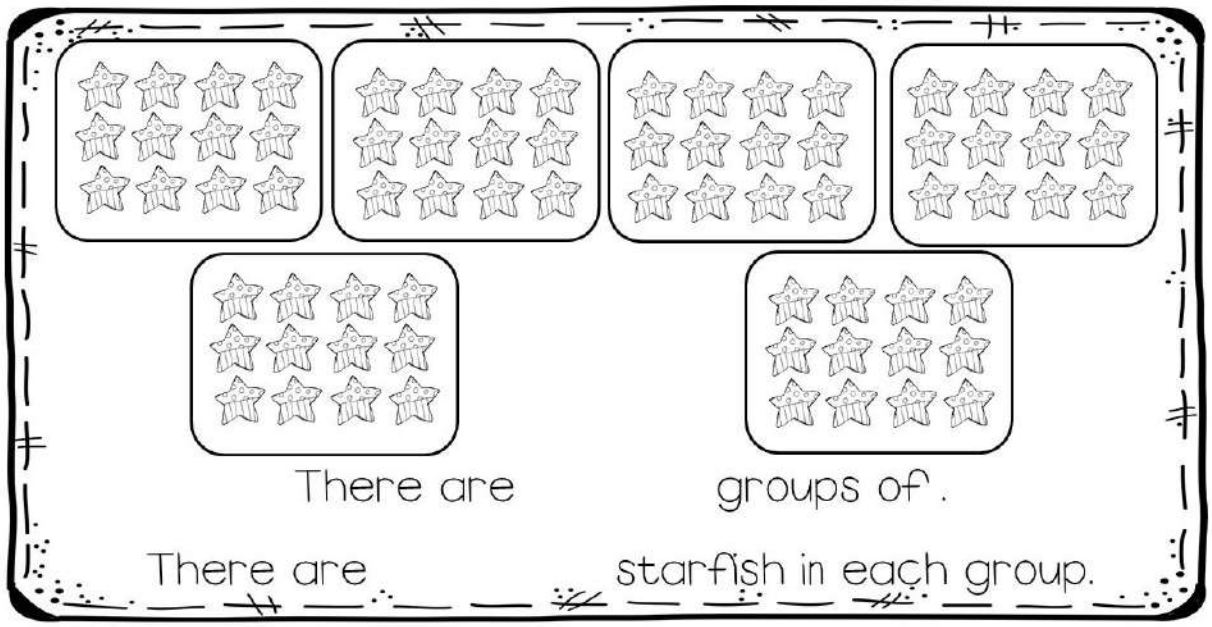
Circle the numbers in the hundreds chart to show how to skip count by 12s six times.

Use Xs to Represent an Array

6 x 12 = ____

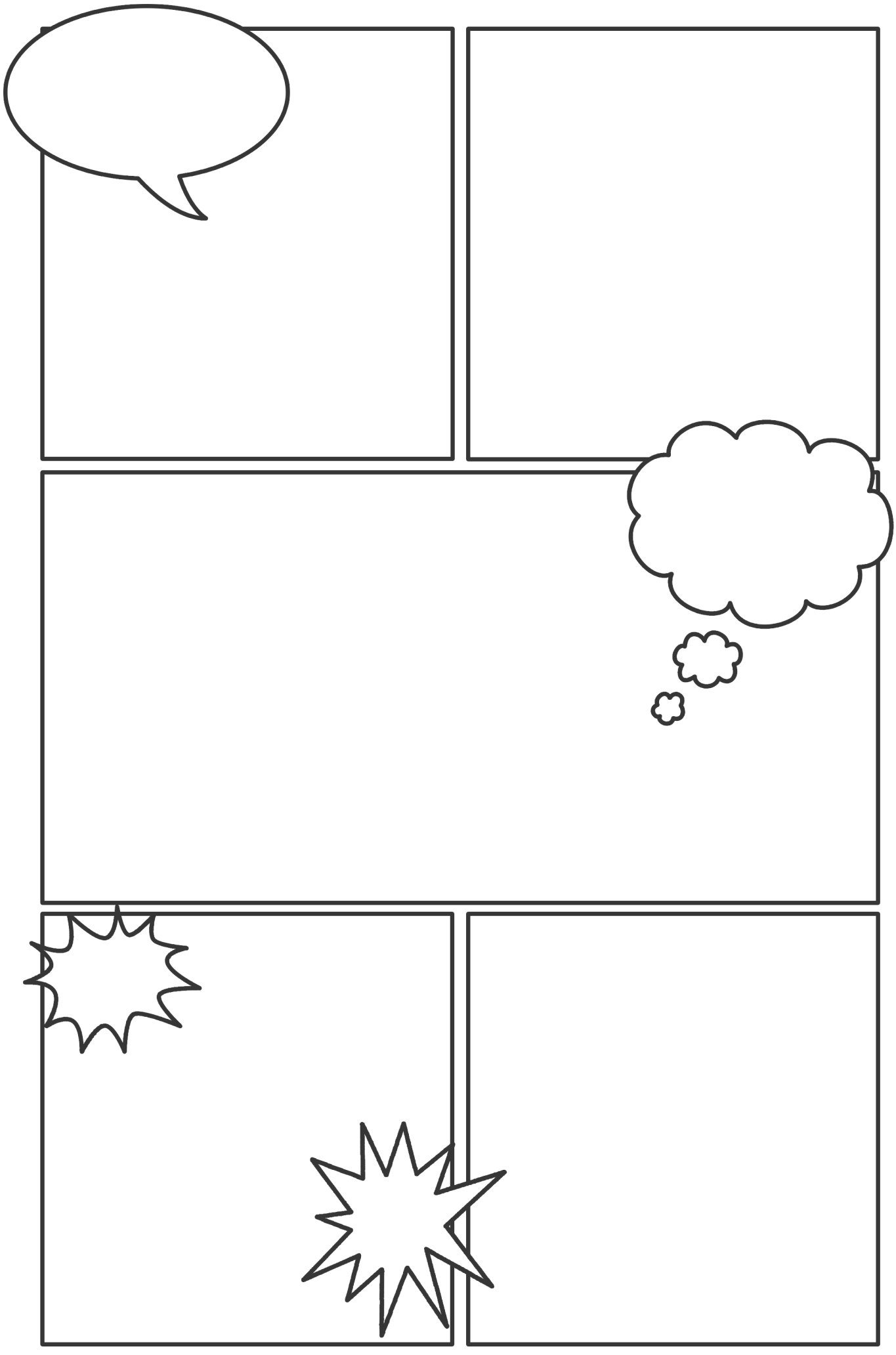
Rewrite using the commutative property.

