



At Home Learning Resources

Grade 5 - Week 8

Content	Time Suggestions
Reading (Read books, watch books read aloud, listen to a book, complete online learning)	At least 30 minutes daily (Could be about science, social studies, etc)
Writing or Word Work or Vocabulary	20-30 minutes daily
Math	45 minutes daily
Science	25 minutes daily
Social Studies	25 minutes daily
Arts, Physical Education, or Social Emotional Learning	30 minutes daily

These are some time recommendations for each subject.

We know everyone's schedule is different, so do what you can.

These times do not need to be in a row/in order, but can be spread throughout the day.

Teachers will suggest which parts of the packet need to be completed or teachers may assign alternative tasks.

Grade 5 ELA Week 8

Your child can complete any of the activities in weeks 1-7. These can be found on the Lowell Public Schools website: <https://www.lowell.k12.ma.us/Page/3801>

This week continues a focus on informational or nonfiction reading and writing. Your child should be reading, writing, talking and writing about reading, and exploring new vocabulary each week.

Reading: Students need to read each day. They can read the articles included in this packet and/or read any of the nonfiction/informational books that they have at home, or can access online at Epic Books, Tumblebooks, Raz Kids, or other online books. All resources are on the LPS website. There is something for everyone.

Talking and Writing about Reading: As students are reading, they can think about their reading, then talk about their reading with a family member and/or write about their reading using the prompts/questions included.

Writing: Students will continue working on informational books for the next few weeks. The resources in this packet will be the same for next week for writing as well. These resources are charts with examples to help your child write. They are available online in an interactive form with video tutorials here: [Grade 5 Nonfiction Writing Choice Board](#). This writing should last throughout the weeks. This is a great opportunity to explore new topics. Students will be planning their writing, then writing, then making it even better by revising, writing some more, and at the end, fixing it up by editing. Your child might write 1 informational book and work to refine it throughout, or might write multiple books, getting better each time.

Word Work: Students can work on learning new prefixes and finding words that have that prefix. Students will then write the meaning of the word. Students can try to create their own sentences using the words as well.

When reading informational texts, think about the following. Annotate, stop and jot, and respond in writing as you are reading or when you are done.

To Read Nonfiction Well...



Make a connection to your text.



Preview the whole text and predict how it might go.

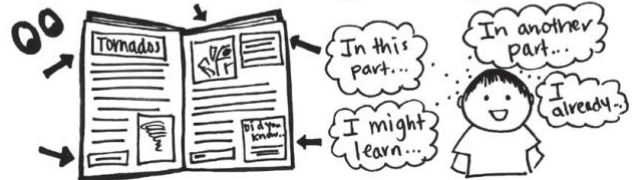
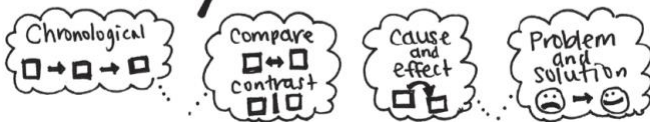
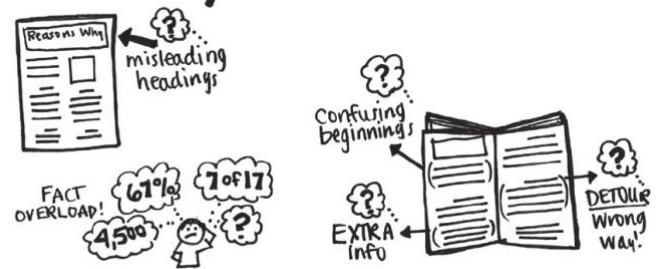


Figure out the text's structure – use it to determine importance.



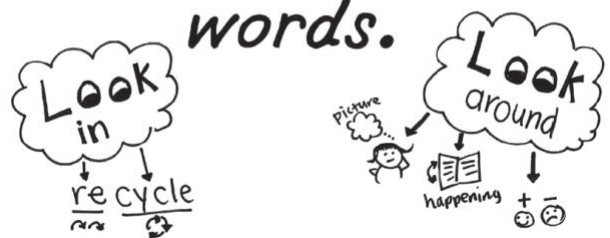
Tackle the hard parts.



Notice if the text is hybrid – use your lenses to read.



Figure out the meaning of unknown words.





A Flint resident holds a baby bottle full of contaminated water on Capitol Hill in February 2016.



Demonstrators in Detroit, Michigan, demand action before the Republican presidential debate in March 2016.

Photo Credits: Page 1 (left): © Mark Wilson/Getty Images News/Getty Images; page 1 (right): © Chip Somodevilla/Getty Images News/Getty Images; background: © Digital Vision/PhotoDisc/Thinkstock

Safe Water Not a Safe Bet

When people turn on their taps, they expect to get clean, safe drinking water. In the United States, there are laws to make that happen.

But in Michigan, the state's Department of Environmental Quality (DEQ)—along with other city, state, and federal agencies—failed to protect the people of Flint. When a local woman took bottles of tap water to a scientist to be tested, people in Flint learned the truth. There was lead in their water—lots of lead.



Lead is a metal used for many things, but it is dangerous for humans and animals to consume. Residents who drank the water now have high amounts of lead in their bodies, which can cause a number of different health problems, particularly in children. Flint's children have suffered severe rashes, sore throats, fevers, and cramps from the water. Some have had their hair fall out. It's the long-term effects of lead poisoning on brain development, however, that are most grim. They include learning disabilities, behavioral problems, and impaired hearing.

So how did lead end up in Flint's water?

Lead is used for water pipes, and it can end up in water when old pipes crumble or corrode. In 2014, Michigan switched the city's water source from Lake Huron to the Flint River. The river water is nineteen times more corrosive than water from the Great Lakes, which might have been okay except for one thing: the people in charge of Flint's water failed to add a key chemical. Without this chemical to prevent corrosion, the river water made pipes crumble. This, in turn, put lead in the water.

It will cost millions of dollars to fix the water problem in Flint. A lawsuit against the Michigan DEQ, the City of Flint, and others may cost millions of dollars more, but lead poisoning is irreversible. It's the children of Flint who may pay the biggest price of all.

Other Laws You Might Find in Your Community

- Cross in a crosswalk
- Wear a bike helmet
- Stop at Stop signs and red lights



QUESTIONS

Safe Water Not a Safe Bet

Read 1

Safe Water
Not a Safe Bet

1. What is this passage about?

Read 1

Safe Water
Not a Safe Bet

2. How did government agencies, such as the Department of Environmental Quality, fail the people of Flint, Michigan?

Read 1

Safe Water
Not a Safe Bet

3. How much will it cost to fix the water problem in Flint?

Read 2

Safe Water
Not a Safe Bet

4. Look at the image of a Flint resident holding a baby bottle with dirty water. What does this photograph reveal to readers?

Read 2

Safe Water
Not a Safe Bet

5. What does the title of this article mean, and how does it support the text?

Read 2

Safe Water
Not a Safe Bet

6. What cause-and-effect relationships are present in this passage?

Read 3

Safe Water
Not a Safe Bet

7. What does the author mean when writing, "It's the children of Flint who may pay the biggest price of all."

Read 3

Safe Water
Not a Safe Bet

8. What is the connection between the passage and the sidebar that lists other laws you might find in your community? What other laws do you know of? Why are those laws in place?



