

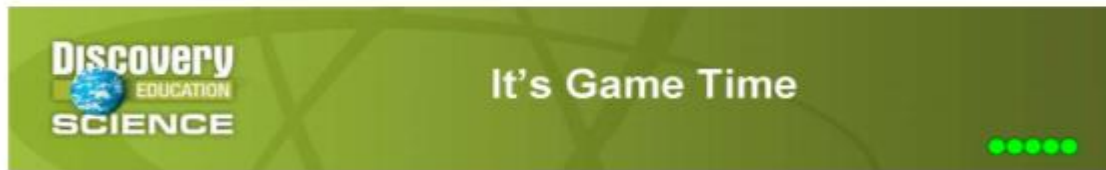
5th grade E-Learning week of 5/4/2020

5th grade- the expectation for e-learning is no more than 90 minutes per day. This includes math, reading, writing, science or SS, GT work (for some students), and related arts work.

All work should be accessed and submitted on Canvas through MODULES for that course. The work in this packet may differ slightly from the work online, as this packet is only intended for students without Internet access.

	Math	Reading/Writing	Science
Monday, May 4	Order of operations Lesson & IXL	Readworks Assignment "Duck out of Water" & Review Video	Forces -Read "Game Time" Answer questions
Tuesday, May 5	Order of operations practice sheet	Watch video lesson "The Day The Crayons Quit" and answer questions on Google Form	Gravity -read "What is Gravity" Answer questions
Wednesday, May 6	Math Review	Readworks Assignment "A Bird Came Down the Walk" & Review Video	Friction -read "The Ocean Star" Answer questions
Thursday, May 7	Grouping symbols (), [], { }	Watch video lesson "Ruby the Copycat" and answer questions on Google Form	Magnetism -read "Getting to Know Magnetism" Answer questions
Friday, May 8	Mastery Connect Formative assessment	Friday Letter to Your Teacher	Mastery Connect Review

Monday, May 4th-What is force?



Have you ever played marbles? Each player has some marbles inside a circle drawn on the ground. The point of the game is to roll one of your marbles into your opponent's marble and knock it out of the circle. To be good at marbles, you need to understand a bit about **force**.

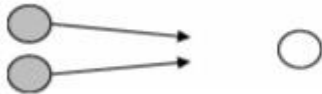
A force is a push or pull. When you push a marble, you are putting a force on it. The force causes the marble to roll. The force can also cause your marble to push another marble, causing it to move as well. If you apply a force such as this to your marble, you are one step closer to winning the game of marbles.

Now imagine you roll two gray marbles at a white marble, and each of the marbles you roll is shot from the opposite direction. (Take a look at the diagram to help you understand.)



If two equal forces push an object from opposite directions, their forces are subtracted. For example, in the diagram above, both sides have the same force. If you subtract one number from the same number, the result is always zero. In other words, when two equal forces push in opposite directions, their forces cancel each other. The marble in the middle will not move.

When two forces push in the same direction, their forces are added. For example, the image below shows two gray marbles that are about to hit one white marble. Their forces are pushing in the same direction. As a result, the white marble will move farther than if either of the gray marbles hits it alone.



Now that you know a bit about forces, find some marbles and get a game started!

Answer these questions:

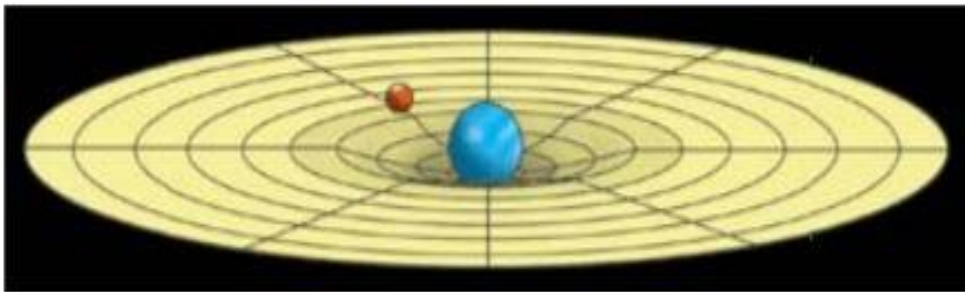
1. What is a force?
2. Give 3 examples of forces you use or see every day. For example: Pulling a chair out to sit down.

What Is Gravity?

Gravity is the force by which a planet or other body draws objects toward its center. The force of gravity keeps all of the planets in orbit around the sun.

What Else Does Gravity Do?

Why do you land on the ground when you jump up instead of floating off into space? Why do things fall down when you throw them or drop them? The answer is gravity: an invisible force that pulls objects toward each other. Earth's gravity is what keeps you on the ground and what makes things fall.



An animation of gravity at work. Albert Einstein described gravity as a curve in space that wraps around an object—such as a star or a planet. If another object is nearby, it is pulled into the curve. Image credit: NASA

Anything that has mass also has gravity. Objects with more mass have more gravity. Gravity also gets weaker with distance. So, the closer objects are to each other, the stronger their gravitational pull is.

Earth's gravity comes from all its mass. All its mass makes a combined gravitational pull on all the mass in your body. That's what gives you weight. And if you were on a planet with less mass than Earth, you would weigh less than you do here.



Image credit: NASA

You exert the same gravitational force on Earth that it does on you. But because Earth is so much more massive than you, your force doesn't really have an effect on our planet.

Gravity in Our Universe

Gravity is what holds the planets in **orbit (/geo-orbits)** around the sun and what keeps the moon in orbit around Earth. The gravitational pull of the moon pulls the seas towards it, causing the ocean tides. Gravity creates stars and planets by pulling together the material from which they are made.

Gravity not only pulls on mass but also on light. Albert Einstein discovered this principle. If you shine a flashlight upwards, the light will grow imperceptibly redder as gravity pulls it. You can't see the change with your eyes, but scientists can measure it.

Black holes (/black-holes) pack so much mass into such a small volume that their gravity is strong enough to keep anything, even light, from escaping.

What is a Black Hole?

Gravity on Earth

Gravity is very important to us. We could not live on Earth without it. The sun's gravity keeps Earth in orbit around it, keeping us at a comfortable distance to enjoy the sun's light and warmth. It holds down our atmosphere and the air we need to breathe. Gravity is what holds our world together.

Answer these questions:

1. What is gravity?
2. Give 3 examples of the force of gravity. For example: A leaf floats down to the ground because of gravity.



The Ocean Star

The Ocean Star sounds like the name of a ship, but it's not. The Ocean Star is a museum that is in the sea. It used to be a drilling platform.

A drilling platform is a huge structure that is built on the ocean floor. It can be bigger than a football field! It has a huge drill in it. People use the drill to dig for oil below the ocean floor.

The end of the drill is called the bit. The bit is the part that cuts through the rock at the bottom of the ocean. The rock down there is really hard. The bit has to be harder. Some bits even have diamonds on them. Diamonds are harder than anything else we know of.

When the drill turns, the bit rubs against the rock on the ocean floor. It breaks the rocks apart. The rubbing makes **friction**. Friction is a force that slows moving things down. The friction between the bit and the rock can make the bit stop moving.

To keep the bit moving, workers use something called drilling mud. Drilling mud is a mixture of water and clay. Workers spray it on the bit, and it decreases the friction. That makes it easier for the bit to turn.

The drilling mud does something else, too. It helps keep the bit from getting too hot. Think about rubbing your hands together. They get warm because of the friction between them. The friction of the bit rubbing against the rocks also makes heat. The drilling mud decreases the friction. So, the bit does not get as hot.



The Ocean Star was once a drilling platform like this one.

Answer these questions:

1. What is friction?
2. Name 3 examples of friction in the world. For example: When a soccer ball is kicked across the field. Eventually it slows down and stops because of friction.



Getting to Know: Magnetism

Have you ever used a magnet to hold something on your refrigerator? Why does a magnet stay on the refrigerator? Have you ever played with a magnet? What can you move with a magnet?



Magnets are attracted to the refrigerator door.



Magnets come in many shapes and sizes.

What is a magnet?

Magnets attract metals such as iron and nickel. Magnets do not pick up paper or wood. Magnets do not attract plastic.

--keep on reading...



Move two magnets together. What happens? Sometimes they attract. Sometimes they push each other away.

Magnets are used in many ways. We use magnets in computers. They are also used in medicine, and in electric motors. Magnets are even used in toys!

What is this magnet picking up?

Can you think of other uses for magnets?



Did you know?