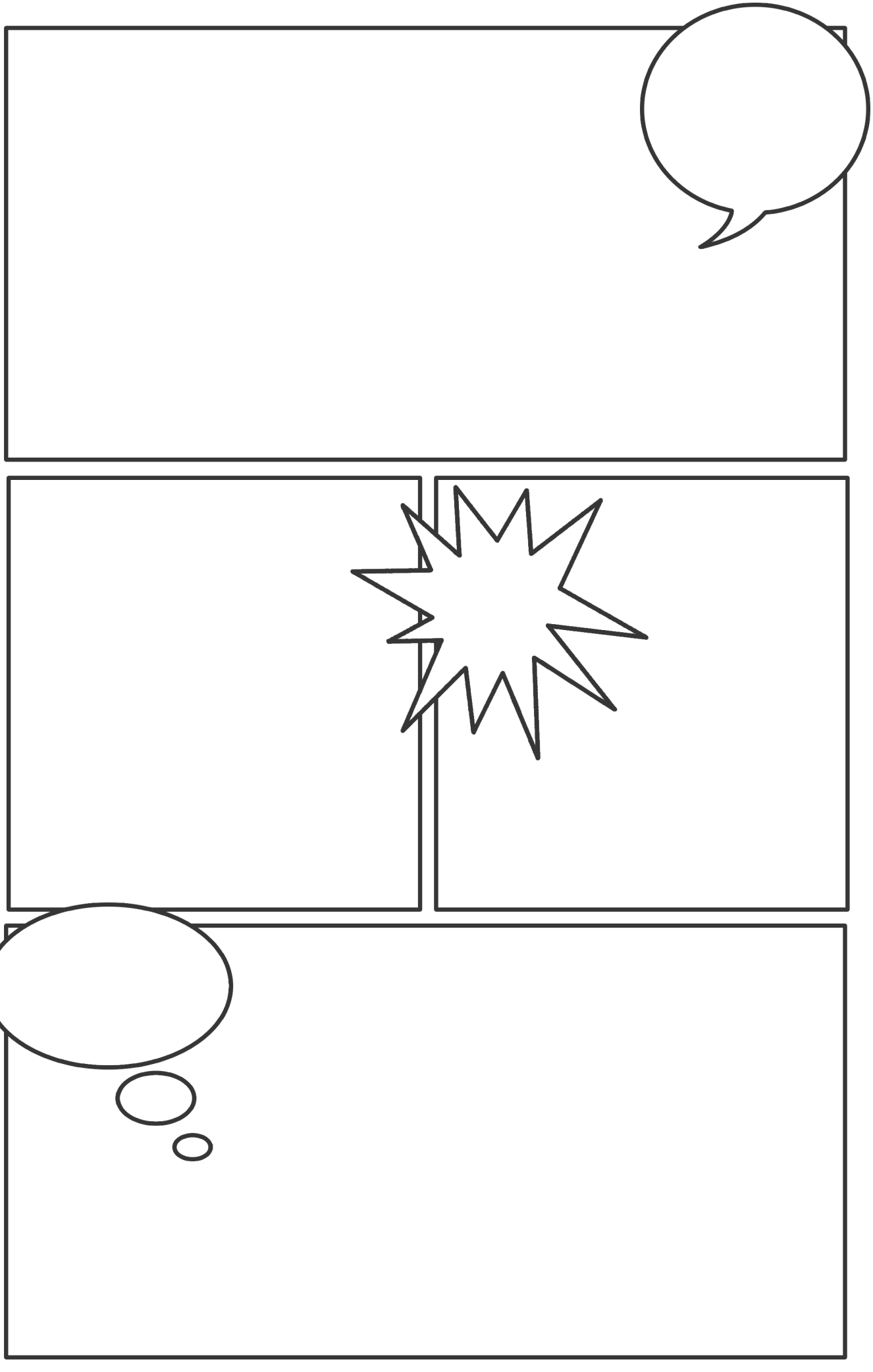
Model and solve with repeated addition.

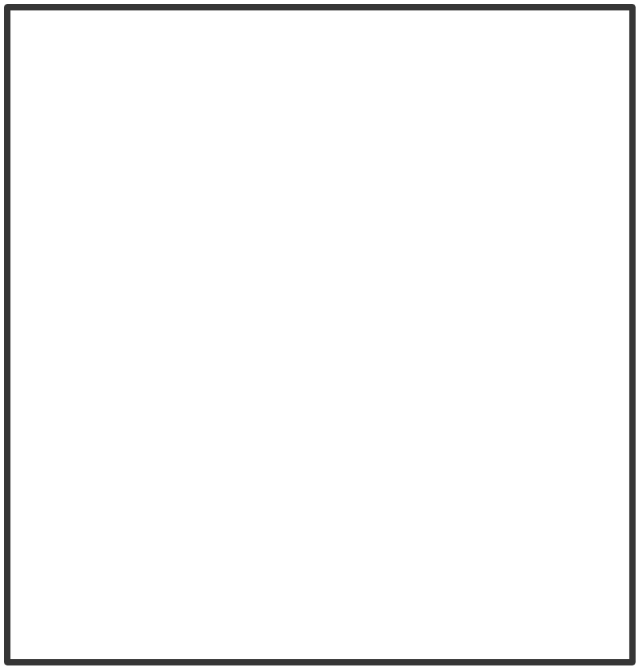
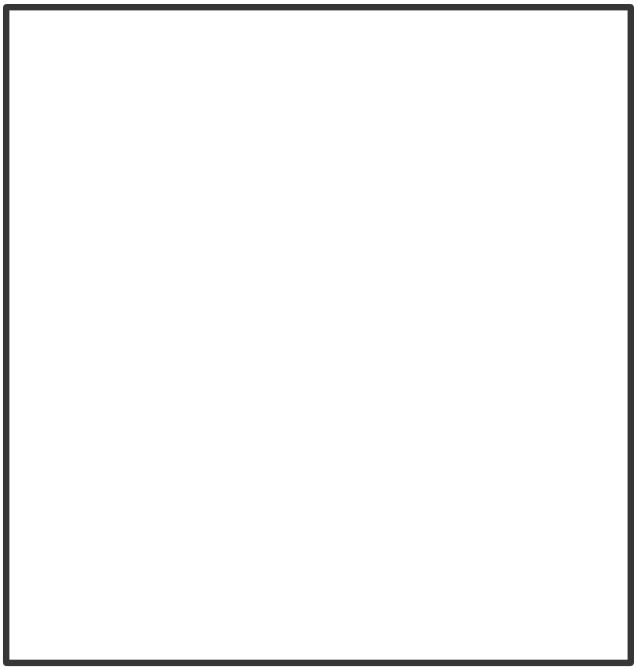