**Extension
Activity**

Safe Water
Not a Safe Bet

Why is it important for everyone to follow laws?
Write a response that states and defends your opinion.

For the world's poor, drinking water can kill

By Addie Moorfoot on 05.15.13

Word Count **647**

Level **960L**



Derek Watson

Many people say sipping water, brushing your teeth and taking a shower are good for you. In other countries however, these things can be dangerous. Sometimes they even make people deathly ill.

For nearly 800 million people on this planet, getting sick from water is a reality. They don't have access to safe, clean water.

Petronella Muelula is a mother of eight children who lives in Zambia. She is one of the 354 million Africans who live without a supply of clean drinking water.

Petronella and her children risk becoming sick every time they drink water because the lake they drink from is polluted. The polluted water causes illness.

Not only does it make people sick, polluted water also makes it hard to grow food. It can lead to poverty.

So Much Water, Not Much to Drink

More than two-thirds of the planet is covered by water. Unfortunately, most of it is salt water, which we cannot drink. The world's fresh-water supply is mostly frozen in the polar ice caps. The majority of the remaining fresh water can be found deep underground.

Without a well, it is hard to find fresh water. Especially in places like Africa, building well systems is expensive. It is often more difficult for people in poor countries to get clean water.

Petronella walks more than 2 miles every day to collect water for her family. Still, the water she comes back with is polluted. Petronella's story was told in the film "This Is Normal". Derek Watson directed the film to bring attention to the water crisis.

"When drinking bad water sometimes children can die, so I worry because (my children could) suffer," Petronella said in the film. "I, myself, could suffer from drinking bad water."

Deadly Diarrhea

One major risk of drinking dirty water is diarrheal disease. The World Health Organization (WHO) reports that the disease kills 1.5 million children every year.

WHO also reports that the disease causes 1.5 billion cases of illness per year in children younger than 5. Diarrhea causes the body to lose water and salts necessary for survival.

Even though the disease is preventable, it kills more children every year than HIV/AIDS, tuberculosis and malaria combined.

"Diarrheal disease is a lot more of a problem than many people think, certainly in the West," said Peter Kolksy, a professor at the University of North Carolina. He said people mistakenly think that diarrhea only happens when they go on vacation or eat something funny.

The United Nations said that the number of children losing their lives to polluted water and poor sanitation is greater than the number dying in wars. Much more time is spent in the news talking about wars than the water crisis.

Seeking Solutions

Oklahoma businessman Dick Greenly learned about the world water crisis. He decided to do something.

"I was astounded to discover that a sixth of our world's population is playing Russian roulette every time they take a drink of water," Greenly told Watson.

In 2008, Greenly and his wife formed an organization called Water4. The goal of the organization is to end the global water crisis.

They hope to achieve this by training people in countries including Zambia, Haiti and Rwanda to drill water wells in and around their villages.

The affordable drilling system allows locals to tap into fresh water underground.

Petronella's village now has its own fresh-water well.

Before we had this well, we had many children with diarrhea in our village, Petronella tells Watson in the film. "But at this moment it is controlled."

Water4 is one among many organizations based in America trying to resolve the worldwide water crisis.

“I have hopes and dreams for the future,” Petronella said in the film. “I hope that my children will grow up and be educated. To see that happen would make me the happiest person in the world.”

Quiz

1 Read these sentences from the article:

I have hopes and dreams for the future," Petronella said in the film. "I hope that my children will grow up and be educated. To see that happen would make me the happiest person in the world."

Which of these sentences from the article explains why Petronella has a more positive outlook on her children's futures?

- (A) In 2008, Greenly and his wife formed an organization called Water4. The aim of the organization is to end the global water crisis.
- (B) They hope to achieve this by training people in countries including Zambia, Haiti and Rwanda to drill water wells in and around their villages.
- (C) The affordable drilling system allows locals to tap into fresh water underground.
- (D) Petronella's village now has its own fresh-water well.

2 According to the information in the article, how do most people in the West view diarrheal disease?

- (A) It is not a problem because people usually only get it on vacation or when they eat strange food.
- (B) It is a problem in both poor countries and in the West.
- (C) It is a problem, but only in poor countries.
- (D) It is a problem, but only in the West.

3 According to the information in the article, why is it difficult for people in poor countries to get fresh water?

- (A) Building well systems is usually too expensive.
- (B) Building well systems is too difficult for the average person.
- (C) Most people in poor countries prefer water from local lakes.
- (D) Most people in poor countries do not realize that the local water is polluted.

4 Why does polluted water lead to poverty?

- (A) It makes it hard for people to grow food.
- (B) People get upset stomachs and cannot work.
- (C) Sometimes people die from drinking polluted water.
- (D) People have to travel long distances to get fresh water.

5 What do Dick Greenly and his wife hope to achieve through Water4?

- (A) They hope to make money by drilling water wells.
- (B) They hope to help end the worldwide water crisis.
- (C) They hope to help people in poor countries to clean up polluted lakes.
- (D) They hope to influence the news to report more about the water crisis.

Grades 5 & 6 Nonfiction Writing Choice Board - Visit the online option for an interactive board with tutorials. Use the anchor charts to help you write your own informational book that teaches others.

Research a New Topic...

Plan chapters before you write them.

• Think of the questions people will ask, and answer them.

Writers plan how their book will go!

How to Write a Nonfiction Chapter Book

WRITERS SHARE A VARIETY OF INFORMATION

Revise

Edit!

Organize your information: make a table of contents.

Writing Information Texts Well

Table of Contents
1. Introduction
2. Chapter 1
3. Chapter 2
4. Chapter 3
5. Conclusion

What? Why? Where? Who?

Think of a topic.

Things I could write about:

- Basketball
- Traveling
- Video games
- Cooking
- the environment
- Social Media

Traveling

- Italy
- Cambodia
- Spain
- Portugal

Research a New Topic...

Build up background knowledge.



Record important facts (exact names, places, numbers)

Capture quotes and, if possible, the context in which they were said.

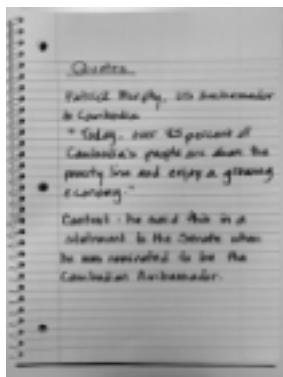
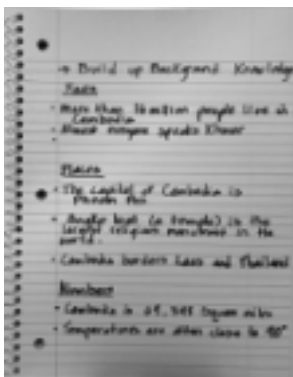
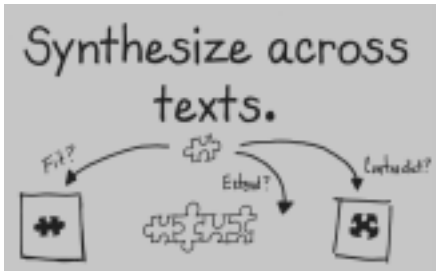


TABLE OF CONTENTS	
ANGKOR WAT	4
LOCATION	6
LANDSCAPE AND CLIMATE	8
WILDLIFE	10
PEOPLE	12
COMMUNITIES	14
CUSTOMS	16
SCHOOL AND WORK	18
PLAY	20
FOOD	22
CELEBRATIONS	24
TIMELINE	26
CAMBODIA FACTS	28
GLOSSARY	30
TO LEARN MORE	32
INDEX	32

Organize your information: make a table of contents.