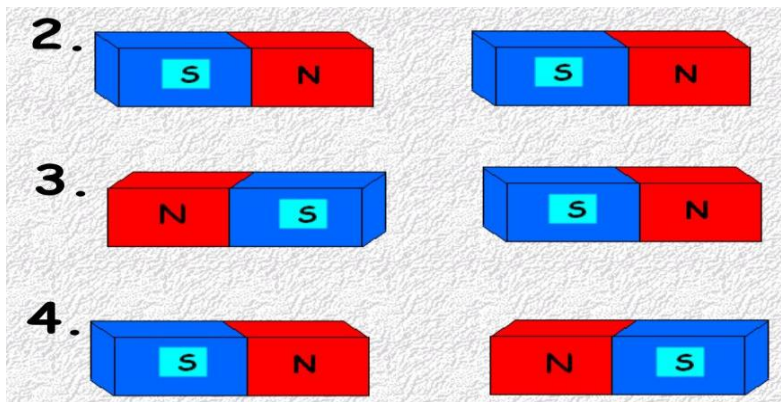
Magnets have two poles. These are the north pole and the south pole. Same poles push each other away, or repel. Opposite poles attract.



Magnets holds these train cars together.

Answer these questions:

1. What is magnetism?
2. For #2-4, tell whether the magnets would ATTRACT or REPEL.



Friday, May 8th-

Mastery Connect formative assessment. The code will be posted on Canvas and sent out through Class Dojo.

Math-

Monday, May 4-

1. Review videos from last week on the order of operations if necessary.
2. EXAMPLE: $2 \times (15 - 7) + 3$
 - Solve the parenthesis first $(15 - 7) = 8$
 - Solve the multiplication next: $2 \times 8 = 16$
 - Solve the rest of the equation: $16 + 3 = 19$
3. Complete IXL lesson O.6 (Evaluate numerical expressions with parentheses). Continue working until you make a 70% or better.

Tuesday, May 5-


1. Watch the video on the order of operations with grouping symbols. https://youtu.be/T_IHMXriqUA
2. Complete the following practice sheet.

Name _____	Date _____
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Parentheses, Brackets, and Braces in Expressions - Independent Practice Worksheet

Solve the following. The first step is to simplify.

1. $(8 - 6) + 10$
2. $(9 + 5) - 4$
3. $(5 \times 9) \div (10 + 5)$
4. $(8 \times 8) - (11 \times 4)$
5. $[(4 \times 16) + 8] + (9 \times 3)$
6. $[(40 \times 2) - 10] \div 5$
7. $(16 \times 6) + (30 + 5)$



Wednesday, May 6-

1. Complete the math weekly review.

Math Review

1. 489×10^4

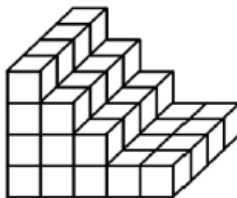
A. 48,900

C. 4,890,000

B. 4,890

D. 489,000

2. Each small cube is one cubic centimeter. What's the volume of the shape?



A. 40 cubic cm.

B. 44 cubic cm.

C. 48 cubic cm.

D. 52 cubic cm.

3. 3.52 _____ 3.052

A. $<$

B. $>$

C. $=$

4. What is the value of the digit 9 when 1.79 is multiplied by 10^3 ?

A. 900

B. 90

C. 0.0009

D. 0.00009

5. A teacher has a 25-pound bag of sand. If the teacher wants to distribute the sand evenly among 10 groups of students, how many pounds will each group get?

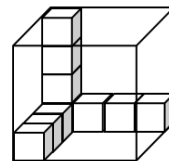
A. $\frac{26}{10}$ pounds of sand

B. $\frac{25}{10}$ pounds of sand

C. $\frac{10}{25}$ pounds of sand

D. $\frac{15}{10}$ pounds of sand

6. The picture shows a rectangular prism being filled with cubic units. How many total cubic units are needed to fill the rectangular prism?



a. 12 cubic units

b. 27 cubic units

c. 48 cubic units

d. 64 cubic units

7. A student cuts a $\frac{1}{7}$ meter of rope into 4 equal pieces. What is the length, in meters, of each piece of rope?

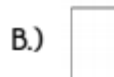
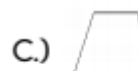
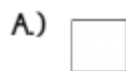
A. $\frac{1}{3}$ meter

B. $\frac{1}{4}$ meter

C. $\frac{1}{11}$ meter

D. $\frac{1}{28}$ meter

8. Which is NOT a parallelogram?



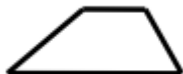
9. Classify the shape. Choose all that apply.

A. quadrilateral

B. square

C. trapezoid

D. rectangle



10. Round 0.567 to the nearest hundredths place.

A. 0.56

B. 0.57

C. 0.577

D. 0.5

Thursday, May 7-

1. Solve the following problems using the order of operations.

- 1st-Parenthesis
- 2nd-Exponents (10^3)—You will add exponents into your equations in 6th grade.
- 3rd-Multiplication OR Division (whichever comes first)
- 4th-Addition OR Subtraction (whichever comes first)

1**#5 is a CHALLENGE problem!

Please Excuse
My Dear
Aunt Sally

P - Parentheses

E - Exponents

M - Multiplication

D - Division

A - Addition

S - Subtraction

Directions: Solve each expression below using order of operations.

1. $16 - (1 \times 12)$

2. $[3 \times (100 \div 25)] + 7$

3. $(3 + 2) \times (6 - 4)$

4. $[(10 - 3) + 12] - 2$

5. $(18 \div 2) \times \{[(9 \times 9 - 1) \div 2] - [5 \times 20 - (7 \times 9 - 2)]\}$

Friday, May 8-

1. Complete the Mastery Connect formative test. The code will be posted on Canvas and sent out through Class Dojo.

Reading/Writing eLearning May 4th-May 8th

Please complete the assignments daily. There are video lessons posted to Canvas that will help students learn and complete the assignments. If you have internet access, this work needs to be completed online. As a reminder, this packet is for those who cannot get online. Some of the work is different. If you are doing work on paper, it is important that the picture is clear and that the teacher can read what is written. Thank you!

Monday May 4th

Readworks- "Duck Out of Water" and Review video

*Please login to Readworks. Go to assignments and read "Duck Out of Water". Answer the questions. There is a video lesson on Canvas to watch when you finish.

*If you cannot get online, you must take a picture of your answers and send them to your teacher.

ReadWorks®

A Duck out of Water

A Duck out of Water th

The card arrived in the mail on Monday: *Come to Melissa's 10th birthday party!* Jenny was excited to receive the card. She didn't know Melissa too well. She was glad to think that Melissa wanted to be friends.

Jenny tucked the card into her book bag. She showed it to her mother after dinner. "It's a swimming party, Jen," her mother said. How could she not have noticed? She grabbed it off the board and read each word aloud. She stopped when she read where it would be: the Elm Street pool.

Jenny didn't even own a bathing suit. She liked skating. She played baseball. She was very good at checkers. But swimming was for ducks, and she wanted no part of it.

"This might be a good time to learn to swim," her mother said. "I can take you to the pool every day after school. Really, you might even like it."

Even the idea of swimming scared her. And right then, in her own kitchen, Jenny felt like she was drowning.

-
1. This passage will be about
 - A. the awkward way that ducks walk on land.
 - B. the lack of water in some duck habitats.
 - C. someone that feels out of place.
 - D. a girl that is learning to swim.
 2. How does Jenny feel about the party being at a pool?
 - A. Jenny is embarrassed about how she looks in a bathing suit.
 - B. Jenny didn't think that Melissa could swim and is very surprised she would want to have her party at a pool.
 - C. Jenny is very excited to show off her swimming skills. She can't believe her luck.
 - D. Jenny does not like to swim and is scared of the water.
 3. From this passage, we learn that Jenny's mother is very
 - A. pretty.
 - B. good at swimming.
 - C. encouraging.
 - D. intelligent.
 4. This passage is an example of
 - A. a short story.
 - B. historical fiction.
 - C. a novel.
 - D. science fiction.
 5. What do you think Jenny will do? Explain.

Tuesday May 5th

Read Aloud Video Lesson

*If you can get online, you need to watch "The Day the Crayons Quit" Read Aloud video. Take the quiz to answer questions about the book. Here is the link for that. It is also on Canvas.

<https://forms.gle/gBvo3hCtLitxi9G6A>

*If you do not have internet, read for 20 mins and answer the questions below in complete sentences.

What did you read?

Why did you choose this?

Write a four sentence summary of what you read.

Wednesday May 6th

Readworks- "A Bird Came Down the Walk" and Review video

*Please login to Readworks. Go to assignments and read "A Bird Came Down the Walk". Answer the questions. There is a video lesson on Canvas to watch when you finish.

*If you cannot get online, you must take a picture of your answers and send them to your teacher.