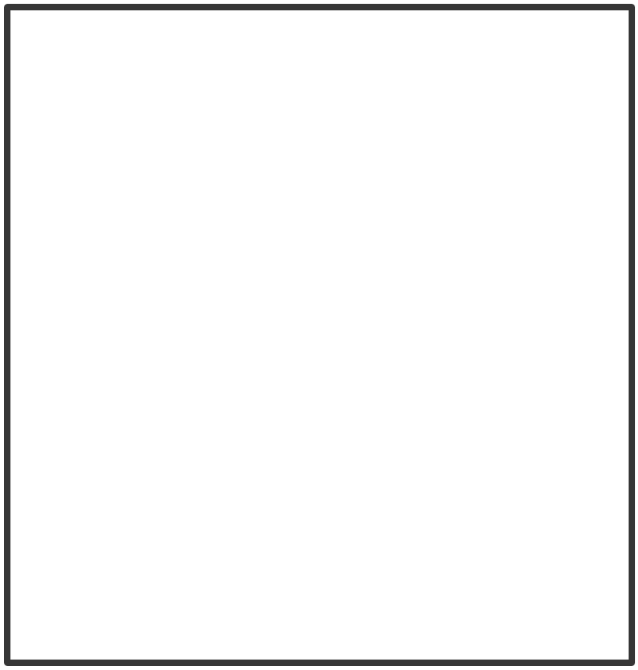
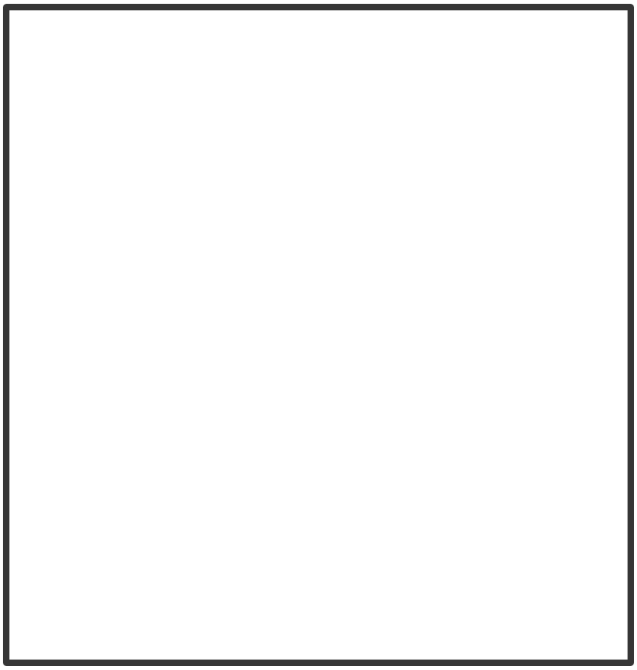
I know my 6 facts!

6x4=	6x3=	6x12=
6x9=	6x6=	6x8=
6x1=	6x1=	6x6=
6x12=	6x7=	6x4=
6x5=	6x4=	6x5=
6x8=	6x11=	6x3=
6x10=	6x9=	6x5=
6x2=	6x8=	6x7=
6x11=	6x12=	6x9=





RSU 57

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

LITERACY

LEARNING MENU LITERACY

GRADE 5

★ = EVERYDAY ITEMS

1 ★

Read to self for 20 - 30 minutes or more daily.

2

Raz Kids, NewsELA, DK Kids, Scholastic, Epic! or Reading Plus- Choose a book/story and answer the questions (if the option is there). Choose this at least once a week.

3

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

4

Life on the Plains 4DBQ
Read the diary entry from Martha Farnsworth and answer the questions. Use supporting evidence from the text!

5

Life on the Plains 5DBQ
Analyze the photo of the schoolhouse in Nebraska. Use supporting evidence when you answer the questions!

6

Life on the Plains 6DBQ
You have a folks song called Nebraska Land. As you read it, think about the description of the soil and why the settlers left. Answer the questions.

7

Keep a journal of your social distancing. Write in it what you do everyday.

8

Westward Expansion Vocab
Choose 5 and make an illustration of each word
Vocabulary Sketch It!
Westward Expansion Vocab 1
Westward Expansion Vocab 2

9

The Oregon Trail Explained
safeyoutube.net/w/ban6

Watch the video and answer the questions on the pdf.Use supporting evidence from the video and knowledge you have to answer the following: Questions to Answer

10 Virtual Field Trips!
Travel to each destination and respond in the last link.

Mississippi River (safeyoutube.net/w/uKI5)
Oregon Trail (safeyoutube.net/w/EMI5)

Respond: Challenges during Westward Expansion

11

Writing prompt:

Make a Map
tinyurl.com/grade5elamap

12

Writing Prompt:

Create a To Do List for a Villain
tinyurl.com/grade5writingprompt2

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

Name: _____

Social Distancing Journal: Keep a journal of what you do each day and your personal thoughts as you "social distance."

Name: _____

L.5-8

Westward Expansion Vocabulary

*Choose **5** Westward Expansion vocabulary words and sketch a picture to represent each word.*

Word:
Word:
Word:
Word:
Word:

Name: _____

L.5-9

Westward Expansion Vocabulary

1. **expansion** - the act of increasing (something) in size or volume or quantity

2. **pioneer** - (noun) - one of the first settlers in a new territory
   or
   (verb) - develop or be the first to use

3. **manifest destiny** - the belief that the United States was destined to stretch across the continent from the Atlantic Ocean to the Pacific Ocean

4. **territory** - a geographical area belonging to or under the rule of a government

5. **frontier** - a wilderness at the edge of a settled area of a country

6. **homestead** - is a house and surrounding land owned by a family — often, it includes a farmhouse.

7. **transcontinental** - extending or going across a continent

8. **forty-niners** - a prospector in the California gold rush of 1849

9. **uncharted-** an area of land or sea not yet mapped or surveyed.

10. **colony-** A territory ruled by another country

Name: _____

L.5-10

After going on each “field trip,” explain the **challenges** people may have faced in each area during Westward Expansion.

Mississippi River:

