



*At Home Learning
Resources*

Grade 5

Week 2

Grab and Go Meals

Available for Lowell Public Schools

Students When School is Closed

Weekdays from March 16-March 27

Bartlett (11-11:30am)
79 Wannalancit St.

Moody (12-12:30pm)
158 Rogers St.

Butler (12:45-1:30pm)
1140 Gorham St.

Murkland (12:45-1:15pm)
350 Adams St.

Greenhalge (10:30-11am)
149 Ennell St.

Pawtucketville (12-12:30pm)
425 West Meadow Rd.

Lincoln (1:30-2pm)
300 Chelmsford St.

Robinson (11:15-11:45am)
110 June St.

STEM Academy (Rogers)*
10:30am-1 pm
43 Highland St.

**STEM meal service will
be available at back door
at the kitchen loading
dock area off South St.*

ELA Grades 5-8 At Home Learning Choices

Weeks 2 & 3

You can continue the reading, writing, and vocabulary work from Week 1 OR continue online learning using tools like iReady, Lexia, Scholastic Learn OR complete the “Choose Your Own Adventure” Learning

“Choose Your Own Adventure”

This is a two week English Language Arts and Literacy exploration. Students will choose between 4 different options to pursue. Each option still requires daily reading. The goal of the project is to honor student growth and increase their learning with a project of their choice. There are different levels of independence, as well as choices for how to share their learning. (This work is borrowed from educator Pernille Ripp). Enjoy!

So what are the choices?

| Choice | To Do |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Choice 1: The Independent Reading Adventure On this adventure, you will use a self-chosen fiction chapter book to show your reading analysis skills. Read and either write or record your answers to questions that show your deeper understanding of the text. | See instructions below for “The Independent Reading Adventure” |
| Choice 2: The Picture Book Read Aloud Adventure On this adventure, you will listen to a picture book being read aloud every day by lots of wonderful people. Then you will write or record a response to a specific question every day. | See instructions below for “The Picture Book Read Aloud Adventure” |
| Choice 3: The Inquiry Project Adventure Ever wanted a chance to pursue a major topic of interest for yourself? Now is the chance. Craft a learning plan, learn more about your topic, and then showcase your learning when you return to school or virtually. | See instructions below for “The Inquiry Project Adventure” |
| Choice 4: The Creative Writing Adventure Want a chance to explore creative writing? Decide how you want to grow as a writer, and then start writing. Write each day and be ready to share some of your great work when you return to school or virtually. | See instructions below for “The Creative Writing Adventure” |

Choice 1: The Independent Reading Adventure

On this adventure, you will use a self-chosen fiction chapter book to show your reading analysis skills. Read and either write or record your answers to questions that show your deeper understanding of the text.

Connect Four boxes vertically, horizontally, or diagonally. The four boxes you choose must be included in your recorded or written response.

Choose Your Own Adventure - The Independent Reading Adventure

A one-pager is an analytical, creative, and written response to a novel that completely fills one side of a piece of paper. For your one-pager, you'll want to focus on the big ideas from the novel including theme, symbolism, and character change.

Book: Grab a chapter book to do this, if you do not have one at your house you can use Audible to listen to one or Epic Books or Libby/Overdrive.

Choice in completion:

You can either type this out in a document: Google Doc, Word, Etc. OR record this in a video or audio-only format.

Details for Written Response

- Write a healthy response for each section that requires a written answer, meaning a long paragraph - not only five sentences.
- Clearly label each element of your one-pager.
- Include the title, author, genre of your book on the paper.
- Choose 4 elements to complete from the grid that are connected - they can be connected vertically, diagonally, or horizontally.
- Do this by hand by printing it out or take a picture of it.

Required Details for Recorded Response

- Brainstorm what you want to say before you record.
- Make sure you name the book and the author in your recording.
- Start each section by saying the question you are answering.
- Make sure your response answers the questions fully.
- Choose 4 elements to complete from the grid that are connected - they can be connected vertically, diagonally, or horizontally.