Contents	
Where is Cambodia?	4
The land	6
The Tonle Sap	8
Wildlife	10
The People	12
Daily Life	14
Going to School	16
Working	18
Playing	20
Food	22
Holidays	24
Angkor Wat	26
Fast Facts	28
Glossary	30
To Learn More	31
Index	32

Preview texts to identify repeating subtopics.



COMMON STRUCTURES FOR INFORMATION/NonFICTION TEXTS

- **PROBLEM/SOLUTION**
(CHAPTERS ON THE PROBLEM, CHAPTERS ON THE SOLUTION)
- **CHRONOLOGY**
(WHAT HAPPENED FIRST, NEXT, WHAT COULD HAPPEN IN THE FUTURE)
- **LIST/BOXES AND BULLETS**
(WRITE ABOUT ONE PERSON/PROJECT AFTER ANOTHER, PRESENTING EXAMPLES SEPARATELY)
- **CLASSIFICATION**
(PROPOSE THAT THERE ARE DIFFERENT KINDS OF A THING, DIFFERENT CATEGORIES, THEN DISCUSS EACH)
- **DEFINITION**
(CLAIM THAT SOMETHING IS A WORD (OR A WORD) GIVE EXAMPLES, CONTRAST WITH NON-EXAMPLES, IS THERE YOUR POINT)



Plan chapters before you write them.



More than 16 million people of Cambodia live. Most Cambodians belong to the Khmer ethnic group. The Khmer came to Cambodia from the north over a thousand years ago. The Khmer are a majority group in Cambodia. They mostly live in villages along the Mekong and Tonle Sap rivers. Cambodia is also home to small groups of people from China and Vietnam.



- Think of the questions people will ask, and answer them.



WRITING INFORMATION CHAPTERS

- **WRITE IN PARAGRAPHS.**
- **CITE EXAMPLES FROM THE TEXT, QUOTING PARTS OF THE TEXT.**
- **BE SURE TO GIVE SEVERAL PIECES OF EVIDENCE FOR A POINT.**
- **ONCE YOU INCLUDE EVIDENCE, REFLECT ABOUT THE WAYS THAT EVIDENCE SUPPORTS YOUR POINT.**

According to Kristin Lewis, you've got to be ready for granted.

One example...
Another example...
Also, ...



Information Writers Combine a Variety of Information

- Explanations
- Descriptions
- Quotations → from other texts or experts
- Vocabulary Words in **bold**
- Definitions • Glossary
- Maps and Photographs
- Text boxes
- Statistics
- Observations
- Lists
- Diagrams With Labels

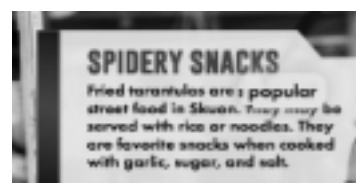
Revise

Define key terms and use technical vocabulary



Western-style clothing is common in Phnom Penh. But older Cambodians tend to dress more **traditionally**. Many wear sarongs, or large rectangular pieces of cloth that are wrapped around the waist.

Provide a surprising fact or statistic



Include a glossary to define key terms.

GLOSSARY

tarantula a very large arachnid, especially one of the hairy tarantulas, that are sold as a delicacy in some parts of Southeast Asia. They are often eaten with rice or noodles.

street food food sold from a stand or stall, often in a public area, such as a market or fair.

snack a small amount of food eaten between meals.

sarong a large piece of cloth wrapped around the waist, worn by many people in Southeast Asia.

Revise

In Cambodia, people often eat noodles for breakfast. These are called *nom banh chok*. They eat lots of vegetables, too. They eat green beans and cucumbers. The biggest meal of the day is dinner and that is usually rice and soup, sometimes with meat. For snacks, people sometimes eat fried tarantulas with rice or noodles. Or they cook the tarantulas with garlic, sugar, and salt.

make sure to list



Most Cambodians start the day with *nom banh chok*, or Khmer noodles. This includes rice noodles with a fish gravy and fresh vegetables such as green beans and cucumbers. Dinner is the biggest meal of the day. People usually eat rice and soup. Sometimes, these are combined with vegetables or meat. Dishes like *loc loc*, a stir-fried beef with a sweet sauce, are common.

Writing Information Texts Well

- Build a logical structure, so the progression from one part to the next makes sense.
- Write with a variety of specific, concrete information.
- Glue the bits of information and discussion together with transition words.
- Elaborate with details that bring the text to life (examples, statistics, stories, facts, your subject's own words).
- Make your sentences more complex so you sound more authoritative.
- Use text features purposefully, to teach information in new and special ways.
- Craft introductions that frame each chapter and the whole book.
- Incorporate quotations to:
 - Bring a person to life
 - Build an idea
 - Highlight information
 - Give authority to your writing
- Lead into and out of quotations and introduce the source.

page 1

Alisa

Chapter 1: Causes of Child Labor


Child labor forcing children to work when they are under age is bad everywhere. It is a problem all over the world. After hearing about it, they people talked around him. This chapter talks about the three main reasons of child labor: poverty, limited free education, and workers' rights.

Poverty being at a huge loss or lack of money has started child labor because families don't have enough money. They don't have enough to buy food or clothes. So when the time comes parents sell their kids at a young age for money. **Example of the child labor** children in India, the children and their parents may not want child labor in order to improve their chances of a successful future.

It's quite obvious that parents are forced to do this because they don't have the things they need to take care of their kids. The parents get a Jeffrey label for their kids for example.

It's quite obvious that parents are forced to do this because they don't have the things they need to take care of their kids. The parents get a Jeffrey label for their kids for example.

Further down families sell their kids because parents don't have the education. In a time that thousands of people who live in high poverty countries, our poor schools are too poor.



Questions to Ask Yourself as You Edit

1. Does this make sense? Are any words or parts missing?
2. Are all my sentences complete? Have I checked for run-ons and fragments?
3. Have I used correct capitalization (for names and the beginning of sentences)?
4. Have I used commas and quotation marks for dialogue?
5. Have I checked to see that all my verbs and subjects agree? Are my verbs in the right tense (past, present, future)?
6. Do the words all seem to be spelled right? Do they look right? Have I checked any I'm uncertain of?
7. Have I checked for frequently confused words (*to, too, two; there, their*)?
8. Have I paragraphed and indented?

Edit!!

Today there are more than 16 million people live in Cambodia.

?

The largest religious site in the world is the temple of Angkor Wat in Siem Reap.

?

There are many different kinds of interesting animals in Cambodia.

?

Practice using these prefixes to create three words you know. If you need help, ask a friend, family member, or your teacher.

Below are Latin and Greek origin prefixes and suffixes and their meanings. Write three words that contain these prefixes or suffixes. Then write each word's meaning.

Prefix: dict-

Meaning: to say, tell

#1: _____

#2: _____

#3: _____

Suffix: -mit

Meaning: to send

#1: _____

#2: _____

#3: _____

Suffix: -ject

Meaning: to throw

#1: _____

#2: _____

#3: _____

NAME _____

ON THE ROAD



Directions: Move left, right, up, or down to follow the path of the true math facts. Color the boxes to mark your path.