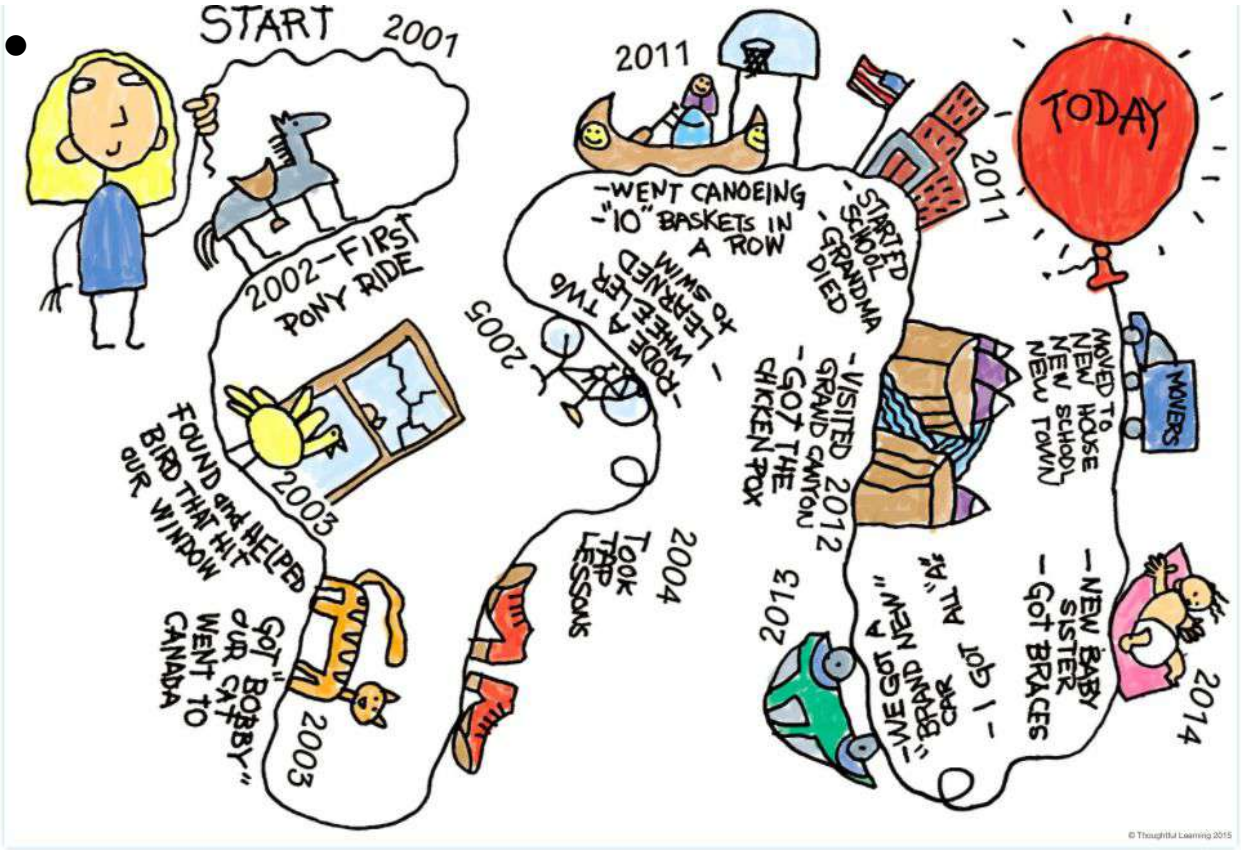
Oregon Trail:

Name: _____

L.5-11

Writing Prompts

- **"Who You Are" Create a map of your life- your experiences, places, emotions, family, etc. (See example below.)**

- 

A life map is a visual time line. It traces key moments in your life from the time you were born until the present day. The events and experiences you draw in your life map can make great starting points for writing topics, particularly for personal writing.

Name: _____

L.5-12

- **Choose a villian from a movie or book. Pretend this villain has the day off and create a “To Do” list for them. What kinds of things would they do?**

A Day on the Trail

By Jerry Miller, Cricket Media on 09.06.19
Word Count **870**
Level **MAX**

Illustration by: Kyle Utter

Editor's Note: The following story describes a typical day on the California Trail. Such a day might be June 20, 1852, and our typical pioneer group might include the Keegan family. If their crossing was on schedule, they would be close to the western border of present-day Nebraska, where all emigrants hoped to arrive by late June. The setting is the prairie because pioneers spent far longer crossing the prairie than either the mountains or the desert.

The sun has not yet risen, but Mrs. Keegan is awake already and starting her breakfast fire. The other women in this wagon train of fifteen families also are out of bed. The two men who had guarded the cattle, horses, sheep, mules, and oxen during the night herd the animals back to camp. The animals have to be guarded constantly to protect them from stampeding, being stolen, or wandering off and getting lost.

By the time the sun comes up, the rest of the travelers also are awake. Breakfast consists of coffee, milk, bacon, and biscuits. After eating, it is time to clean up, milk the cows, repack the wagons, and harness the teams. The two men who will serve as today's scout and hunter ride off on their horses.

This article is available at 5 reading levels at https://newsela.com.

Whips crack, mules bray, oxen low, and the day's march begins. Mr. Keegan walks beside the family's team of six oxen. Mule drivers sit on wagon seats, but oxen drivers walk beside their animals. Nine-year-old Joe Keegan and his 12-year-old sister, Meg, also walk. Mr. Keegan's brother, Ezra, rides their saddle horse as he herds the train's cattle and sheep. Mrs. Keegan rides in the wagon with 3-year-old Helen. Except for mule drivers, only small children, sick people, or women caring for them ride in wagons. The 4-by-10-foot wagon beds already are piled high with enough food for a six-month trip, tools, furniture, cooking supplies, clothes, medicine, family heirlooms, and every other necessity. The Keegans' wagon also contains a butter churn filled with cream from the morning milking. Each day, the wagon's jolting churns the cream into butter.

The prairie is flat but rough, and riding in a wagon is uncomfortable. It is better to walk alongside the oxen. They move at a steady two miles an hour, making it easy to keep pace. Walkers can avoid the dust, pick wildflowers, and enjoy exploring the prairie dog villages or strange rock formations along the trail.

Today, the Keegans are thrilled by the sight of Chimney Rock rising high above the prairie. But they also pass several wooden crosses that mark fresh graves. Seeing the graves brings chills to Mrs. Keegan. What if her husband dies on this trip? What if she, like so many other mothers before her, has to leave a child in one of those lonely graves? There is no doctor on the trip, and no cure for the deadly cholera.

After five hours spent covering 10 miles, it is time for the noon break. Lunch is the same as breakfast, except for some fresh greens Meg picked on the prairie. Suddenly, 12 Sioux Indians frighten everyone by riding into camp, demanding to be fed. The wagon train is crossing their land, and they intend to collect a toll — coffee, bacon and bread. Mrs. Keegan and the other women hurry to feed the Indians while Joe and Meg stare in wonder. These strange men in blankets, feathers, and animal skins are the first Native Americans they have seen.

Two hours after they stop, the people and animals begin their march again. It is hot and dusty. Everyone is tired. Joe, daydreaming about dinner, hopes there will be antelope or buffalo to eat instead of bacon. But that is not likely. The men do not have any experience at hunting on the prairie. Besides, wild animals have started to avoid the heavily traveled trail.

Maybe on Sunday's half-holiday from travel, his mother will put some beans on to cook during the preaching. Everyone likes beans, but they do take a long time to cook, and fuel is scarce.

After another 8 miles, it is time to camp for the night. The wagons are set up in a circle, forming a temporary fort of protection from both Indians and wild animals. The horses are unhitched and unharnessed. Meg and Joe hurry to gather buffalo chips. This manure is used as fuel because there is seldom any wood to be found on the prairie. The men feed and water the animals and check their hooves — if the wagon train is to reach California, its animals must be well cared for. The women walk to a nearby stream and wash themselves, the children, and some clothing and diapers.

Dinner is coffee, milk, pickles, fresh bread with butter — and bacon. After dinner, the leader of the train and tomorrow's scouts study their guidebooks and discuss possible camping spots and river crossings. Joe listens to stories at one campfire; Meg and her friends sing hymns at another. Finally, the bone-tired travelers enter their tents, and the night herders ride off to work.

This article is available at 5 reading levels at https://newsela.com.