Connect four boxes vertically, horizontally, or diagonally to select your other four required elements.

| | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Quotes: Copy down 3 meaningful quotes from the book and explain the significance of each quote. What does it infer, symbolize, suggest, relate to, etc.?</p> | <p>Character changes: How does your main character start out and how do they change throughout the story? Answer thoroughly using evidence to back up your thoughts. Add two images that symbolize your character.</p> | <p>Setting: Draw or describe a background that shows knowledge of the setting of one or more important scenes for the characters, add one symbol at least from the story - write what it symbolizes next to it.</p> | <p>Song: Find song lyrics that connect. Write the lyrics, including the song, artist, and a 2-3 sentence explanation of how the song related to the book.</p> |
| <p>Setting: Draw or describe a background that shows knowledge of the setting of one or more important scenes for the characters, add one symbol at least from the story - write what it symbolizes next to it.</p> | <p>Timeline: Create a timeline with 10 critical events in the book. The timeline must be linear or follow the plot diagram. Each event must be a complete sentence.</p> | <p>Quotes: Copy down 3 meaningful quotes from the book and explain the significance of each quote. What does it infer, symbolize, suggest, relate to, etc.?</p> | <p>Character changes: How does your main character start out and how do they change throughout the story? Answer thoroughly using evidence to back up your thoughts. Add two images that symbolize your character.</p> |
| <p>Lessons learned: Add images and/or words to show lessons your main character learns throughout the book. Write about what the lessons teach them. Does this teach you any lessons?</p> | <p>Setting: Draw or describe a background that shows knowledge of the setting of one or more important scenes for the characters, add one symbol at least from the story - write what it symbolizes next to it.</p> | <p>Character changes: How does your main character start out and how do they change throughout the story? Answer thoroughly using evidence to back up your thoughts. Add two images that symbolize your character.</p> | <p>Quotes: Copy down 3 meaningful quotes from the book and explain the significance of each quote. What does it infer, symbolize, suggest, relate to, etc.?</p> |
| <p>Character changes: How does your main character start out and how do they change throughout the story? Answer thoroughly using evidence to back up your thoughts. Add two images that symbolize your character.</p> | <p>Quotes: Copy down 3 meaningful quotes from the book and explain the significance of each quote. What does it infer, symbolize, suggest, relate to, etc.?</p> | <p>Theme: What is the theme statement of your book and how do you know? Answer thoroughly using evidence to back up your thoughts. Add an image that symbolizes the theme</p> | <p>Setting: Draw or describe a background that shows knowledge of the setting of one or more important scenes for the characters, add one symbol at least from the story - write what it symbolizes next to it.</p> |

Choice 2: The Picture Book Read Aloud Adventure

On this adventure, you will listen to a picture book being read aloud every day by lots of wonderful people. Then you will write or record a response to a specific question every day.

Choose Your Own Adventure - Picture Book Read Alouds and Analysis

Love picture books being read aloud? Me too! Here is your chance to listen to a different picture book being read aloud every day and analyze the book using the question asked each day.

Project requirement:

- Watch the video posted for each day in the table below.
- Respond either in writing or by posting a recording of your answer.

Choice in completion:

You can either type this out in a document: Google Doc, Word, etc. OR record this in a video or audio-only format

Details for Written Response

- Write a healthy response for each question meaning a long paragraph - not only five sentences.
- You should use evidence from the read aloud to support your analysis. You can use either a quote (stop the video to write it down) or refer to a specific section of the picture book.
- Include the title of your book on the paper.