Multiplication 2-A

START	$2 \times 8 = 14$	$2 \times 2 = 4$	$9 \times 2 = 18$	$2 \times 1 = 2$	$5 \times 2 = 7$	$2 \times 3 = 6$	$11 \times 2 = 22$	$2 \times 4 = 8$	$2 \times 12 = 24$
$2 \times 3 = 6$	$10 \times 2 = 2$	$9 \times 2 = 18$	$10 \times 2 = 12$	$2 \times 7 = 14$	$6 \times 2 = 10$	$2 \times 10 = 20$	$1 \times 2 = 4$	$5 \times 2 = 9$	$5 \times 2 = 10$
$2 \times 8 = 16$	$4 \times 2 = 6$	$2 \times 3 = 6$	$6 \times 2 = 14$	$3 \times 2 = 6$	$2 \times 2 = 5$	$6 \times 2 = 12$	$6 \times 2 = 10$	$2 \times 4 = 6$	$10 \times 2 = 20$
$11 \times 2 = 22$	$2 \times 2 = 0$	$2 \times 8 = 16$	$2 \times 0 = 2$	$12 \times 2 = 24$	$2 \times 5 = 10$	$2 \times 9 = 18$	$7 \times 2 = 15$	$9 \times 2 = 16$	$2 \times 4 = 8$
$2 \times 2 = 4$	$11 \times 2 = 22$	$7 \times 2 = 14$	$6 \times 2 = 4$	$8 \times 2 = 14$	$2 \times 1 = 3$	$7 \times 2 = 12$	$8 \times 2 = 12$	$5 \times 2 = 7$	$7 \times 2 = 14$
$1 \times 2 = 1$	$7 \times 2 = 12$	$9 \times 2 = 14$	$5 \times 2 = 8$	$6 \times 2 = 12$	$2 \times 12 = 24$	$2 \times 5 = 10$	$2 \times 9 = 18$	$8 \times 2 = 16$	$2 \times 12 = 24$
$2 \times 10 = 12$	$4 \times 2 = 8$	$2 \times 5 = 10$	$5 \times 2 = 10$	$2 \times 7 = 14$	$11 \times 2 = 15$	$4 \times 2 = 9$	$2 \times 4 = 6$	$10 \times 2 = 12$	$2 \times 9 = 14$
$2 \times 8 = 16$	$9 \times 2 = 18$	$12 \times 2 = 20$	$3 \times 2 = 5$	$2 \times 8 = 15$	$1 \times 2 = 1$	$7 \times 2 = 12$	$5 \times 2 = 8$	$3 \times 2 = 5$	$2 \times 11 = 20$
$11 \times 2 = 22$	$2 \times 3 = 5$	$0 \times 2 = 2$	$4 \times 2 = 9$	$7 \times 2 = 9$	$2 \times 12 = 22$	$2 \times 7 = 14$	$3 \times 2 = 6$	$2 \times 0 = 0$	$2 \times 11 = 22$
$3 \times 2 = 6$	$12 \times 2 = 24$	$6 \times 2 = 12$	$12 \times 2 = 24$	$2 \times 7 = 14$	$3 \times 2 = 6$	$2 \times 0 = 0$	$6 \times 2 = 14$	$0 \times 2 = 2$	FINISH

Adding/Subtracting Decimals (A)

Calculate each sum or difference.

$800.54 + 90.52 =$

$343.4 + 5.607 =$

$94.9 - 41.871 =$

$809.144 - 15.96 =$

$803.309 - 133.36 =$

$767.3 - 24.9 =$

$489.08 - 4.2 =$

$921.74 + 2.7 =$

$384.94 + 17.348 =$

$260.65 - 40.9 =$

$67.1 - 1.19 =$

$35.438 - 17.2 =$

$686.4 - 199.61 =$

$6.356 + 5.8 =$

$75.715 + 30.5 =$

$89.88 - 48.8 =$

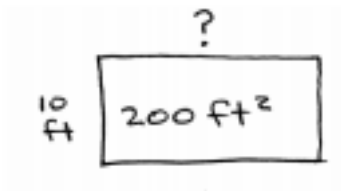
$3.7 + 1.5 =$

$64.32 + 21.63 =$

$875.75 + 26.64 =$

$656.86 + 46.37 =$

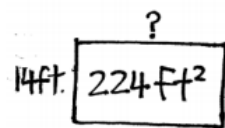
The area of a rectangular vegetable garden is 200 ft^2 . The width is 10 ft. What is the length of the vegetable garden?



852 pounds of grapes were packed equally into 3 boxes for shipping. How many pounds of grapes were there in 2 boxes?



The rectangular room measures 224 square feet. One side of the room is 14 feet long. What is the perimeter of the room?



NAME _____

ON THE ROAD

Division 2-A



Directions: Move left, right, up, or down to follow the path of the true math facts. Color the boxes to mark your path.

START	$16 \div 7 = 2$	$20 \div 2 = 10$	$14 \div 7 = 2$	$2 \div 1 = 2$	$12 \div 4 = 2$	$22 \div 2 = 11$	$6 \div 2 = 3$	$2 \div 1 = 2$	$14 \div 2 = 8$
$12 \div 2 = 6$	$8 \div 2 = 4$	$24 \div 12 = 2$	$14 \div 2 = 8$	$20 \div 10 = 2$	$8 \div 4 = 2$	$6 \div 2 = 3$	$18 \div 8 = 2$	$22 \div 11 = 2$	$4 \div 2 = 1$
$4 \div 2 = 4$	$18 \div 8 = 2$	$2 \div 1 = 1$	$24 \div 2 = 4$	$24 \div 6 = 2$	$18 \div 8 = 2$	$2 \div 2 = 0$	$22 \div 2 = 2$	$10 \div 2 = 5$	$18 \div 8 = 2$
$18 \div 8 = 2$	$20 \div 12 = 2$	$4 \div 2 = 4$	$2 \div 2 = 0$	$22 \div 2 = 2$	$16 \div 7 = 2$	$4 \div 2 = 2$	$18 \div 2 = 9$	$16 \div 8 = 2$	$16 \div 7 = 2$
$14 \div 9 = 2$	$10 \div 2 = 5$	$18 \div 2 = 9$	$2 \div 2 = 1$	$4 \div 2 = 1$	$14 \div 9 = 2$	$6 \div 3 = 2$	$2 \div 2 = 0$	$20 \div 12 = 2$	$22 \div 2 = 2$
$2 \div 1 = 1$	$16 \div 2 = 8$	$24 \div 2 = 4$	$6 \div 2 = 3$	$16 \div 7 = 2$	$12 \div 4 = 2$	$10 \div 5 = 2$	$10 \div 6 = 2$	$14 \div 2 = 8$	$16 \div 9 = 2$
$12 \div 4 = 2$	$4 \div 2 = 2$	$2 \div 2 = 0$	$10 \div 5 = 2$	$20 \div 2 = 10$	$18 \div 9 = 2$	$24 \div 2 = 12$	$12 \div 1 = 2$	$4 \div 2 = 1$	$8 \div 3 = 2$
$8 \div 4 = 2$	$12 \div 6 = 2$	$12 \div 1 = 2$	$24 \div 6 = 2$	$2 \div 1 = 1$	$14 \div 9 = 2$	$12 \div 1 = 2$	$24 \div 2 = 4$	$18 \div 8 = 2$	$24 \div 6 = 2$
$22 \div 2 = 11$	$10 \div 6 = 2$	$16 \div 9 = 2$	$2 \div 2 = 1$	$24 \div 12 = 2$	$14 \div 2 = 7$	$10 \div 2 = 5$	$6 \div 4 = 2$	$16 \div 7 = 2$	$22 \div 12 = 2$
$8 \div 2 = 4$	$18 \div 9 = 2$	$16 \div 8 = 2$	$18 \div 2 = 9$	$6 \div 4 = 2$	$22 \div 12 = 2$	$20 \div 2 = 10$	$6 \div 3 = 2$	$12 \div 6 = 2$	FINISH