A wolf howls in the darkness. Tomorrow will be much like today — a mixture of monotony, hard work...and new adventures.

This article is available at 5 reading levels at https://newsela.com.

- **Name: _____ Date: _____**

Westward Expansion Vocabulary Unit 9

Gold Rush: noun
a large-scale and hasty movement of people to a region where gold has been discovered, as to California in 1849.

Prospector: noun
a type of explorer looking for minerals in the ground- during the Gold Rush, it was any man who went out West in search of gold.

Boomtown: noun
a town that has grown very rapidly as a result of sudden prosperity (like during the Gold Rush).

Expedition: noun
an excursion, journey, or voyage made for some specific purpose, as of war or exploration.

Wagon train: noun
a train of wagons and horses, as one carrying or transporting settlers in the westward migration.

Ranch: noun
a large farm used primarily to raise one kind of crop or animal.

Stake a Claim: verb
indicate something as one's own. (This term, dating from the mid-1800s, originally meant “register a claim to land by marking it with stakes.”)

Corps (*core)* of Discovery: noun
a specially-established unit of the United States Army which formed the basis for the Lewis and Clark Expedition that took place between May 1804 and September 1806.

Trading post: noun
a store established in an unsettled or thinly settled region by a trader or trading company to obtain furs and local products in exchange for supplies, clothing, other goods, or for cash.

Pony Express: noun
former system in the American West of carrying mail and express by relays of riders mounted on ponies, especially the system operating (1860–61) between St. Joseph, Missouri, and Sacramento, California.

Covered (Conestoga) wagon: noun
a large, heavy, broad-wheeled covered wagon, used especially for transporting pioneers and freight across North America during the westward migration. Also called a prairie schooner.

Oregon Trail: noun
a route used during the U.S. westward migrations, especially in the period from 1840 to 1860, sw (3200 km) long.

Document B: "At school all day"

Source: *Plains Woman: Diary of Martha Farnsworth*, 1882-1922.

1882 January

Tues. 24: A cold day, wind blew from South. At school all day. At home all night. . . .

George Rogers run a Wolf by the School-house, on his pony, "Pet," but did not catch it.

Thurs. 26: A grand wolf hunt . . . was to take place. About 100 out; no wolves caught. Plenty of other game. Wind blew from North-west.

February

Mon. 6: At home all day: sick and did not go to school: Strong south wind.

8-28: Diary repeats: "At home all day and night sick." [Martha had malaria 53 days.]

1883 January

Tues. 2: At school all day: sisters May and Belle & I went to Singing-school in the evening at the schoolhouse. Mr. Hittle teaches. Bert Plunket walked home with me. Here are our descriptions. I am fifteen years old, black hair, & big, black eyes. My hair curls. Bert is 15, just my height, has blue eyes and light hair. We are both heavy for our ages, and everyone says, we are "an awful cute little couple." Bert is 6 months the oldest.

Fri. 5: At school. Went to Literary in the evening with Pa, & sisters. Bert Plunket walked home with me. We have just the jolliest, best, times at Literary.

Sun. 7: At home. We live on our farm, 12 miles north of Winfield, our nearest Railroad point. We call our farm "Sunny Slope" for our house is built on the south Slope of a hill and is so sunny in winter.

Thurs. 25: At school. We play Base-ball at school, at noon, every day and have such good times: the Boys have their "9," and we girls have our "9" and when we play against the Boys we beat them every time: We all play together a good deal.

June

Mon. 4: At Mr. Thompson's (neighbor), they want to adopt me; "the very idea;" I would not be anyone's girl but Pa's and I wish my stepmother was good to me, so I could stay home more.

Sat. 30: At Mr. T. Went home this evening to stay all night. Rode home on horse-back; rode Kirk's 3 year old colt, "Queen," wild as a deer and never had the saddle on her before. [I] have rode nearly every kind of animal, from a Jack-ass, Burro, Cows, Hogs, Young Steers, Stallions and all, but for solid fun give me a colt to break.

EV

Document Analysis

1. What does Martha enjoy doing for fun?

2. What do we learn from Martha's diary about her family?

3. What does her diary tell us about sickness?

4. Which details about family, school, and the land might you include in your letter to your cousin?

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Document C: Custer County schoolhouse

Source: Photograph by Solomon Butcher, 1889.

Note: This photo of a sod schoolhouse was taken about 60 miles west of Merna in Custer County, Nebraska.

EV

Document Analysis

1. Where and when was this sod schoolhouse photo taken?

2. How many schoolchildren are in the photo? How many are girls? How many are boys?

3. What is a possible reason the girls outnumber the boys?

4. This appears to be a one-room school. How could the teacher teach the different ages and ability levels at once?

5. Would you (that is, your persona) have enjoyed attending this school? Why or why not? Provide two or three details which you might include in your letter to Clara or Clyde.

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The Mississippi River (**http://www.socialstudiesforkids.com/**)

The Mississippi is the world's fourth-longest river at 3,870 miles, including the Missouri River. It flows from its source, at Lake Itasca, in Minnesota, to the Gulf of Mexico. It is the longest river in the United States.

The Mississippi, especially in its lower sections, can overflow its banks with disastrous results for the people living nearby. Federal and state governments are very vigilant in keeping up with river flow patterns and making sure that such flooding is minimal.

Many different kinds of wildlife make their homes in the river, including 241 species of fish, 37 species of mussel, 45 amphibians, 50 mammals, and a full 40 percent of the entire country's migratory birds.

The first European to see the Mississippi River was Hernando de Soto, in 1541. The

Frenchmen Father Jacques Marquette and Louis Jolliet traveled down the Mississippi as far as the Arkansas River in 1673. Another French explorer, Ren&233;-Robert Cavelier, Sieur de La Salle, sailed down the river to its delta in 1682. When he got there, La Salle claimed the entire Mississippi region for France.

The river formed the western boundary of the United States from 1783 until 1803 and the Louisiana Purchase. American explorers Meriwether Lewis and William Clark traveled the length of the Mississippi River on their journey west with the Corps of Discovery.

Today, the Mississippi is one of the busiest rivers in the world, serving mainly as a commercial waterway but also a tourist destination.

Facts About the Mississippi River

Length	3,870 miles
Source(s)	Lake Itasca, Minnesota
Mouth	Gulf of Mexico, New Orleans
Countries Flows Through	United States

Major Cities Flows By/Through	St. Paul, Minn.; St. Louis, Mo.; Memphis, Tenn.; New Orleans, La.
Where Name Comes From	"Father of Waters" in Algonquian language

The Rocky Mountains (kidskonnect.com)

Rocky Mountains, also known as the Rockies, is a major mountain system of North America and easternmost belt of the North American cordillera, extending more than 3,000 miles from central Northern Mexico to Northwest Alaska.

The Rockies were formed in the Mesozoic and early Cenozoic eras during the Cordilleran orogeny. They are geologically complex, with remnants of an ancestral Rocky Mountain system and evidence that uplift, which involved almost all mountain-building processes, occurred as a series of pulses over millions of years.