Details for Recorded Response

- Brainstorm what you want to say before you record.
- Make sure you name the book and the author in your recording.
- Start each recording by saying the question you are answering.
- Make sure your response answers the questions fully.

| Day | Title of Picture Book | Video link | Questions to discuss |
|-------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Day 1 | A Tale of Two Beasts | https://www.storylineonline.net/books/tale-of-two-beasts/ | In the picture book, we see two very different versions of the same story. Why did the girl believe her version of the story was the right one? What does this remind you of in your own life? |
| Day 2 | Each Kindness | https://www.youtube.com/watch?v=kj7Oc0ZoOjM | What is the theme of <u>Each Kindness</u> ? How do you know? |

| | | | |
|--------|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Day 3 | The Heart and the Bottle | https://www.youtube.com/watch?v=8FSuy-J_Pzk | What does placing her heart in a bottle symbolize? How do you know? |
| Day 4 | The Bad Seed | https://www.youtube.com/watch?v=ugsGoiz-ufg&list=PLiYzMwyBPG96EDjv7MAohaCnXoQnqiBmG&index=20&t=0s | In the book, the people who surround our main character see a certain way - how do you think the perception of others influences him and his actions? How do you connect to this story? |
| Day 5 | We are Water Protectors | https://youtu.be/N-zPU4iSpc0 AND https://bioneers.org/the-native-american-prophecy-of-the-black-snake/ | What is the black snake that is poisoning the water, plants, animals, and land? Discuss how and why the Black Snake is used as a symbol of destruction throughout the book. |
| Day 6 | Pride: The Story of Harvey Milk and the Rainbow Flag | https://www.readbrightly.com/brightly-storytime-pride/ | The Rainbow Flag has been used as a symbol of hope since 1978. Why are symbols such as flags often used in movements, how can symbols pull us together around a cause? |
| Day 7 | Wolfie the Bunny | https://www.youtube.com/watch?v=BiU0Z9P2E4s | What did Dot use as evidence for her perception of Wolfie? How did her perception influence how she viewed Wolfie? How does this tie in with your own life? |
| Day 8 | On the Day You Begin | https://www.readbrightly.com/brightly-storytime-the-day-you-begin/ | How does our main character change throughout the story? How do you know? How does this story connect with your own life? |
| Day 9 | The True Story of The Three Little Pigs | https://www.youtube.com/watch?v=1Q01X8JU3GU | How does hearing the perspective from the Wolf show us what we have missed? What happens to our understanding of the world when we only believe or see one side of the story? |
| Day 10 | Your Choice | Visit the LPS Virtual Read Aloud Page and choose a book to listen to. https://www.youtube.com/channel/UCMIqoXopDU-6yfq5pJIPRtg | What did the author want you to learn? What language stood out to you? How does the main character change throughout the story? How do you know? |

Choice 3: The Inquiry Project Adventure

Ever wanted a chance to pursue a major topic of interest for yourself? Now is the chance. Craft a learning plan, learn more about your topic, and then showcase your learning when you return to school or virtually.

Choose Your Own Adventure - Inquiry Project

Passionate or curious about something? Now is the chance. Craft a learning plan, learn more about your topic, and then showcase your learning when you return to school or virtually.

Project Requirements:

- Identify an inquiry question you want to pursue (something you want to learn more about) - remember inquiry questions are not straight “Googleable,” they will need learning from many sources or experiences to answer.
- Fill in the learning plan to show what you will be learning and how you will challenge yourself.
- Do the learning on your own or with your family.
- Create a product to showcase your learning - you have many choices of what to create.

Independence Expectations:

- This is a project that will require a lot of discipline and focus. You are not creating a day-to-day project, so you are expected to produce a larger final product to share your learning.
- The inquiry question you choose to pursue can be one that you already know something about or one that you know very little about.
- There should be NEW learning throughout, not just a summary of what you already know.

Details for End Product

- Your end product can take many forms: A podcast, a story, a presentation, a speech, a stop motion animation, a PSA, or something else you imagine.
- Your end product should showcase new learning for you, as well as be accessible to your intended audience - your peers.
- Your end product should have citations of any information you have used.
- Your end product should take at least 5 minutes for an average peer to either listen to or explore.

| Day | What is your plan for learning for this day? |
|--------|----------------------------------------------|
| Day 1 | |
| Day 2 | |
| Day 3 | |
| Day 4 | |
| Day 5 | |
| Day 6 | |
| Day 7 | |
| Day 8 | |
| Day 9 | |
| Day 10 | |

What is your inquiry question?