Division Worksheet

1 a.

$$13 \overline{) 3471}$$

1 b.

$$50 \overline{) 3082}$$

1 c.

$$40 \overline{) 8927}$$

2 a.

$$51 \overline{) 7652}$$

2 b.

$$31 \overline{) 9448}$$

2 c.

$$49 \overline{) 6682}$$

3 a.

$$27 \overline{) 4790}$$

3 b.

$$81 \overline{) 2801}$$

3 c.

$$84 \overline{) 5618}$$



Task

- a. Jessa has 23 one-dollar bills that she wants to divide equally between her 5 children.
- How much money will each receive? How much money will Jessa have left over?
 - Jessa exchanged the remaining one-dollar bills for dimes. If she divides the money equally between her 5 children, how much money will each child get?
- b. A website has games available to purchase for \$5 each. If Lita has \$23, how many games can she purchase? Explain.
- c. A jug holds 5 gallons of water. How many jugs can Mark fill with 23 gallons of water? Explain.
- d. A class of 23 children will take a field trip. Each car can take 5 children. How many cars are needed to take all the children on the field trip? Explain.
- e. Write a division problem for $31 \div 4$ where the answer is a mixed number. Show how to solve your problem.

NAME:

DATE:

A. $23 \times 5 =$

B. $31 \times 4 =$

C. $63 \times 2 =$

D. $90 \times 6 =$

E. $10 \times 18 =$

F. $70 \times 4 =$

G. $88 \times 8 =$

H. $86 \times 2 =$

I. $31 \times 6 =$

J. $77 \times 3 =$

K. $49 \times 9 =$

L. $97 \times 2 =$

M. $87 \times 6 =$

Why
are
fish
so
scary?
?

N. $48 \times 4 =$

O. $56 \times 2 =$

P. $99 \times 5 =$

Q. $65 \times 3 =$

R. $39 \times 7 =$

S. $36 \times 4 =$

T. $47 \times 4 =$

U. $54 \times 3 =$

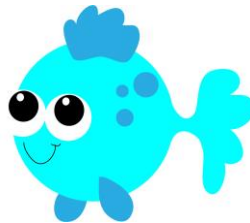
V. $37 \times 4 =$

W. $28 \times 8 =$

X. $26 \times 4 =$

Y. $34 \times 4 =$

Z. $46 \times 3 =$



124 180 126 115 162 144 180

188 172 180 136

194 186 148 180

186 192

144 126 172 112 112 194 144

MULTI-DIGIT MULTIPLICATION

2 X 2 AND 3 X 2 MULTIPLICATION

Solve using the traditional algorithm and another method to check.

$$\begin{array}{r} 23 \\ \times 34 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ \times 98 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ \times 42 \\ \hline \end{array}$$

$$\begin{array}{r} 79 \\ \times 95 \\ \hline \end{array}$$

$$\begin{array}{r} 321 \\ \times 70 \\ \hline \end{array}$$

$$\begin{array}{r} 645 \\ \times 52 \\ \hline \end{array}$$

$$\begin{array}{r} 876 \\ \times 44 \\ \hline \end{array}$$

$$\begin{array}{r} 292 \\ \times 63 \\ \hline \end{array}$$

3 X 3 AND 4 X 3 MULTIPLICATION

Solve using the traditional algorithm.

$$\begin{array}{r} 563 \\ \times 873 \\ \hline \end{array}$$

$$\begin{array}{r} 348 \\ \times 232 \\ \hline \end{array}$$

$$\begin{array}{r} 5,875 \\ \times 132 \\ \hline \end{array}$$

MULTI-DIGIT MULTIPLICATION

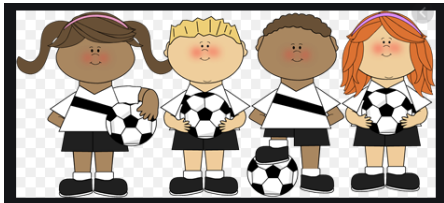
Explain the importance of understanding place value before you learn how to do multi-digit multiplication.

Multi-Step Word Problems

1. The Caplan family was going to New York City to ring in the new year. 16 family members each paid \$341 for their plane ticket to NYC, and \$298 for their plane ticket back home. How much did all 16 of them pay for their plane tickets in total?
2. When the Caplan family was in NYC, they had to share 8 taxis. They took 24 taxi rides total, and each one cost \$49. How much did they pay in taxi cab fare?
3. The Caplan family loved trying out all of the different restaurants the city had to offer. On average, each family member spent \$13 at each meal. They were in the city for 7 days, and ate 3 meals per day. How much did it cost each person to eat while they were there? How much did it cost the entire family (16 of them) to eat while they were there?
4. Write and solve a problem the Caplan family may have to solve on their trip.



Michael has 567 pennies, Jorge has 464 pennies, and Jaime has 661 pennies. If the pennies are shared equally by the 3 boys and 33 of their classmates, how much money will each classmate receive? Express your final answer in dollars.



105 students were divided equally into 15 teams.

- a. How many players were on each team?
- b. If each team had 3 girls, how many boys were there altogether?

Check out the website below for inspiration for creating your own chain reaction machine like Rube Goldberg. Send a video of the results to your teacher!

RUBE GOLDBERG MACHINE

<https://tinkerlab.com/engineering-kids-rube-goldberg-machine/>

THINGS THAT ROLL

Marbles
Balls: Tennis, Baseball, Bowling, etc.
Toy Cars
Dominoes
Skateboard
Roller Skate

RECYCLABLES

Cardboard
Cereal Boxes
Cardboard Rolls
Plastic Water Bottles
Cans
Aluminum Foil

THINGS THAT MOVE

Mousetrap
Dominoes
Toaster
Fan

EVERYDAY MATERIALS

Chopsticks
Popsicle Sticks
Ruler
Wooden Blocks
Bowl
String
Tape
Sand
Pins
Hammer
Balloons
Water
Fan
Vinegar and Baking Soda

RAMPS

Toy Train Tracks
Marble Runs
Books
Trays
PVC pipe
Plastic tubing
Gutters



Where do fallen leaves go?

Click on this link to learn the role fungi play in decomposing dead materials and in creating soil.

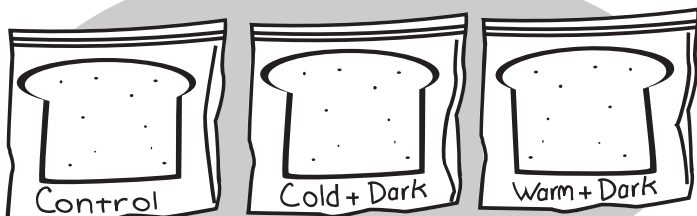
<https://mysteryscience.com/ecosystems/mystery-3/decomposers-matter-cycle/95?code=NzYzNzlwNDg&t=student>

In this lesson, the host describes an experiment that relies on different members of the class running experiments using the same items. It's hard for everyone at home to have the exact same items. Instead, we'll do a simplified version that's easier to do at home. Please see the directions on the sheets that follow.