ReadWorks®

A Bird Came Down the Walk

A Bird Came Down the Walk

by Emily Dickinson

A Bird came down the Walk-
He did not know I saw-
He bit an Angleworm in halves
And ate the fellow, raw,

And then he drank a Dew
From a convenient Grass-
And then hopped sidewise to the Wall
To let a Beetle pass- 5

He glanced with rapid eyes
That hurried all around-
They looked like frightened Beads, I thought-
He stirred his Velvet Head 10

Like one in danger, Cautious,
I offered him a Crumb
And he unrolled his feathers
And rowed him softer home- 15

Than Oars divide the Ocean,
Too silver for a seam-
Or Butterflies, off Banks of Noon
Leap, splashless as they swim. 20

Name: _____ Date: _____

1. What is the speaker watching throughout this poem?
 - A. a leaf
 - B. a beetle
 - C. a bird
 - D. a worm
2. This poem uses rhyme in many places. What are two lines of the poem that rhyme?
 - A. lines 2 and 4
 - B. lines 1 and 3
 - C. lines 2 and 3
 - D. lines 3 and 4
3. Read lines 9-13 of the poem. Based on this evidence, what can you conclude about how the bird is feeling?
 - A. The bird feels nervous and scared.
 - B. The bird feels proud and strong.
 - C. The bird feels excited and happy.
 - D. The bird feels bored and restless.
4. When in the poem does the bird most likely notice that the speaker is watching him?
 - A. lines 9-10
 - B. lines 17-18
 - C. lines 1-2
 - D. lines 7-8
5. What is the main idea of this poem?
 - A. A bird comes down the walk and then swims through a puddle of water.
 - B. A bird comes down the walk and eats crumbs out of the speaker's hand.
 - C. A bird comes down the walk, eats a worm, and drinks a dewdrop from some grass.
 - D. A bird comes down the walk but flies away when the speaker offers him a crumb.

6. Read these lines from the poem:

He stirred his Velvet Head

Like one in danger, Cautious,
I offered him a Crumb
And he unrolled his feathers
And rowed him softer home-

Than Oars divide the Ocean,

What does the phrase "rowed him softer home" mean here?

- A. chirped quietly
- B. hopped onto a boat
- C. flew away softly
- D. swam through a puddle

7. Read these lines from the poem:

He glanced with rapid eyes
That hurried all around-
They looked like frightened Beads, I thought-

To whom or what does the word "they" refer?

- A. the speaker and the bird
- B. the bird and his friends
- C. the bird's wings
- D. the bird's eyes

8. Read the first two stanzas of the poem. What are three things that the bird does in this part of the poem?

9. Describe how the bird probably feels in the first two stanzas of the poem. Use evidence from the poem to support your answer.

10. How do the bird's feelings change over the course of the poem? Use evidence from the text to support your answer.

Thursday May 7th

Read Aloud Video Lesson

*If you can get online, you need to watch the "Ruby the Copycat" Read Aloud video. Take the quiz to answer questions about the book. Here is the link. It is also on Canvas.

<https://forms.gle/YzGLNtmvCfxMPVud7>

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What did you read?

Why did you choose this?

Write a four sentence summary of what you read.

Friday May 8th

Friday Letter to Your Teacher

Friday Letter to Your Teacher

I miss you I want to hear from you! Your assignment each Friday will be to write your teacher a letter. You can write about anything that you would like to write about (I have listed some ideas below). Your letter should be your best fifth grade writing! Please write with complete sentences, capital letters and punctuation. Your letter should be at least 8 sentences long. I have included an example letter to get you started. Please submit your letter on Canvas. If you write your letter on paper, send a picture to your teacher.

Here are some ideas that you could include:

- An introduction or greeting
- How you feel
- A question
- What you have been doing for fun
- Something new that you have learned
- Something funny that has happened
- A game you have played
- Something that you have been wondering about
- Something you have been thinking about
- A book you have read
- A movie that you have watched
- Anything that you want me to know!

Dear student,

I miss you so much! I hope that you are doing well. I have been bored sometimes, but I have gotten do some fun things too! I learned some new skills. I learned how to make beads out of clay and I also learned how to plant succulent plants. I have been enjoying the great weather and I have spent time outside reading.

Have you read any good books over this time? I am about to start a new book called Insignificant Life of a Cactus and I am very excited about it. It is about a girl who was born with no arms. I am really interested to see how her life is different than mine and to learn about her perspective.

I have watched some good movies too. I loved watching Frozen 2. I think that it had some really good songs in it, and I just really love Olaf. This week, I also got to talk to some of my friends and that made me happy. I have been sad sometimes about school, but I am glad that I still get to talk to my students. It makes me so happy to hear from them. I cannot wait to read your letters on Fridays!!! 😊

Love,

Mrs. Wright

E-learning Week of 5/11/2020

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	Math	Reading/Writing	SS
Monday, May 11	What is an expression?	Readworks assignment and video- The Great Depression	What makes a good or bad leader?
Tuesday, May 12	Numerical Expressions	The Most Magnificent Thing- Read Aloud and questions	What are the differences between a democracy and a dictatorship?
Wednesday, May 13	Math Review sheet	Readworks assignment and video- The Vegetable Thief	How did WWII (World War Two) begin?
Thursday, May 14	Numerical Expressions	Read for Fun and write a response.	What were the two opposing sides during WWII?
Friday, May 15	Mastery Connect Assessment "Expressions"	Letter to Your Teacher	How did the U.S. get involved in WWII?

A black and white photograph capturing the historic moment of the flag-raising on Mount Suribachi during the Battle of Iwo Jima. Six Marines are seen in various poses of exertion, pulling on the ropes of a large American flag as it is hoisted up a tall, slender pole. The flag is partially unfurled, showing its stars and stripes against a cloudy sky. The foreground is a dark, rocky, and shell-strewn battlefield. The image is framed by a white border.



Watch the video of the Dr. Seuss book, Yertle the Turtle.

<https://youtu.be/IZkRS8LMT9c>

After watching the video, write a short paragraph describing the type of leader Yertle was.

Good or Bad Leader?



Tuesday, May 12th-

Democracy & Dictatorships

What's the difference?

- The United States has a democratic form of government.
- Our current President is Donald Trump.



➤ The leader is called a president, and he/she **DOES NOT** have all the power.

➤ Laws are made by elected bodies of citizens, and elections are free and open to anyone over the age of 18 that has registered to vote.

➤ There is a time limit on the leader.

➤ The President of the US can only serve for two 4-year terms.

➤ The military is here to serve and protect the people.

➤ Citizens that live in a democracy are guaranteed certain freedoms such as freedom of religion.

➤ Decisions made must be approved by a majority of voters.

➤ The President can not make decisions alone.

➤ Germany was ruled by a dictator during World War II.

What is a dictatorship?

➤ A country, government, or the form of government in which absolute (complete) power is exercised by a dictator.

➤ His name was Adolf Hitler.



➤ Government leaders in a dictatorship may force their way into leadership.

➤ All the power is held by a committee, group, or the individual.

➤ All laws and rules are made by the dictator.

➤ There is no time limit on the ruler.

➤ Dictators can rule until they are overthrown or they die.

➤ Citizens are denied basic freedoms, and may not even have freedom of speech.

Answer on a sheet of paper, "What are the MAIN differences between a democracy and a dictatorship? Please name at least TWO differences.

1. Read the following pages from your SS textbook.

Lesson 1

World War II Begins

Envision It!



It was December 1941. The American naval base in Hawaii had just been attacked by the nation of Japan.



After World War I, the United States returned to its prewar policy of isolationism. It chose not to get involved in foreign affairs. It even reduced the size of its armed forces. Americans wished never to go to war again. But events in Europe soon drew the United States into another global conflict.

Dictators Rise in Europe

The Great Depression of the 1930s had caused hard times everywhere. People in some countries blamed their governments. They began looking for strong leaders to take control and fix the problems. Some even turned to dictators. A **dictator** is a ruler who has total power over a country.

One such dictator was Benito Mussolini [beh NEE toh moo soh LEE nee] of Italy. Italy had been one of the victors of World War I. But the country had lost many lives in that war. It had also lost a lot of money and had gained little from the Treaty of Versailles that had ended the war. This angered many Italians.

Mussolini came to power in 1922. His party was called the Fascists, which gave us the word *fascism*. **Fascism** is a movement that gives all power to the government and does away with individual freedoms. It uses the military to enforce laws. Mussolini took control. He banned elections and ended free speech.

Italian dictator Benito Mussolini inspired great crowds.



I will know the events that led to World War II.

Vocabulary

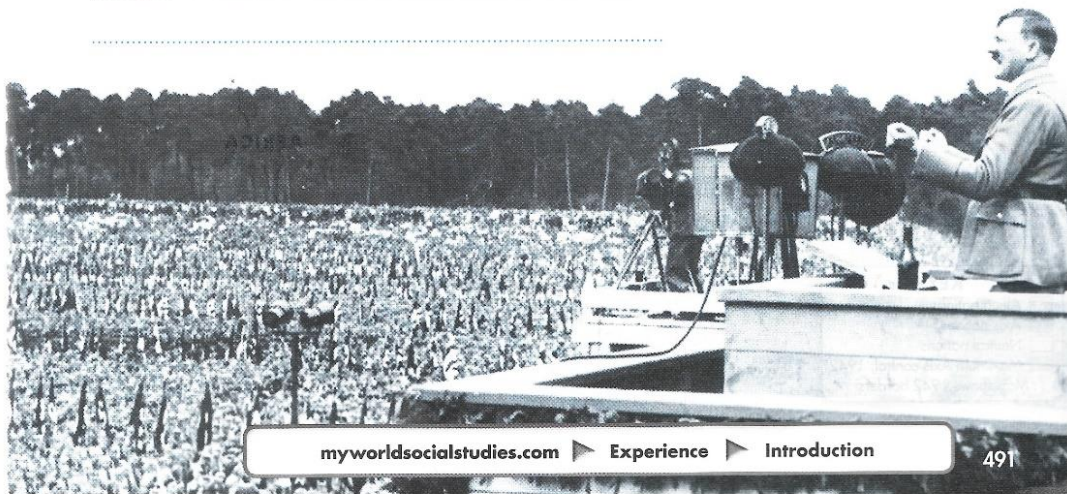
dictator
fascism
Axis
Allies
Lend-Lease Act

Write a list of actions the United States could have taken to protect itself from more attacks.