Topographically, the Rockies are divided into five sections: the Southern Rockies, Middle Rockies, Northern Rockies, the Canadian Rockies, and Brooks Range in Alaska.

Mountain soil in the Rockies is poorly developed, being extremely thin, young and too deficient in nutrients for most types of agriculture. High-valley soils are sometimes suitable for irrigation, depending on texture, steepness of slopes, length of snow cover, and the presence of trace elements that limit suitability for crop cultivation.

Along the great north-south extent of the mountains, the climate of the Rockies extends from the northern fringe of the subtropical zone in the far south to the Arctic in the far north.

The flora and fauna of the Rockies vary markedly according to elevation, latitude, and exposure. They are varied and abundant respectively.

The Early People

Human presence in the Rocky Mountains has been dated to between 10,000 and 8,000 BCE.

American Indian people inhabiting the northern mountains in modern times include the Shuswap and Kutenai of British Columbia, the Coeur d'Alene and Nez Percé of Idaho, and the Flathead of Montana.

Southwestern groups include the Hopi, other Pueblo Indians and the Navajo.

Nomadic Plains Indians who once ranged into the eastern Rockies included the Blackfoot, the Crow, and the Cheyenne.

The Modern People

Incursions by Europeans began in the southwest in the 16th century. By the early 19th century, exploration and economic exploitation brought them into contact, and often conflict, with virtually all the indigenous mountain people. These encounters, along with shifting food supplies and intertribal territorial wars, generated extensive migration and attrition among some groups. Many Native Americans now live on reservations established throughout the region.

Although settlement is now widespread throughout most of the Rockies, population is concentrated in urban areas generally located at the base of mountains, along railways, or in river valleys.

<u>The Oregon Trail</u> (ducksters.com)

The Oregon Trail was a major route that people took when migrating to the western part of the United States. Between 1841 and 1869, hundreds of thousands of people traveled westward on the trail. Many of them traveled in large wagon trains using covered wagons to carry their belongings.

The Route

The Oregon Trail began in Independence, Missouri and ended in Oregon City, Oregon. It stretched for around 2,000 miles and through six different states including Missouri, Kansas, Nebraska, Wyoming, Idaho, and Oregon. Along the way, travelers had to cross all sorts of rough terrain such as the Rocky Mountains and the Sierra Nevada Mountains.

Covered Wagons

The main vehicle used to carry the pioneer's belongings was the covered wagon. Sometimes these wagons were called "Prairie Schooners", because they were like boats going over the vast prairies of the west. The wagons were made of wood with iron around the wheels like tires. The covers were made from waterproofed cotton or linen canvas. The typical covered wagon was about 10 feet long and four feet wide.

Most of the settlers used oxen to pull their wagons. The oxen were slow, but steady. Sometimes mules were used as well. A fully loaded wagon could weigh as much as 2,500 pounds. A lot of the time the pioneers walked alongside the wagons. Traveling wasn't too bad with the wagons on the flat terrain of the prairies, but once the settlers reached the Rocky Mountains, getting the wagons up and down steep trails was very difficult.

Dangers

Traveling the Oregon Trail in the 1800s was a dangerous journey. However, the danger wasn't from Native Americans as you might think. As a matter of fact, many records show that Native Americans helped many of the travelers along the way. The real danger was from a disease called cholera that killed many settlers. Other dangers included bad weather and accidents while trying to move their heavy wagons over the mountains.

Supplies

The pioneers were able to bring very little with them. When they left their homes in the east, they had to leave most of their belongings. The covered wagon was mostly filled with food. It took over a 1,000 pounds of food to feed a family of four on the trip out west. They took preserved foods such as hard tack, coffee, bacon, rice, beans, and flour. They also took a few basic cooking utensils such as a coffee pot, some buckets, and an iron skillet.

The pioneers didn't have room for a lot of fancy items. They only had room to pack two or three sets of tough clothing. They packed candles for lighting and a rifle to hunt with along the way. Other items included tents, bedding, and basic tools such as an axe and a shovel.

Other Trails

Although the Oregon Trail was the most used wagon trail, there were other trails that led out west. Some of them branched off the Oregon Trail like the California Trail which left the Oregon Trail in Idaho and headed south to California. There was also the Mormon Trail which went from Council Bluffs, Iowa to Salt Lake City, Utah.

Interesting Facts about the Oregon Trail

In 1849, a guide was published describing the overland journey to California.
There were reports of the trail being littered with items that people cast off along the way. These included books, stoves, trunks and other heavy items.
It took about five months for a wagon train to make the journey.
The first major migration took place in 1843 when a single large wagon train of 120 wagons and 500 people made the trip.
The trail was popular until the transcontinental railroad connected the east to the west in 1869.
In 1978, the U.S. Congress officially named the trail the Oregon National Historic Trail. Although much of the trail has been built over through the years, around 300 miles of it has been preserved and you can still see the ruts made from the wagon wheels.

Document D: "Nebraska Land"

Source: Folksong, circa late 1800s.

Note: "Shoats" are young pigs. Horses "of bronco breed" have been bred from wild horses.

Nebraska Land

We've reached the land of desert sweet
Where nothing grows for man to eat.
The wind does blow with blist'ring heat
O'er the plains so hard to beat.

Chorus:
Nebraska land, Nebraska land,
As on thy desert soil I stand
And look away across the plains,
I wonder why it never rains.

There is not wheat, there is not oats,
Not even corn to feed our shoats.
Our chickens are so thin and poor,
They come and peck crumbs off the floor.

Our horses are of bronco breed;
They nothing have on which to feed.
We do not live, we only stay;
We're all too poor to get away.

(Chorus)

EV

Document Analysis

1. The Great Plains were originally called "the Great American Desert." According to this song, what about the land makes Nebraska like a desert?

2. Specifically, what three crops and what three farm animals are affected by these conditions?

3. According to the song, why don't the settlers leave?

4. Perhaps as many as one half of Nebraska homesteaders left this land and moved on. What will you tell cousin Clara or Clyde about whether or not your family will stay or leave? Give your reasons.

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RSU 57

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

SPECIALS

LEARNING MENU SPECIALS

GRADE 5

1

Luck of the Dice
bit.ly/3b6W0qO

2

W.O.W (Workout of the Week): Wednesdays with Mrs. Person at 11:00:
rsu57.zoom.us/j/298414629

3

Plank Tap Challenge
bit.ly/plankchallenge3-5

4

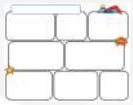
SuperHero Drawing Directions: bit.ly/3a9SJWo

5

Zoom In ! What is this?
Art Lessons: bit.ly/3a9SJWo

6

Illustrate a comic strip
Art Lessons: bit.ly/3a9SJWo



7 Try playing the cup ostinatos with this song! First, watch this video to practice. Then, try performing it with this video. If you don't have a plastic cup, you can try using an empty can (no sharp edges!), a paper towel roll, or an empty yogurt cup.
Tutorial:
safeyoutube.net/w/Vii6
Play-along video:
safeYouTube.net/w/Dki6

8

Select a song from this YouTube playlist, then complete the listening log found either in your music teacher's Google Classroom or SeeSaw.
tinyurl.com/uanpcqw

9 Play the song "Hot Cross Buns" or "Mary Had a Little Lamb" on water glasses in your home. See your music teacher for more detailed instructions and tips to be successful! Send a video of your song to your music teacher!
bit.ly/waterglasses345

10

Take a Staycation with a book and Read or Listen to a story. Draw/Share a picture of JUST the setting of the story or write/tell about your own Staycation.