Mold Maker

What conditions are best for the growth of mold?



You'll Need

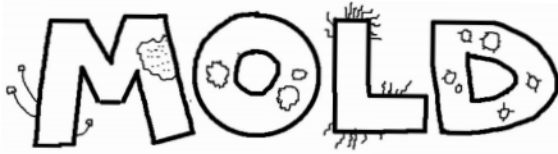
- 3 zipper-style sandwich bags
- 3 slices of preservative-free bread
- shoe box with lid or large coffee can with lid
- refrigerator or cooler
- masking tape
- marker

1 You will need approximately two weeks to complete the entire experiment. Start by taking three slices of preservative-free bread that have all come from the same package. Place each slice in a zipper-style sandwich bag. Seal each bag tightly. Why is it best to use bread that has no preservatives in it? Why are you using bread that comes from the same package? Why are you sealing the bags? Write your ideas here:

2 Place a piece of masking tape on each of the three bags. Use a marker to label the first bag “Control,” the second bag “Cold and Dark,” and the third bag “Warm and Dark.”

3 Place the bag labeled “Control” in a safe place, such as on top of a shelf or bookcase. Place the bag labeled “Cold and Dark” in a refrigerator or cooler. Place the bag labeled “Warm and Dark” in a shoe box or large coffee can with a lid and put it near a radiator or window where it stays warm. What do you think is the purpose of the “Control” bag?

4 Based on your knowledge of molds, which slice of bread do you think will get moldy first? Write your prediction and reasoning below:



Growth & Observations

Name: _____

Date started: _____

Example: Color in the bottom three circles when mold covers 1/2 the food

More than 1/2	<input type="radio"/>
1/2 moldy	<input type="radio"/>
1/4 moldy	<input type="radio"/>
First mold	<input type="radio"/>

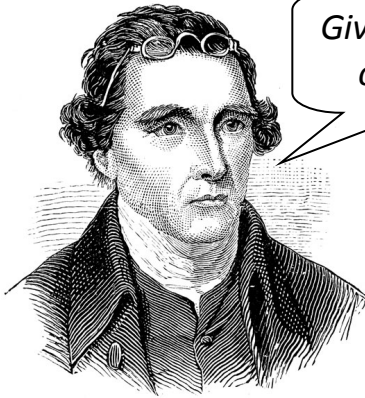
Mark the days when you check for mold →		1	2	3	4	5	6	7	8	9	10	11	12	Describe or draw the mold (shape, color...)
Control	More than 1/2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	1/2 moldy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	1/4 moldy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	First mold	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	No mold	-	-	-	-	-	-	-	-	-	-	-	-	
Cold & Dark	More than 1/2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	1/2 moldy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	1/4 moldy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	First mold	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	No mold	-	-	-	-	-	-	-	-	-	-	-	-	
Warm & Dark	More than 1/2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	1/2 moldy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	1/4 moldy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	First mold	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	No mold	-	-	-	-	-	-	-	-	-	-	-	-	

Based on your observations, under what conditions does mold grow best? If you want to keep bread fresh, where would you store it?

In this experiment, you sealed the bread into three plastic bags. Where did the mold spores come from to make the mold grow?

Hey, King: Get Off Our Backs!

Name: _____



Patrick Henry

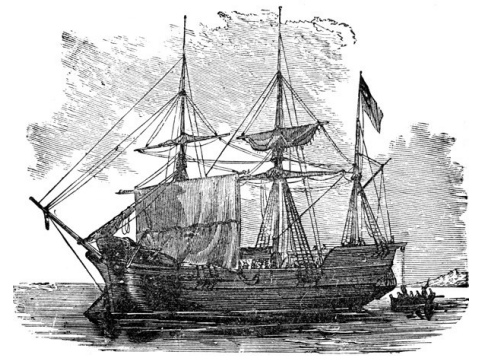
*Give me liberty,
or give me*

Really? Was it that bad? By 1776, the American colonists living under English rule thought so. In fact, things were so bad that they went to war to gain their independence. But why? What could have been so intolerable?

The first Englishmen came to America four hundred years ago looking for gold, silver, and a waterway to Asia. They were part of a trading company that convinced the king of England to grant them a **charter** giving them permission to set up a colony in America. But they did not find what they were looking for. Times got so hard those first settlers had to eat rats and even each other to keep from starving to death. Pretty soon, though, more people arrived and times got better. The English were here to stay.

Hail to the King

Back in England, the King probably figured he had a pretty good deal. Other people got seasick sailing across the ocean to settle an untamed land while he sat in his palace ruling England. Except that being king just wasn't what it used to be. Back in the 1200s, a king could really do what he wanted! But this was the 1600s, and now the English people had representatives in **Parliament** who made laws and stood up for peoples' rights. They even gave advice to the king. Bah!



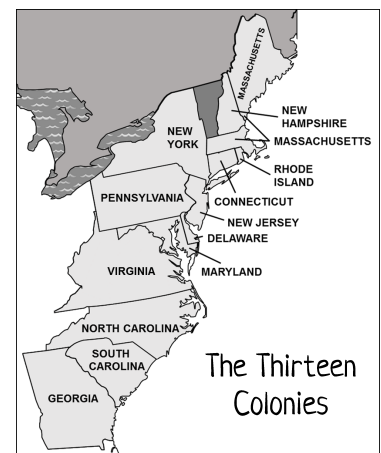
You Don't Mind If We . . . Uh . . .

Govern ourselves, do you? In America, the colonists needed some kind of government to deal with everyday problems. After all, the king was on the other side of the ocean. And because of Parliament, the colonists were used to having a say in government. In Virginia Colony, the first settlers decided each community should have two representatives and that all the representatives would meet together. Farther north, in Plymouth, the colonists signed a **compact** agreeing to form a majority-rule government where all the men would vote on whatever issues came up. (Women didn't get to vote in 1620.) Even so, the king still controlled the colonies, and the colonists had to follow England's laws.

The House of Burgesses was the group of representatives in Virginia. The Mayflower Compact was the agreement the Plymouth colonists signed while they were still on board the Mayflower, before they set foot on dry land. Even then, they knew they would need a government!

We're Doing Just Fine, Thanks

England had a lot of other colonies besides those in America and plenty of other problems to deal with. The king and Parliament didn't have much time to pay attention to the American colonists. By the mid-1700s there were 13 colonies, and each colony had its own government. These little governments grew stronger and more used to being in control. When problems came up, the colonial governments took care of things themselves. The colonists were out on their own, making their own decisions, governing things the way they wanted to without much interference.