An even more dangerous dictator was Adolf Hitler. He and his political party, the Nazis, gained control of Germany in 1933. The Nazis turned the country into a fascist state. Hitler was its supreme leader.

Germans, too, were unhappy with the Versailles treaty. It stated that they were guilty of starting World War I. It had forced Germany to make payments to the victors of the war. It had also taken away some of Germany's land. Hitler vowed to get back that land, and more. To do so, he began rearming Germany and increasing its troop levels.

1. Adolf Hitler led rallies to win support from huge crowds.
Write why you think so many people followed a dictator like Hitler.



2. Then use the text to answer the following questions?

- 1) What is a dictator?
- 2) Who was the dictator of Italy?
- 3) Who was the dictator of Germany?
- 4) Why do you think so many people followed a dictator like Adolf Hitler?

Thursday, May 14th-

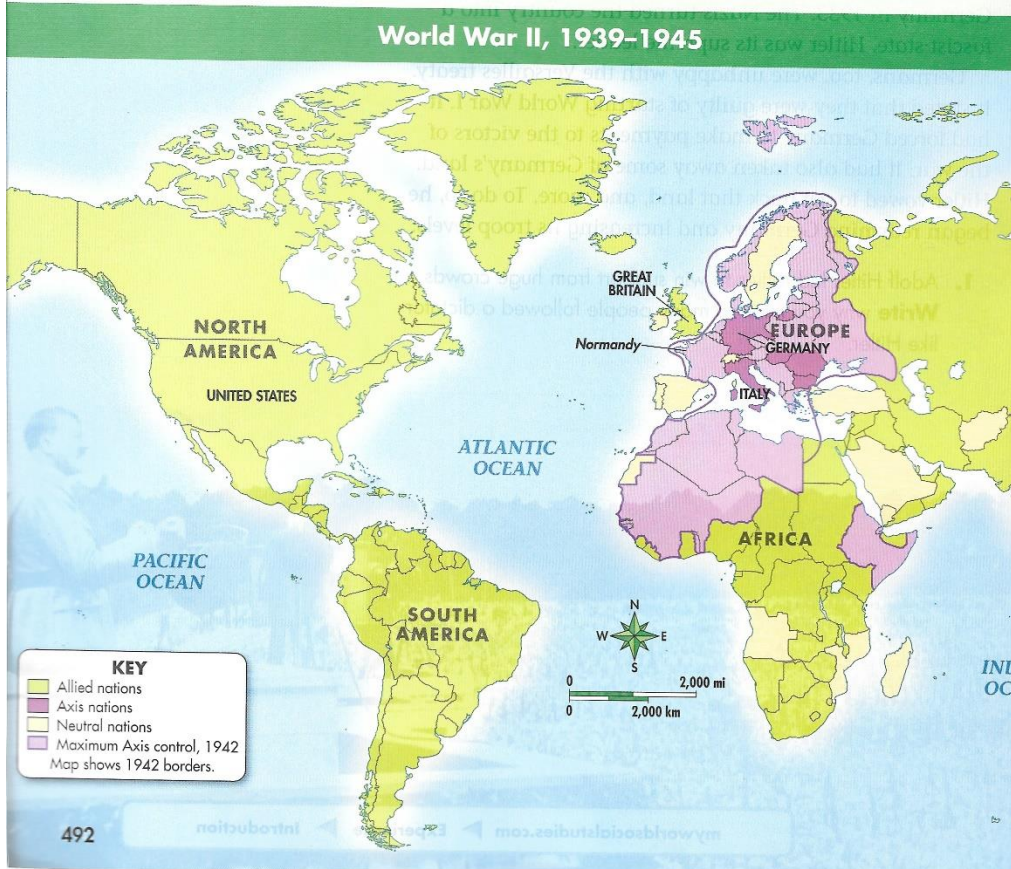
1. Read the following pages from your SS textbook.

The Axis and the Allies

Mussolini set out to expand Italy's territory. In 1935, he took over the African country of Ethiopia, then made an agreement with Hitler. The two fascist countries planned to conquer other countries. They called their new alliance the **Axis**. Japan would later join the Axis. By 1937, Japan had invaded China and controlled much territory in the Pacific.

Starting in 1936, German armies began taking lands that the nation had lost in World War I. The leaders of Britain and France urged Hitler to stop his aggression, but they did not try to block him. The British and French people did not want to go to war again. Britain and France were known as the **Allies**.

2. Study the map. On which continents did the Axis have control?



2. There were 2 MAIN sides in WWII (World War Two). What were the 2 sides, and what countries made up each?
3. Why was Germany trying to conquer so many countries?

Friday, May 15th-

1. Read the following pages from your SS textbook.

The United States Debates Going to War

Great Britain now stood alone against Hitler. The British defense of their island nation is called the Battle of Britain. It took place mostly in the air. For months, night after night, German planes dropped bombs on London and other British cities. British fighter planes shot down many bombers, but the pounding continued.

Britain's prime minister, Winston Churchill, asked U.S. President Franklin Roosevelt for help. Many Americans still wanted to stay out of the conflict. With the Atlantic Ocean between them and Europe, they felt secure. Others, though, feared what might happen if Hitler were able to defeat the British. What would keep him from attacking the United States?

Roosevelt decided to take action, but still remain neutral. In September 1940, he sent Britain 50 old destroyers, a type of warship, to help defend its coastline. Then in March 1941, Roosevelt signed the **Lend-Lease Act**. This bill allowed the United States to sell, lend, or give ships, planes, tanks, and other equipment to the Allies. Many Americans worried that this action would draw the country into war.

Meanwhile, Congress passed the Selective Service Act. This law required more than 1 million young men to serve in the military by the fall of 1941. The United States built up its army, air force, and navy.

During the Battle of Britain, people in London looked for shelter from air raids, or bombings, in the city's subway system, called the Underground.



2. Do you think the United States should have signed the Lend-Lease Act which allowed the U.S. to sell, lend, or give military equipment to the Allied countries? Why or why not?

Math

Monday, May 11, 2020

1. Watch this video to learn about numerical and verbal expressions.
<https://www.educations.com/lesson/view/expressions-1/54310610/?s=9XprDj&ref=link>
2. Turn each of these verbal phrases into a numerical expression.

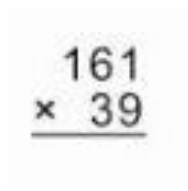
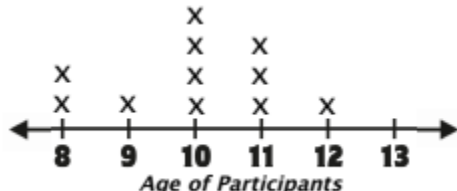
Phrase	Expression
Write a <i>numerical</i> expression to show: 2 more than the sum of 5 and 8	
Write a <i>numerical</i> expression to show: Multiply 2 and 6 then add 5	
Write a <i>numerical</i> expression to show: Add six to the difference of eight and two	

Tuesday, May 12, 2020

1. Watch this video to learn more about numerical expressions. <https://youtu.be/v0bg2GWCbRo>
2. Complete IXL lesson O.3

Wednesday, May 13, 2020

1. Review day. Complete the following math review.

Math Review	
1. Solve: $[(6 - 3) \times 2] \div 3$	2. Which operation would you perform first when evaluating: $15 - 5 \div 3 + 2 - 1$? A.) division B.) multiplication C.) addition D.) subtraction
3. Round 0.567 to the nearest hundredths place. E. 0.56 F. 0.57 G. 0.577 H. 0.5	4. Find the product of 1.2×100 A. 1.20 B. 1,200 C. 120 D. 12,000
5. Write 0.589 in expanded form.	6. List the numbers below in order from least to greatest. 4.232, 4.231, 4.321, 4.123, 4.233, 4.023
7. What is the volume of the rectangular prism? A. 17 cm^3 B. 28 cm^3 C. 160 cm^3 D. 32 cm^3	8. SOLVE: 
9. This line plot shows the ages of participants at a school assembly. How many participants are exactly ten years old? 	10. Mulch is sold in bags that are each 50 pounds. If 3 neighbors equally share 1 bag, how many pounds of mulch will each neighbor receive? A. 16 pounds B. 48 pounds C. $16 \frac{2}{3}$ pounds D. $\frac{1}{3}$ pounds

Thursday, May 14, 2020

1. Watch the following video on expressions. YOU NEED A PENCIL to follow along.

<https://youtu.be/Ay5vpsieXb4>

2. Complete the following:

Choose the correct answer.