11

Coping with Social Distancing
bit.ly/2K6k6pJ

12

Let's Take a Mindful Walk!
bit.ly/34HtDgr

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

Name: _____

Luck of the Dice

Directions:

- Find a die or pair of dice. You can play with one die, just choose six of the below exercises. OR play with two dice, and use the entire table.
- Roll your dice, what did you roll? If it was a 2 and a 5, you can choose what to complete; find the number 2 row and match it up with the number 5 column, that box has 10 squats, or find the 5 row and the 2 column, that box has 20 mountain climbers, you get to choose!

	1	2	3	4	5	6
1	20 Jumping Jacks 	5 Push-ups	20 second plank 	5 Jump and turn 	10 tuck jumps 	Bear Crawl 12 "steps" 
2	20 alternating walking lunges 	20 sit ups 	20 second wall sit with knees at 90 degrees	5 burpees	10 squats 	10 second side plank- both sides 
3	30 seconds of high knees	20 seconds of arm circles (forward and back)	Reach for the sky and count to 20	10 Superman 	Sit and reach for your toes, hold for 20 seconds.	Butterfly stretch for 20 seconds
4	20 Soldier Walks 	30 seconds of flutter kicks (lay on back and "swimmer feet")	30 seconds of butt kicks	10 Star Jumps (Don't forget, "I'm a STAR")	20 sec. each side, arm across your chest (palm up)	10 hip bridges 
5	30 seconds jog in place	20 mountain climbers	20 skier jumps (side to side)	20 bell jumps (forward and back)	10 high knee skips	5 single leg jumps, both sides
6	30 seconds of invisible jump rope	10 sumo squats (toes out)	10 Frog jumps	Crab walk 10 steps forward and back	30 second wall sit with knees at 90 degrees	12 Burpees

Name: _____

S.5-8

What song did you listen to?

Was there someone singing?

Describe the ensemble (group of musicians) that performed the song. What instruments did you hear? Was it a large group or a small group?

Circle the tempo/speed of the song:

Fast

Medium

Slow

What did the song make you think of? How did it make you feel?

Anything else you would like to share about the song you chose?

Name: _____

Playing a Known Song on Water Glasses

For this activity, you will be using 3 water glasses/bottles to play either the song, "Hot Cross Buns" or "Mary Had a Little Lamb." If you want, try playing the song on different glasses, directions below. ***Send your music teacher a video of your work, we would love to see it!***

Materials:

- 3 water glasses/glass bottles/wine glasses
- A metal or wooden spoon
- Water

Fill the first glass with a little water, fill the second glass about halfway, and fill the third glass almost full of water.

Water Glasses

Gently tap on the side of each glass to make a sound. Try playing "Hot Cross Buns" or "Mary Had a Little Lamb" on the glasses. You can experiment with more or less water in your glasses to make it sound more in tune. Check out the videos below for other examples.
https://www.youtube.com/watch?v=t26-nbRs2KY

Glass Bottles

Fill the bottles the same way as the water glasses. Gently blow straight over the top of the bottles to make the sound. Try playing "Hot Cross Buns" or "Mary Had a Little Lamb" on the glasses. Experiment with what direction you are blowing to get the best sound. Also, you can experiment with more or less water in the bottles to make it sound more in tune. Check out the example below.
https://www.youtube.com/watch?v=G0RF7UcyJO0

Wine Glasses

Fill your wine glasses the same way as the water glasses. Gently wet your pointer finger and shake off the excess water. Gently run your pointer finger around the rim of the wine glass. It should make a light, ringing sound. Try playing "Hot Cross Buns" or "Mary Had a Little Lamb" on the glasses. Experiment with adding a very slight amount of pressure to make the best sound. Also, you can experiment with more or less water in the glasses to make it sound more in tune. Check out the example below. This is the toughest one to do, so if you can't figure this one out, try one of the other ways!
https://www.youtube.com/watch?v=NJ-O_nfOhDY

Name: _____

Let's Take a Mindful Walk!

Mindful walks are good for our bodies and emotions. They are a great way to take a break from the screen and focus on the moment. Mindful walking is a great tool to have in your emotional tool kit. During a mindful walk we pay attention to what is going on around us, not the thoughts in your head. Mindful walking is great because you can do it inside, in nature, or in the city. Pick a day this week to take a mindful walk.

Start by noticing your body, use deep, calming breaths to focus your attention. Finish this sentence, "My body feels....."

Walk forward with slow, steady steps. Notice how your feet feel on the ground.

- What do you see as you walk? Can you name four things?
- What do you hear on your walk? Can you name three things?
- What do you feel on your walk? Can you name two things?
- What do you smell on your walk? Can you name one thing?

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

Recycled Sculptures

Joan Miro is an artist that is known for using organic shapes to create abstract paintings and sculptures.

Week 1: Collect some recyclables and create some sketches on how you want to use your recyclables to create a sculpture.

Week 2: Using your collection of recyclable materials, create a sculpture inspired by Joan Miro's work. Upload your finished product to send to your art teacher. Here's a link that explains more about Miro's life and work: https://www.youtube.com/watch?v=NQLk66KorOg

Here's some examples:

Tate Museum Field Trip

Find an artist or artwork on the Tate Museum website. that inspires you. Send your art teacher a message or a video explaining why it inspires you.
https://www.tate.org.uk/kids/explore

Superhero Design

Week 1: Brainstorm superpowers that you would like to have. Maybe you will be solving a problem, helping someone, or simply making a task a little bit easier. Sketch yourself as a superhero. Add details to your costume that help support your superpower. Does he have a sidekick?
Week 2: Create a background that supports your characters superpower.