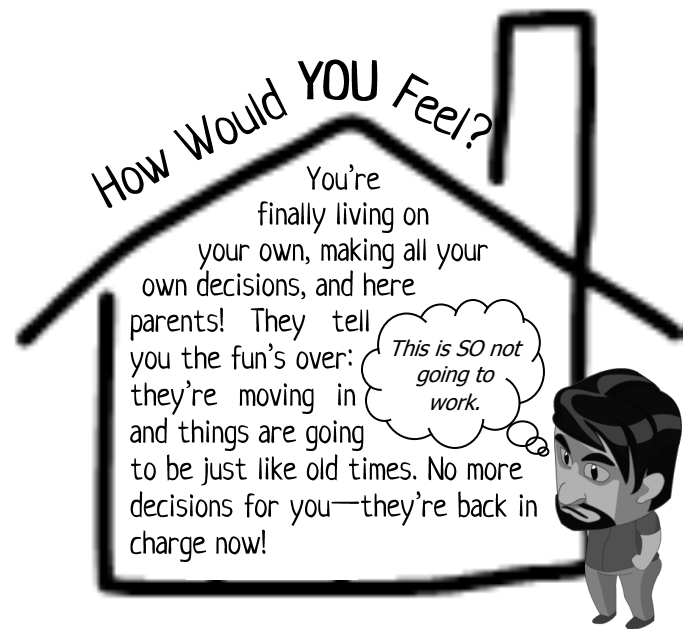


Hey, King: Get Off Our Backs!

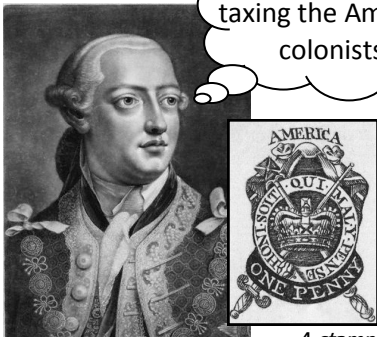
Name: _____

A Raw Deal

But then times got tough, and the British government went looking for money. Great Britain, which now included both England and Scotland, saw its colonies around the world as a source of profit. Colonies were places to cut timber, grow crops such as cotton and coffee, and mine for valuable minerals. The king forced the colonists to sell these raw materials back to England at really cheap prices. People in England would use the materials to make finished products. But did the colonists get a bargain on these items because they provided the materials? No way! The king forced the colonists to buy the finished products at extra high prices.



Hmm... What about taxing the American colonists?



King George III

A stamp

Looking for a Fast Buck?

That was only the beginning. In the mid-1700's, Britain fought two expensive wars. Britain had taken out a lot of debt to pay for the war, so it went looking for a way to make money fast. Taxing the American colonists seemed like the perfect idea. So in 1765, Britain passed the **Stamp Act**, which forced colonists to put expensive tax stamps on all legal documents, as well as newspapers, calendars, and almanacs. The colonists had an answer for that: They quit buying British goods! But this *boycott* didn't work for long. Britain repealed the Stamp Act after one year, but things did not get better.

From Bad to Worse

As soon as the Stamp Act was gone, the British passed the **Declaratory Act** saying that the colonies were dependent on the king and declaring that all laws passed in the colonies had no effect. As if that weren't bad enough, Britain also passed the **Townshend Revenue Act**, taxing things it knew the colonists couldn't make for themselves: paint, glass, paper, lead, and tea. This Act also allowed British government workers to search peoples' houses and even break down doors to seize items the homeowner hadn't paid taxes for. On top of that, the **Quartering Acts** of 1765 and 1774 forced certain colonists to let British troops live in their houses. The soldiers didn't even have to pay rent! Then, in the 1770s, a series of laws cracked down on rebellious activity in Massachusetts colony. Colonists called these the **Intolerable Acts**.



During the Boston Tea Party, colonists were so angry about a law called the Tea Act that they snuck onto a cargo ship during the night and dumped hundreds of crates of tea into the Boston harbor!

Enough is Enough!

The colonists finally decided there was only one solution: self-government! On July 4, 1776, the colonies adopted the **Declaration of Independence**, announcing that the United States was free from Great Britain. It wasn't that easy, though. There was the small matter of fighting a war against Britain to make that freedom real. When the Americans won the Revolutionary War, Britain lost all control of the colonies. The United States of America was born.

Hey, King: Get Off Our Backs!

Name: _____

A. Fill In the Blank. Look in the reading to find the missing piece of each sentence.

1. A _____ is a signed agreement.
2. The _____ Acts forced colonists to house British troops.
3. Britain saw its colonies as a source of _____.
4. If you sold a newspaper in 1765, you would have to put a _____ on it.
5. We celebrate the 4th of July because that's when the _____ was signed.
6. The Townshend Revenue Act allowed the government to _____ peoples' homes.
7. Virginia Colony's first government was called the _____.
8. The colonists had to follow the laws of _____.



B. Odd One Out. In each set, cross out the word that doesn't belong. In the oval, explain what the three remaining words have in common.

Glass
Cotton
Lead
Tea

9.

Mayflower Compact
Stamp Act
Declaratory Act
Quartering Act

10.

Minerals
Timber
Crops
Paint

11.

Legal documents
Newspapers
Troops
Calendars

12.

Boycott goods
Search houses
Fight a war
Destroy tea

13.

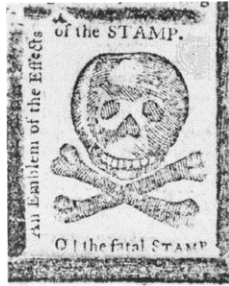
C. Cause and Effect. Match each effect with its cause listed below.

EFFECTS

- ____ 14. In the 1600s, the king could not just do what he wanted.
- ____ 15. The first colonists started their own governments.
- ____ 16. Colonists were used to having a say in government.
- ____ 17. Britain needed a way to make money.
- ____ 18. The colonists boycotted British goods.
- ____ 19. The British taxed paint, glass, and lead.
- ____ 20. The colonists declared independence.
- ____ 21. Britain lost control of the colonies.

BECAUSE...

- A. They were angry about the Stamp Act taxes.
- B. The British government was too far away to deal with daily problems.
- C. They were tired of the way the British were treating them.
- D. He shared power with Parliament.
- E. The colonists won the Revolutionary War.
- F. They knew the colonists could not make those products themselves.
- G. In England, the Parliament represented people in government.
- H. It was in debt after fighting expensive wars.



magistracy = office of the local government official

gaol = jail

comptroller = public official who manages government finances

900l. sterling = £900, or about \$162,000 (based on how much things used to cost)

repugnant = repulsive

obliged = forced

countenance = face

man of war = British naval ship

populace = people

countermand = send back

vend = sell

coach = carriage

effigy = a doll made to look like someone

abettor = supporter or helper

his excellency = the governor

The LONDON MAGAZINE: Or, GENTLEMAN'S *Monthly Intelligencer.*

For OCTOBER 1765.

By letters received from Boston in New-England, there is an account of a dangerous mob, which arose in the middle of August, on account of the stamp duty, and did considerable mischief; but on the 16th of August they were more violent than before, which continued till Sunday the 1st of September, by which time the magistracy had raised and armed five-hundred men, and had committed several of the rioters to gaol,--but not till they had destroyed all the goods and papers of the comptroller, judge of the admiralty, distributor of the stamps, as well as every individual article in the house of the lieutenant governor ... even to the uncovering his house, burning all his books and papers, carrying off even his clothes, as well as those of his sister and daughter, putting them on by way of masquerade, [taking] 900l. sterling in cash, scarce leaving him any more than the shirt he had on.

For NOVEMBER 1765.