<p>1. Marty picked 3 times as many quarts of strawberries as Dora. Dora picked 2 quarts. Which expression could be used to find the number of quarts Marty picked?</p> <p>A. $3 + 2$ B. $3 \div 2$ C. $3 - 2$ D. 3×2</p>	<p>4. Which represents the expression below? $2 \times (465 + 371)$</p> <p>A. 2 more than 465 plus 371 B. 2 times 465 plus 371 C. 2 less than 465 plus 371 D. 2 fewer than 465 plus 371</p>
<p>2. Which expression means 6 fewer than 15?</p> <p>A. $15 - 6$ B. $15 \div 6$ C. 15×6 D. $15 + 6$</p>	<p>5. Which represents the problem below? Multiply 7 and 6, then subtract 5.</p> <p>A. $5 - (7 \times 6)$ B. $(7 - 6) \times 5$ C. $(7 + 6) - 5$ D. $(7 \times 6) - 5$</p>
<p>3. Which represents the problem below? Mike has 4 brothers. Donna has 2 more brothers than Mike.</p> <p>A. $4 - 2$ B. $4 \div 2$ C. $4 + 2$ D. 2×4</p>	<p>6. A group of 4 friends was at a restaurant. They each ordered an \$8 meal. Then the group ordered a \$6 dessert to share. Which expression represents this situation?</p> <p>A. $(4 \times 6) + 1$ B. $(4 \times 6) + 8$ C. $(4 \times 8) + 6$ D. $(4 \times 8) + 1$</p>

Friday, May 15, 2020

Complete the Mastery Connect assessment called "Expressions".

READING May 11th-15th

Please remember that this packet is for those without internet. Some of the lessons are different from those on Canvas.

Monday May 11th

Readworks- World War I and the Great Depression and Review video

*Please login to Readworks. Go to assignments and read "World War I & the Great Depression". Answer the questions. There is a video lesson on Canvas to watch when you finish.

*If you cannot get online, you must take a picture of your answers and send them to your teacher.

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World War I & The Great Depression - The Great Depression

World War I & The Great Depression - The Great Depression

by ReadWorks



Dorothea Lange

man in front of vacant store during the Great Depression

After World War I, in the 1920s, the United States economy was booming. The nickname for the 1920s is the "Roaring Twenties" because wealth seemed to be everywhere. The wealth was really just an illusion.

Black Tuesday

On October 29, 1929, the United States stock market crashed. The prices of companies on the stock market had skyrocketed to unrealistic amounts. Companies just weren't worth that much. When people wanted to get their money out of the stock market, the companies had

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World War I & The Great Depression - The Great Depression

nothing to give them. Money no longer had the same value. People that had once been working class citizens were now poor. Soon, many people lost their jobs. The day became known as Black Tuesday. It was the first day of the Great Depression.

Scarcity

To most Americans, the Great Depression was a time of scarcity. All of a sudden, the economic boom of the 1920s ended. In 1929, all of this wealth collapsed and people had trouble finding work and even finding food. Banks had to close because they just did not have enough money to give people. When banks closed, several people lost their entire life savings. By 1932, one out of every four Americans was unemployed. By 1933, the money value of the New York Stock Exchange was only one fifth of what it had been in 1929. The United States did not fully recover from the Great Depression until the beginning of World War II.

Franklin D. Roosevelt

In 1932, Franklin D. Roosevelt ran against Herbert Hoover, the president of the United States. Franklin remained determined, realistic, and optimistic. In his campaign speeches around the country, he promised to use all of the government's power to draw the country out of the depression. Roosevelt received 22,800,000 votes to Hoover's 15,700,000.

Roosevelt promised to put people back to work. People wanted jobs and he promised to supply them. His plan was called the New Deal. He was going to use the government's money to make jobs for people. For example, he hired photographers to capture images of people around the country in their daily life. First of all, their photographs would become part of a national archive, or library, of photographs. Secondly, the photographers now had a job and an income. The government would pay the photographers and then they would spend their money. They could buy food and clothing. Money would keep changing hands. If the photographers bought something at a store, then the storekeeper would now have some money to spend. Roosevelt hoped to spark the economy by giving people money to spend. He started many new government programs to put people back in jobs and to give them a way to provide food, housing, and clothing for themselves and their families.

Name: _____ Date: _____

1. The Great Depression started when

- A. Roosevelt won the election over Hoover.
- B. World War I ended.
- C. World War II began.
- D. the stock market crashed.

2. Why does the author describe the government hiring photographers?

- A. as an example of the booming economy of the 1920s
- B. as an example of a New Deal program
- C. as an example of why banks ran out of money
- D. as an example of spending that caused the depression

3. Based on the passage, the biggest issue for voters in 1932 was probably

- A. how each candidate would try to avoid World War II.
- B. whether Hoover had the experience necessary to be president.
- C. the candidates' plans for ending the Great Depression.
- D. whether or not to continue the New Deal programs.

4. Read the following sentences: "The prices of companies on the stock market had **skyrocketed** to unrealistic amounts. Companies just weren't worth that much."

The word **skyrocketed** means

- A. traveled internationally
- B. crashed on the ground
- C. suddenly increased a lot
- D. moved in a straight line

5. This passage is mostly about

- A. the causes, effects, and solutions of the Great Depression.
- B. how people lived during the economic boom of the 1920s.
- C. the lessons we can learn from the stock market crash.
- D. how the stock market works in the United States of America.

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6. Identify three ways that life was difficult during the Great Depression.

7. Based on the passage, explain why unemployed people not having money to spend would affect other people who were employed.

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

The Great Depression was difficult, _____ for people who were already poor.

- A. especially
- B. only
- C. somewhat
- D. while

Tuesday May 12th

Read aloud

Read Aloud Video Lesson

*If you can get online, you need to watch “The Most Magnificent Thing” Read Aloud video. Take the quiz to answer questions about the book. Here is the link for that. It is also on Canvas.

<https://forms.gle/93cwWYx9Ud5VHyx7>

*If you do not have internet, read for 20 mins and answer the questions below in complete sentences.

What did you read?

Why did you choose this?

Write a four sentence summary of what you read.

Wednesday May 13th

Readworks- The Vegetable Thief and Review video

*Please login to Readworks. Go to assignments and read "The Vegetable Thief". Answer the questions. There is a video lesson on Canvas to watch when you finish.

*If you cannot get online, you must take a picture of your answers and send them to your teacher.

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The Vegetable Thief

The Vegetable Thief

by Kyria Abrahams



Someone has been stealing from the community garden. Micky and Marnie want to find out who it is.

Marnie and Micky are brother and sister. They live in Irvine, California and volunteer at the community garden. Every day after school, they water the squash and the lettuce. They work hard and watch the trees grow. The vegetables are donated to food banks, so people don't go hungry.

Today, the food started to disappear. Marnie is the first to notice. She starts to water the squash like she always does. But instead of a plot of squash, there is only an empty hole.

"The...the...squash!" Marnie stammers.

"The squash has been *squashed*!" says Micky.

"We have to tell an adult!"

Across the field, they spot their neighbor, Hank. Hank is 80 years old and moving very slowly. Hank has trouble hearing.

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The Vegetable Thief

"Hank, Hank! Someone is stealing vegetables!"

"Eh? I can't hear ya," he says, putting his hand to his ear.

"Someone stole all the squash!" says Marnie.

"Eh? Someone scalded the wash?"

"There's a thief!"

"I'm no *chief*!" Hank says. "Now get back to work, ya slackers!"

"Hank can't hear a word we're saying!" says Micky. He kicks a rock with his foot. Thud!

A small rabbit comes out from underneath some lettuce. The rabbit is rubbing his head. The rabbit gives them a mean look and then hops away. His white, fluffy tail is shining in the sun.

"If I didn't know better, I'd think that rabbit is mad at you," says Marnie.

Marnie and Micky walk away with their heads low. Missing squash *and* an angry rabbit? This day is going terribly. They get on their bikes and ride home along the bike path. The wind is in their hair, and it feels like they are flying. For a moment, they forget all about the missing vegetables.

The sun is starting to set in the sky when they finally get back home. They are late for dinner.

"I told you to be home at 5:00!" Mom says.

"But Mom! There's a thief at the garden! He stole our squash!"

"Missing squash, you say?" she says. "Well, wasn't the squash your responsibility?"

"Uh, I guess so," says Marnie. "It is our responsibility to water it!"

"Then it's your responsibility if someone steals it. It's also your responsibility to get home on time."

Marnie looks down at her plate and lets out a large gasp. Her plate is filled with yellow squash. Micky and Marnie look at each other.

"You don't think *Mom* could be the squash thief, do you?" asks Marnie.

"Geez, I sure hope not," says Micky.