Comic Strips
Illustrate a comic strip that has a beginning, middle, and end. Here's a link to a free printable comic strip template:
https://frugalfun4boys.com/printable-comic-strip-templates/

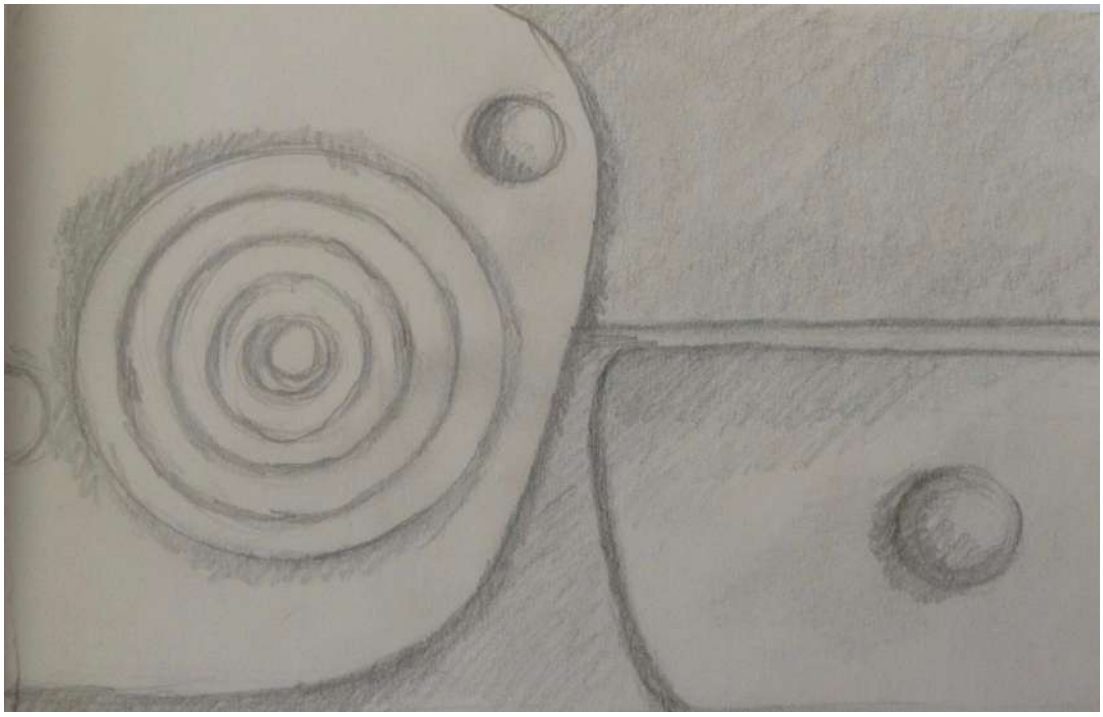
Week 1: Sketch your characters, it may be helpful to have two or three, so they can interact. You can use the super hero that you created. Think about what type of personality and look each of the characters would have. Spend the time working on this before moving into setting and action.

Week 2: Sketch your settings, create action and story.

Week 3: Finalize your sketches and color it in!

<u>Zoom In ! What is this?</u>

Zooming and cropping is a technique that is often used to build drawing skills. Zooming is when you look carefully at the details of your subject and make them larger.
Cropping is when you only draw ONE section of an object.
Week 1: Use your iPad to zoom in on an object in your house, a tool, kitchen utensil, toy, or anything that has interesting shapes and lines in close up. Take a photo of a part of that object. Do a drawing of your photo, go lightly with pencil, sketching and capturing large shapes and lines. You can add details as you draw. Take a picture of your drawing and send it to your art teacher. Do you think others can identify your object?
NEXT WEEK: Draw the whole object for your reveal!



What is going on?

How to Cope with Social Distancing

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

Adapted

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

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

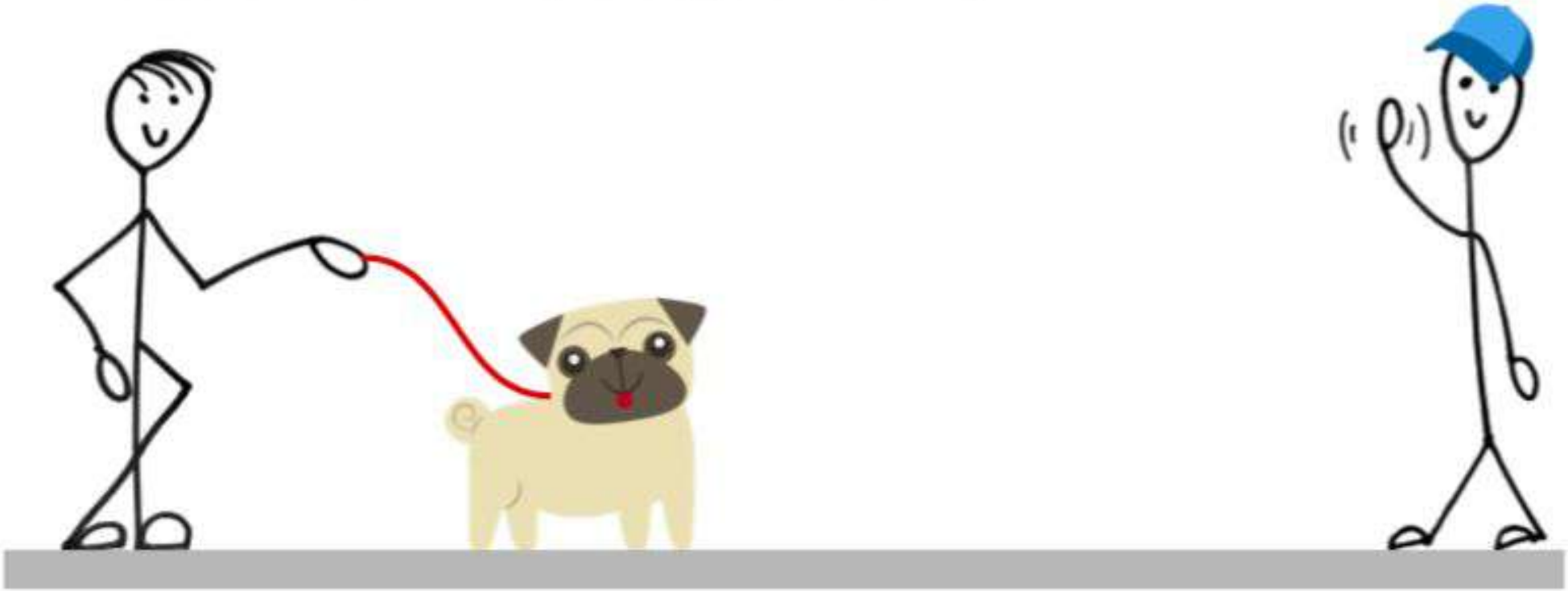
When it's time to play and I can't go outside, here are some things I can do inside.

- Make an obstacle course
- Build a fort
- Create a skit/play dress up
- Do puzzles
- Make arts and crafts
- Have a spa day

- _____
- _____
- _____
- _____

I still get to go outside, but now we have to stay farther away from other people. We can still smile, wave and say “Hello”, but we need to stay a safe distance apart because we want everyone to stay healthy.

I want to run up and pet my neighbor’s dog but for now I can wave from where I am. This will make my neighbor happy because this will keep everyone healthy.



My favorite park might be closed, but I can still play with my family. Here are some things we can do outside:

- Decorate my driveway or sidewalk with chalk
- Go on a neighborhood walk with family
- Go on a scavenger hunt
- Walk the dog
- Go on a bike/scooter ride
- Fly a kite
- _____
- _____
- _____