The stamp-duty is so repugnant to the ideas of the people of America, that in most of the northern colonies they have obliged the stamp-officers to resign their places. . . . When the stamped papers arrived at Philadelphia, the vessels in the harbour hoisted their colours half mast high, the bells rung, being muffled, and every countenance betrayed dejection. Finally, they obliged the stamp distributor to promise not to exercise his office, and the stamped papers were obliged to be taken on board a man of war, to secure them from the rage of the populace. The lawyers in New Jersey, &c. have resolved not to use the stamped papers.

For DECEMBER 1765.

Upon the arrival of the stamps at New-York, every sign of mourning appeared. The merchants soon after met and resolved to have no more goods shipped from Great Britain unless the stamp act be repealed; to countermand all orders already sent, and not to vend any goods sent from Great Britain after Jan. 1 next. The governor having secured the stamp paper in Fort George, a great assembly of persons, preceded by lights, went to the fort, took from the stables the governor's coach, which with his effigy they burnt, with every mark of contempt and exasperation, under the guns of the fort. After this they went to the house of major James (a supposed abettor of the stamp act) whose goods they likewise seized and consumed. The next day they forced from his excellency a declaration, that he would have nothing to do with the stamps.

Hey, King: Get Off Our Backs!

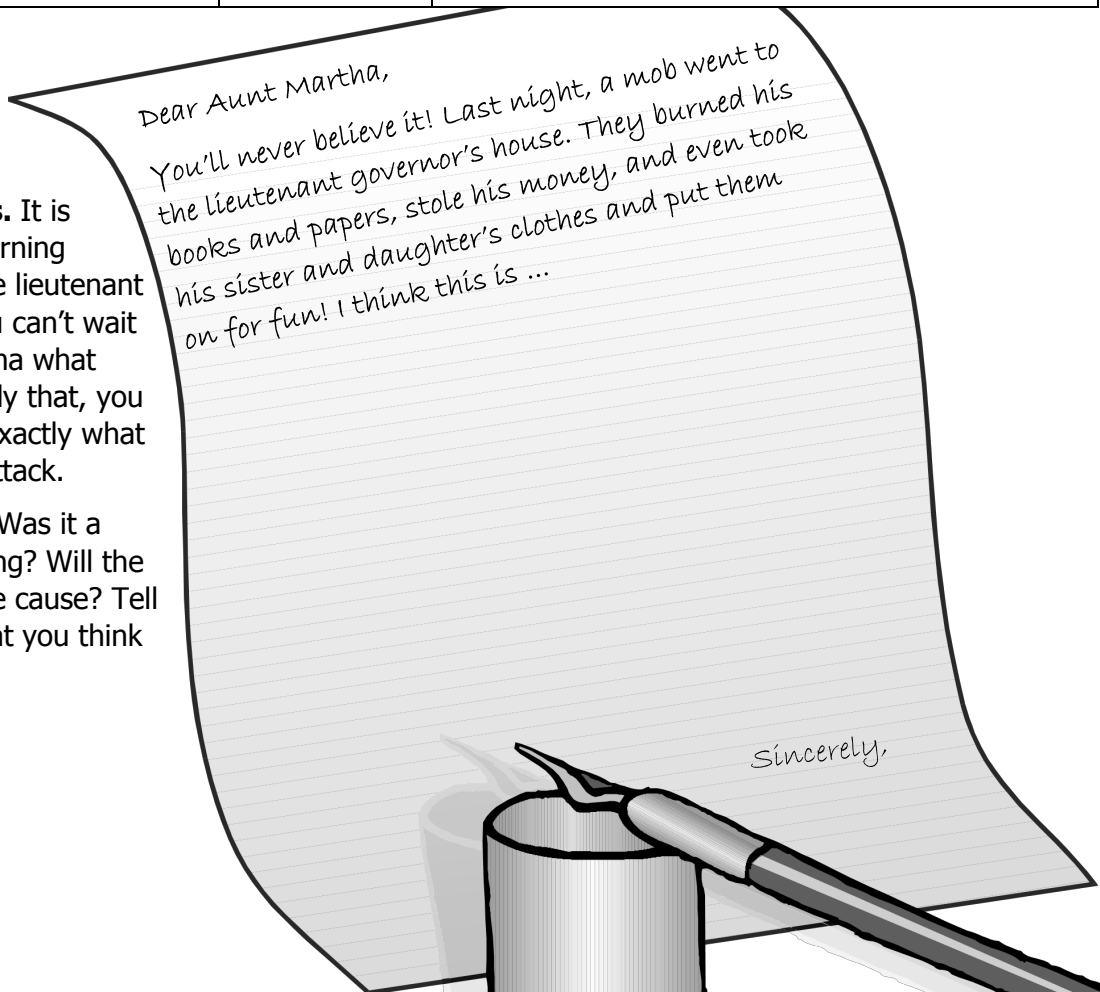
Name: _____

A. Protest! The colonists expressed their outrage in many ways. But which kinds of protest would be most effective at convincing Great Britain to repeal the Stamp Act? (It did repeal the Act in 1766.)

FORM OF PROTEST	EFFECTIVE?	THIS WOULD/WOULD NOT BE EFFECTIVE BECAUSE...
Don't order any more goods from Great Britain and cancel existing orders	<input type="checkbox"/> Effective <input type="checkbox"/> Not effective	
Force the stamp officer to resign	<input type="checkbox"/> Effective <input type="checkbox"/> Not effective	
Destroy the property of government officials who support the Stamp Act	<input type="checkbox"/> Effective <input type="checkbox"/> Not effective	
Force the governor to promise he won't have anything to do with the stamps	<input type="checkbox"/> Effective <input type="checkbox"/> Not effective	
Refuse to sell anything sent from Great Britain	<input type="checkbox"/> Effective <input type="checkbox"/> Not effective	
Burn the governor in effigy	<input type="checkbox"/> Effective <input type="checkbox"/> Not effective	
Refuse to use the stamps	<input type="checkbox"/> Effective <input type="checkbox"/> Not effective	
Riot in the streets	<input type="checkbox"/> Effective <input type="checkbox"/> Not effective	


B. Spread the News. It is October 1765, the morning after the attack on the lieutenant governor's house. You can't wait to tell your Aunt Martha what happened. But not only that, you can't wait to tell her exactly what you think about the attack.

Was it right? Wrong? Was it a victory? A horrible thing? Will the attack help or hurt the cause? Tell your Aunt Martha what you think and why.



ESL at Home 3-5 Weeks 7-8

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Choose a book page, magazine, or newspaper article. Tally how many times you find the words that start with letters:</p> <p>S A T</p>	<p>Go on a shape hunt. Find five things in your house for each shape:</p> <p>Rhombus Trapezoid Equilateral</p>	<p>How many words can you make from this word?</p> <p>educational</p>	<p>List 5 things in your home that are solids.</p> <p>List 5 things in your home that are liquids.</p> <p>List 5 things in your home that are gases.</p>	<p>Imagine two of your friends went to your school when no one was there. Write or draw their adventure.</p>
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Hide something in your home. Make a treasure map and let a family member try to find it.</p>	<p>Find four things in your home that are magnetic.</p> <p>Find four things in your home that are mixtures.</p> <p>Find four things in your home that are transparent.</p>	<p>Imagine you ran a zoo. Write an advertisement telling people why they should come to your zoo.</p> 	<p>Line up all the soap, shampoo, and lotion in your house from smallest to tallest.</p>	<p>Put a little bit of soap into a cup. Fill the cup with water. Count how many minutes it takes for the bubbles to disappear.</p>