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The next day, they go back to the garden. Again, no one else is there except old Hank. This time, there are two empty plots. Now all the broccoli is missing, too.

"This is outrageous!" cries Marnie. "We are the only people who know this is happening! But no one will listen to us because we're kids!"

"It's not fair being a kid," says Micky. "Everybody thinks we're making up stories."

Micky kicks a rock again. Once again, the rock goes under some lettuce. THUD! Another rabbit comes out, rubbing his head.

"What on earth..." says Micky. "How could I possibly hit the same rabbit twice in two days?"

The rabbit turns and hops away, showing a fluffy, black tail.

"Wait. That rabbit yesterday had a white tail. This rabbit has a black one. This is a different rabbit!"

"Follow him!"

The two siblings chase the rabbit. As they run, other rabbits appear from their hiding spots in the lettuce. Soon, there are hundreds of rabbits. Marnie and Micky are no longer chasing one rabbit. Now, they are being chased by the rabbits!

Rabbits in front! Rabbits behind!

"Run away from the rabbits!" yells Marnie.

"How? They're everywhere!"

"Make a quick right! Jump! Now!" Marnie says. They jump to the right. The rabbits keep running right by them. The siblings hide underneath a patch of green beans.

"Look!" Micky says, pointing straight ahead.

The rabbits are still running. The rabbits are also *stealing*. As they run, they grab stalks of leafy greens in their mouths. This is daylight robbery!

"I guess we found our thieves," Marnie says. "And it's not Mom!"

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The Vegetable Thief

"Unless Mom is a rabbit!" says Micky.

"It's too bad we're kids. No one will believe us," Marnie says.

"*Ahem!*" A loud voice echoes above them. "I believe you."

Old Hank is standing there. He saw the whole thing.

"Now do you see, Hank?" asks Marnie.

"I may be deaf, but I ain't blind," says Hank. "I admit I thought it was you kids who were stealing those vegetables. I've been trying to catch you in the act! But now I see the truth. It's these rabbits!"

"We know who the real thieves are!" says Micky. "We need to protect our vegetables."

"That's true," says Hank. "The rabbits certainly are *flexible*."

"No!" says Micky and Marnie. "The *vegetables*!"

"*Respectable*?" asks Hank.

"The *garden*!" the children yell at the top of their lungs.

"The *varmints*? They're not respectable! They steal!"

"We need to build a *fence*!" yells Micky.

"*Learn to dance*?" asks Hank. "I'm not teaching you how to dance! We need to build a fence!"

"Oh, forget it!" says Marnie.

"Forget it, is right" says Hank. "Now quit dancing and let's build a fence!"

"Tomorrow!" the kids say. "We've done quite enough for today!"

Micky and Marnie get on their bikes and ride home. For the time being, they forget all about the vegetable thieves and the naughty rabbits. They are flying through the air.

Name: _____ Date: _____

1. Where do Marnie and Micky volunteer?

- A. a nearby food bank
- B. their local library
- C. a community garden
- D. an after school program

2. What is the main problem that Marnie and Micky are dealing with?

- A. a water shortage
- B. getting home late
- C. stolen vegetables
- D. being very hungry

3. After Marnie and Micky find out the rabbits are eating the vegetables in the community garden, Micky suggests they build a fence. Based on this information, how might the fence be useful?

- A. The fence will help Marnie and Micky protect the rabbits from other animals.
- B. The fence will help Marnie and Micky water the vegetables more quickly.
- C. The fence will help keep the rabbits away from the vegetables.
- D. The fence will help keep other people away from the vegetables.

4. Why do Micky and Marnie think the rabbits stole the squash and the broccoli?

- A. Hank tells them that he saw the rabbits steal the squash and the broccoli.
- B. They see the rabbits stealing squash and broccoli as they are running away.
- C. They know that rabbits like to eat squash and broccoli.
- D. They see the rabbits stealing leafy greens in the community garden.

5. What is this passage mainly about?

- A. the work done at food banks
- B. the relationships two siblings have with their mom
- C. how different people in a community respond to a recent disappearance of vegetables
- D. how two siblings figure out who is stealing vegetables from the community garden

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6. The passage begins with the following sentences: "Someone has been stealing from the community garden. Micky and Marnie want to find out who it is."

Why does the author begin the passage this way?

- A. to let the reader know the main conflict
- B. to explain how the problem will be solved
- C. to list all of the characters in the story
- D. to give a hint to the reader about who is stealing

7. Choose the word that best completes the sentence.

Marnie and Micky's mother served a lot of squash for dinner the day the squash was missing. _____, Marnie and Micky thought she was the vegetable thief.

- A. However
- B. As a result
- C. Although
- D. On the other hand

8. Marnie and Micky think there is a thief stealing the vegetables from the community garden. Who do they try and tell about this?

9. Why does Hank have a hard time understanding what Marnie and Micky try to tell him?

10. What challenges do Marnie and Micky experience in their search for the vegetable thief? Use information from the passage to support your answer.

Thursday May 14th

Reading FOR FUN!!!!

Find something to read that you are interested in. Read for at least 20 minutes.

Write two sentences about what you read. Send this work to your teacher.

Friday May 15th

Letter to Your Teacher

Use the instructions from before to write a letter to your teacher. If you are able, send in Canvas. If not please send a picture to your teacher. Make sure that they can read your letter.

5th grade E-Learning week of 5/18/2020

5th grade- the expectation for e-learning is no more than 90 minutes per day. This includes math, reading, writing, science or SS, GT work (for some students), and related arts work.

All work should be accessed and submitted on Canvas through MODULES for that course. The work in this packet may differ slightly from the work online, as this packet is intended for students without Internet access.

	Math	Reading/ Writing	SS
Monday, May 18	Monday Math Review	Theme Review and Task cards	The Attack on Pearl Harbor, Hawaii
Tuesday, May 19	Tuesday Math Review	Read Aloud video "Those Shoes" and Questions	Who were the leaders of each Axis/Allied country?
Wednesday, May 20	Wednesday Math Review	RACE Strategy Review and reponse	Mastery Connect "WWII"

May 21st-May 27th

These days are Catch Up days. Please make sure that ALL assignments have been completed and turned in (Reading, Math, Science, and Social Studies). Feel free to reach out to your child's teacher to see what your child may still be missing.

Math

Monday, May 18-

- Complete the math review.

1. Alice takes her four pet mice to the veterinarian for an annual check-up. The weights of the mice are listed in the table. Which list orders the mice from the least weight to the greatest weight.

Mouse	Weight (grams)
Bolt	452.8
Chompy	452.99
Fuzzy	452.799
Whiskers	452.081

- Whiskers < Fuzzy < Bolt
- Fuzzy < Bolt
- Chompy < Bolt < Fuzzy < Whiskers
- Chompy < Whiskers < Bolt < Fuzzy

2. Chloe has a piece of wood that measures 27 inches long. She cuts it into 4 pieces of equal length. How long is each piece?

- $6\frac{1}{4}$ inches
- $6\frac{3}{4}$ inches
- $7\frac{1}{4}$ inches
- $7\frac{3}{4}$ inches

3. Mulch is sold in bags that are each 50 pounds. If 3 neighbors equally share 1 bag, how many pounds of mulch will each neighbor receive?

- $\frac{2}{5}$ pounds
- 48 pounds
- $16\frac{2}{3}$ pounds
- $\frac{1}{2}$ pounds

4. 23.4 cm = _____ mm

5. SOLVE: $7 + [(12-4) \div 4] \times 6$

6. Jill baked $2\frac{1}{3}$ dozen carrot muffins for a bake sale. Mike baked $1\frac{3}{4}$ dozen apple muffins for the bake sale. How many dozens of muffins were baked in all?

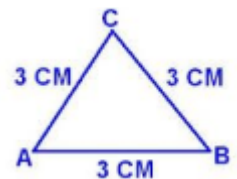
7. Addison bought $\frac{5}{6}$ yard of ribbon. She used $\frac{1}{4}$ of the ribbon to decorate her scrapbook. How much ribbon did she have left?

8. Taylor saw an American alligator at a zoo that measures $12\frac{11}{12}$ feet long. The record length of an American alligator is $19\frac{1}{6}$ feet long. How much longer is the record alligator than the alligator Taylor saw?

9. A standard deck of playing cards has 52 cards in them. How many cards are in 853 standard decks?

- 42,356 cards
- 44,356 cards
- 45,346 cards
- 34,654 cards

10. Classify the following triangle by its sides.



- Equilateral
- Isosceles
- Right
- Scalene

1. Complete the math review.

<p>1. Each book inside a box has a mass of 475 grams. There are 16 books in the box. What is the mass of the books inside the box?</p> <p>11. 7.15 kilograms 12. 7.6 kilograms 13. 71.5 kilograms 14. 76 kilograms</p>	<p>5. Hunter is using different lengths of wire for a science project. The line plot below shows the length, in meters, of each wire he will use.</p> <div data-bbox="873 346 1518 525"><p>0 $\frac{1}{8}$ $\frac{1}{4}$ $\frac{3}{8}$ $\frac{1}{2}$ $\frac{5}{8}$ $\frac{3}{4}$ $\frac{7}{8}$ 1</p></div> <p>Length of Wire (in meters)</p> <p>What is the total length, in meters, of wire Hunter is using for the project?</p>
<p>2. Dana had a blanket chest in her bedroom. It measured 3 feet in length, 2 feet in width and had a height of 3 feet. What is the volume of Dana's blanket chest?</p>	<p>6. Paul earns \$24 per hour painting houses. If he works for 263 hours, how much will Paul make?</p>
<p>3. Jay volunteers at a food bank. He volunteered $2\frac{5}{6}$ hours on Sunday and $2\frac{1}{3}$ hours on Wednesday. How many hours did he volunteer in all?</p>	<p>7. Solve:</p> <p>$\{(4 + 2) + 3 \times (2 + 5)\} \times 3$</p>
<p>4. Look at the coordinate plane below. What are the coordinates for the Baseball Field?</p> <div data-bbox="105 1339 423 1633"></div>	<p>8. It takes 686.98 days for Mars to revolve around the sun. To the nearest whole number, how many days does it take for Mars to revolve around the sun?</p> <p>A. 686 days B. 686.9 days C. 687 days D. 688 days</p>

Wednesday, May 20th-

1. Complete the math review.

1. A farmer collected 27 baskets of apples. Each basket has 25 red apples and 34 green apples. Which of the following expressions represents the total number of apples the farmer collected?

- a.) $27 + 25 + 34$
- b.) $27 + (25 + 34)$
- c.) $27 \times (25 + 34)$
- d.) $(27 \times 25) \times (27 \times 34)$

5. Which of the following shows this number in **standard form**:

$$(7 \times 100) + (9 \times 10) + (6 \times 1) + (4 \times \frac{1}{10}) +$$

$$(5 \times \frac{1}{100}) + (8 \times \frac{1}{1000})$$

- a. 79.6458 c. 796.458
- b. 796.058 d. 79.658

2. An auditorium has 1,224 seats. There are 36 seats in each row. Tom wants to know how many rows of seats are in the auditorium

6. Multiply:

7.685

X 100

- A. 0.7685
- B. 76.80
- C. 768.5
- D. 7,685

3. Evaluate the following expression

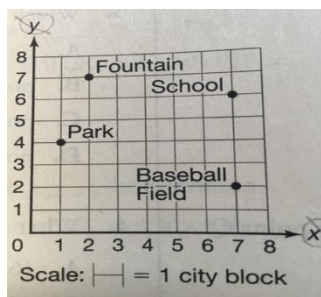
$$(9 - 5) \times 2 - (3 + 4)5$$

- a.) 1 b.) 2 c.) 3 d.) 4

7. In which number does the 3 have a value that is 10 times as great as its value in 23?

- A. 0.23
- B. 2.3
- C. 230
- D. 2,300

4. Look at the coordinate plane below.
How many blocks is the School from the Baseball field?



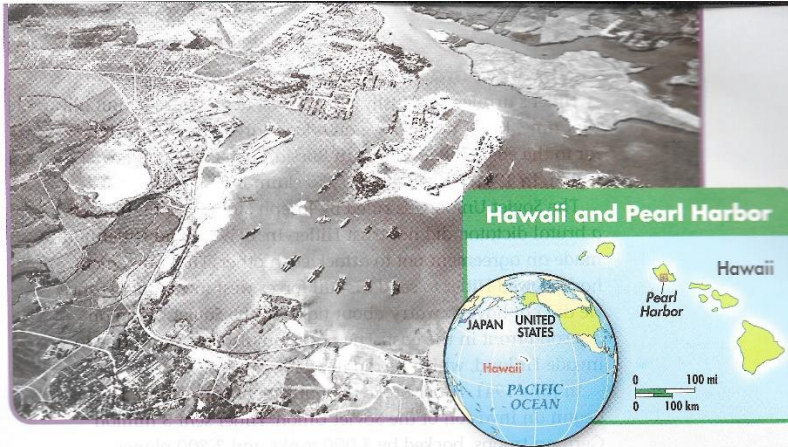
- A. 2
- B. 3
- C. 4
- D. 5

8. What is the quotient of $8,500 \div 10^2$?

- A. 850
- B. 85
- C. 8.5
- D. 0.85

Monday, May 18th

1. Read about the attack on Pearl Harbor, Hawaii.



4. Find Hawaii on the globe. Then look at the photo of the U.S. naval base at Pearl Harbor, which shows rows of American warships.

Write a caption explaining why the Japanese might have chosen to attack the United States at Pearl Harbor.

The Attack on Pearl Harbor

By the spring of 1941, the British had won the Battle of Britain. The Germans had been stopped at the English Channel. But in the Pacific, Japan was steadily grabbing more land. It now controlled much of China and Southeast Asia.

Japan depended on the United States for many of its resources, including oil. But in July 1941, Congress banned all trade with Japan. As a result, tensions rose between the two countries. In Japan, the military ran the government. Leading general, Hideki Tojo (hee DAY kee TOH joh), believed that the U.S. Navy stood in the way of Japan's complete control over East Asia. Japan decided to attack the U.S. Pacific fleet.

On December 7, 1941, Japan launched a surprise attack on the U.S. Navy base at Pearl Harbor, Hawaii. The first Japanese bombers arrived early in the morning. They had taken off from the decks of aircraft carriers far out at sea. The Japanese sank or damaged 18 American warships and destroyed nearly 200 planes. More than 2,300 soldiers and sailors from the base died.

On December 8, President Roosevelt told Congress:

Yesterday, December 7, 1941—a date which will live in infamy [shame]—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

That same day, Congress declared war on Japan. The attitude of Americans quickly shifted. Now most of them supported joining the war.

Answer the following:

1. Why do you think Japan (part of the Axis Powers, along with Germany and Italy) chose to attack the United States?

1. Read the following about the leaders of each country and the part they played in the war.

Germany Attacks the Soviet Union

Hitler's armies had easily moved west across Europe. But all that time, Hitler had his eye on a large area of rich farmland far to the east. The land was in Russia, then called the Soviet Union. In 1941, Hitler would try to claim it for Germany.

The Soviet Union was ruled by Joseph Stalin. Stalin, himself a brutal dictator, did not trust Hitler. In 1939 he and Hitler had made an agreement not to attack each other. That agreement had allowed Hitler to send his full forces west to conquer France. He did not have to worry about fighting the Soviet Union on a second front in the east. The pact had also left Stalin free to invade Finland, which he did in 1940.

In June 1941, Hitler broke the agreement with Stalin. He began an invasion of the Soviet Union. Hitler sent 3 million German troops, backed by 3,000 tanks and 2,500 planes, against the Soviets. The Germans destroyed much of the Soviet army and forced the remaining Soviet troops to retreat.

As the Soviets retreated, they burned crops and destroyed railways and factories. The goal of this "scorched-earth" policy was to leave nothing behind for the Germans to claim.

5. **Label** each leader on these two pages *Axis* or *Allies* to show which side his country fought on in the war.

Benito Mussolini

Joseph Stalin

Hideki Tojo

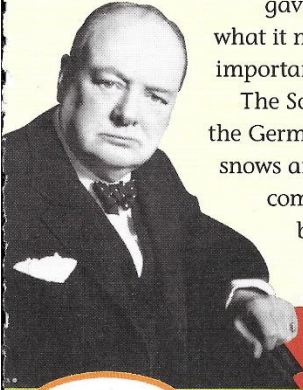
Franklin Roosevelt



The Germans still pressed forward. By November they had nearly reached Moscow, the Soviet capital.

Adolf Hitler

Winston Churchill



Stalin needed help. He had never been friendly with Britain or the United States. But now he was forced to turn to them for equipment and supplies. The United States, through the Lend-Lease Act, gave the Soviet Union a loan of \$1 billion to buy what it needed. Soon, the Soviet Union would become an important member of the Allies.

The Soviet scorched-earth policy slowed the advance of the German army. Then the Soviet winter, with its heavy snows and bitterly cold temperatures, stopped the Germans completely. Soviet forces were able to drive them back. In a few months, the Soviets had pushed the German troops well away from Moscow.



Got it?

6. **Sequence Number** the events below from 1 to 4 to show the correct sequence in which they happened.

_____ Japan bombs Pearl Harbor.

_____ France falls to German forces.

_____ The Battle of Britain starts.

_____ Germany invades Poland.

7. **?** In the attic of an old house, you and your friends find some newspapers from the late 1930s. One headline reads, "Hitler's Troops Continue to Advance." **Write** what you say to your friends to explain the headline.

my Story Ideas

Stop! I need help with _____

Wait! I have a question about _____

Go! Now I know _____

Name each leader & his country that fought on each side (Axis/Allied) during WWII.

Wednesday, May 20th-

Complete the Mastery Connect Assessment "WWII".

Reading/Writing eLearning May 18th-May 27th

Please complete the assignments daily. There are video lessons posted to Canvas that will help students learn and complete the assignments. If you have internet access, this work needs to be completed online. As a reminder, this packet is for those who cannot get online. Some of the work is different. If you are doing work on paper, it is important that the picture is clear and that the teacher can read what is written. Thank you!

Monday May 18th

*Today, we will be reviewing what Theme is. Please watch the video about Theme.

<https://www.youtube.com/watch?v= nbESQnrmeQ>

*Here are some notes about theme.

Theme

The message or lesson that the author wants you to take away from the story.

Ask: What did the characters learn?
How did the characters grow?

Common Themes:

courage	loyalty
honesty	hope
love	equality
friendship	hard work
forgiveness	teamwork

Common Themes in Literature

acceptance	jealousy
anger	justice
being yourself	kindness
bravery	loneliness
bullying	love versus hate
compassion	loyalty
culture/tradition	money
death	overcoming challenges
dreams	past versus present
equality	peace
fairness	perseverance
family	pride
family struggles	regret
fate	reputation
fears	respect
forgiveness	responsibility
freedom	revenge
friendship	religion
good versus evil	sacrifice
gossip	sharing
gratuitousness	sibling rivalry
greed	survival
growing up	teamwork
hard work	the American dream
honesty	time
hope	trying new things

Common Theme Topics

These common theme topics can be developed into theme statements. For example, honesty could be developed into the theme "Honesty is the best policy".

compassion	self-control
equality	fairness
being yourself	kindness
friendship	hope
never give up	determination
jealousy	hard work
keeping traditions	acceptance
alive	overcoming adversity
loneliness	peace
anger	differences
cooperation	loyalty

***Complete the theme task cards. Take a picture and send it to your teacher.

<p>1. Choose the best theme for this passage.</p> <p>"I don't want a new baby brother!" whined Kim.</p> <p>"Honey, you don't have a choice. He will be here next month," mom said rubbing her big belly.</p> <p>Kim couldn't believe that she would have to be around a loud, slobbery baby. Plus, the thought of sharing anything, especially attention from her mom and dad, with a new baby didn't sound fun at all!</p> <p>"You will be one of the most important people in his life!" mom exclaimed. "He will need you to look out for him and to teach him new things!"</p> <p>"Hmm, I guess that's true. I will be showing him a lot of new things. Maybe it won't be all that terrible having a little rugrat running around here," Kim replied with a sigh. "Just don't expect me to change his diapers!"</p> <p style="text-align: right;"><small>©Carmen Tulacz</small></p>	<p>What is the theme?</p>
<p>3. Choose the best theme for this passage.</p> <p>One minute we were goofing around and having fun and the next thing I knew, Hank's body soared over the top of the patio and suddenly his life was in danger. With fingers grasped tightly on the railing, he desperately cried for help. I watched his grip slowly slip away and knew that a 40-foot plunge to the ground could be disastrous. Without stopping to consider my own safety, I jumped into action.</p> <p>My heart pounded through my chest and fear pulsed through my veins as I clutched his hands and pulled up as hard as I could.</p> <p style="text-align: right;"><small>©Carmen Tulacz</small></p>	<p>What is the theme?</p>

Tuesday May 19th

*If you can get online, you need to watch "Those Shoes" Read Aloud video. Take the quiz to answer questions about the book. Here is the link for that. It is also posted on Canvas.

<https://forms.gle/gcqFD37AZtfJ2VJt6>

*If you have no internet, please complete the work below. Send a picture of your answers to your teacher.

4. Choose the best theme for this passage.

Even though Greg had been looking forward to his best friend's party for over a month, he knew his grandma would really love to see him.

"It's your choice, Greg. Grandma is really sick, but I know you've been very excited about this party," said his mom.

Most of his class was planning on going to the party and he knew it would be so much fun! After some thought, though, Greg knew exactly what he was going to do.

"It's not like this is the last party that I'll ever be invited to and grandma would be so sad if I didn't come," said Greg. "Plus, I always like making her smile."

a. dreams
b. family
c. perseverance
d. trust

I think that a theme in _____ is _____. I think this because _____. The text says _____. This is shows _____.

2. Choose the best theme for this passage.

Georgia decided to take a sewing class, but felt very frustrated when she couldn't sew a straight line on the first day.

"This looks so easy, but it's not! Clearly I'm just terrible at sewing!" she complained.

Even though she felt frustrated, she continued to go to class week after week. Each week, her sewing instructor helped her. By the last week of class, Georgia finally completed a project all by herself! She created a rectangular pillow for her bed... with four *mostly perfect* straight lines.

a. differences
b. family
c. teamwork
d. perseverance

I think that a theme in _____ is _____. I think this because _____. The text says _____. This is shows _____.

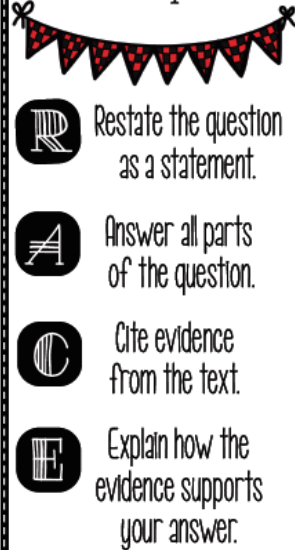
Wednesday May 20th

RACE Response

This year, we have worked a lot on writing RACE responses to questions. This is a strategy that helps us answer questions about a text using text evidence. Please watch this video that reviews the strategy.

<https://www.youtube.com/watch?v=seEPxM5ebPU>

If you do not have internet, review these notes.




R Restate the question as a statement.

A Answer all parts of the question.

C Cite evidence from the text.

E Explain how the evidence supports your answer.



RESTATE THE QUESTION

To restate the question, you use words from the question to begin your answer.

The question word (who-what-why-where-when-or how) is what you will fill in when you write your answer.

What is the theme of the story?

- The theme of the story is _____.

Why was Michael motivated to get a good grade?

- Michael was motivated to get a good grade because _____.

Where did Miguel misplace his house keys?

- Miguel misplaced his house keys at _____.

When did Tia realize that she had studied for the wrong test?

- Tia realized that she had studied for the wrong test when _____.

ANSWERING QUESTIONS

Make sure that you:

- ☐ Understand exactly what the question is asking. Reread the question if needed.
- ☐ Underline or circle key words in the question to help make sure that you answer it correctly.
- ☐ Answer all parts of the question.
- ☐ Use vocabulary from the text in your answer.
- ☐ Use specific character names (no pronouns unless you have already introduced the character in your answer).

RACE EXAMPLE

Question: Why is Jackson upset?

Example Response Using RACE:

Jackson is upset because **his family is moving**. **According to the story, his mother has gotten a new job. This evidence allows me to infer that they are moving because of her new job.** Also in the story, the mother stops at a fast food restaurant to ask for empty boxes. **This evidence shows that they are moving because she needs the boxes to pack their belongings.**

Restate the question.


Answer the question completely.


Cite evidence from the text to support your answer.

Explain your evidence and how it supports your answer.


EXPLAIN Your Answer:

- This explains...
- This shows...
- This means...
- This proves...
- Now I understand...
- I believe/feel...
- Now I know...





CITE Evidence:



- According to the text...
- The text says...
- The text explains...
- The author states...
- The author wrote...
- On page ___ it says...
- In paragraph ___ it says...

Read the passage below. Answer the question using the RACE strategy. If you have internet, please do this on Canvas. If you do not, send a clear picture of your work to your teacher.

Here is an example:

Name:

Date:

Jodi's Blog

Jodi opened up her laptop and began typing. She was starting a blog about her city's choice to tear down her favorite park. Like a lot of her friends, she was upset about the decision. She wanted to make a change, and decided to use her writing skills to make her opinion heard. Although she was only ten years old, she still believed she could persuade people in her city to see things her way. Jodi ignored the people who said it wouldn't make a difference, and happily started writing. She couldn't wait to publish her first blog post.



Use the RACE strategy to answer the following question, using the checklist as you write.
What word would you use to describe Jodi? Support your answer with evidence from the text.

My RACE Response:

May 21st-May 27th

These days are Catch Up days. Please make sure that ALL assignments have been completed and turned in (Reading, Math, Science, and Social Studies). Feel free to reach out to your child's teacher to see what your child may still be missing.

If your child has completed all eLearning assignments, please have them explore these extra learning opportunities!

Math-

Prodigy

<https://www.education.com/games/fifth-grade/math/>

https://www.mathplayground.com/grade_5_games.html

SS/Science-

Brainpop

Discovery Education techbook

Scholastic Study Jams

Reading-

IXL- 5th Grade Language Arts

Readworks

Sports Illustrated for Kids <https://www.sikids.com/>

Storyline- <https://www.storylineonline.net/>

National Geographic for Kids <https://kids.nationalgeographic.com/>

Write a story

Write instructions for how to do something

Research your favorite animal

Create a powerpoint about something that you have learned this year

READ a book!! 😊