How much do you already know about this topic?

_____ Very little

_____ Average amount - I know some stuff but not anything in-depth

_____ A lot - I have done inquiry into this

_____ Expert level (how will you challenge yourself then)

How will this project challenge you?

What types of resources do you plan on using?

How will you know you have successfully learned something?

What do you plan on creating to show off your newfound knowledge? What is your end project idea?

Choice 4: The Creative Writing Adventure

Want a chance to explore creative writing? Decide how you want to grow as a writer, and then start writing. Write each day and be ready to share some of your great work when you return to school or virtually.

Choose Your Own Adventure- Creative Writing

Have a story to tell? Here is your chance to use dedicated time to pursue your own writing craft and put some of those sweet writing moves you have been working on into action.

Project requirement:

- Identify your areas of strength as a writer - what do you already do well in writing?
- Identify areas of growth in writing for yourself - how will this project challenge you?
- Produce two or more pages each day in the writing form you choose - narrative, informational, opinion or argument, essay, poem, song, graphic novel

Independence expectations:

- This is a project that will require a lot of discipline and focus. You are not creating a day-to-day project, so you are expected to produce a larger final product to share your learning.
- The creative writing project you choose to pursue can be one that you already know something about or one that you know very little about.
- There should be NEW learning throughout, not just a summary of what you already know.

Day-by-Day Breakdown

| Day | What is your plan for learning for this day? |
|--------|----------------------------------------------|
| Day 1 | |
| Day 2 | |
| Day 3 | |
| Day 4 | |
| Day 5 | |
| Day 6 | |
| Day 7 | |
| Day 8 | |
| Day 9 | |
| Day 10 | |

How solid of a writer are you already?

- On shaky ground, I have a lot of growth to do
- Fairly average
- Pretty good
- Expert level (how will you challenge yourself then?)

How will this project challenge you?

What types of specific writing lessons do you want to focus on:

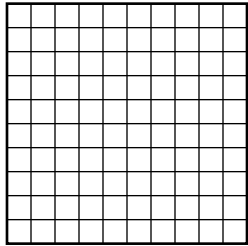
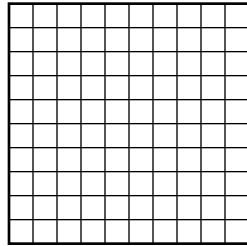
- Finding ideas of what to write about
- Expanding and strengthening your original idea
- Fully developing a plot
- Adding descriptive details to help your reader visualize
- Creating worthwhile characters
- Manipulating time to move your story along
- Adding dialogue to add interest
- Making it have a turning point or some sort of climax
- Adding details
- Cutting out details
- Making it make sense
- Spelling
- Punctuation
- Other:
- Other:

How will you know you have successfully learned applicable writing skills?

Understanding of Place Value

Name: _____

- 1** The decimal grid in each model represents 1 whole. Shade each model to show the decimal number below the model.

**0.5****0.05**

Complete the comparison statements.

0.05 is _____ of 0.5.

0.5 is _____ times the value of 0.05.

Complete the equations.

$0.5 \div \underline{\hspace{2cm}} = 0.05$

$0.05 \times \underline{\hspace{2cm}} = 0.5$

- 2** Draw a number line from 0 to 2. Then draw and label points at 2 and 0.2.



Use the number line to explain why 2 is 10 times the value of 0.2.

Complete the equations to show the relationship between 2 and 0.2.

$0.2 \times \underline{\hspace{2cm}} = 2$

$2 \div \underline{\hspace{2cm}} = 0.2$

- 3** Which type of model do you like best? Explain why.

Understanding Powers of 10

Name: _____

Multiply or divide.

1 $6 \div 10$

2 $0.6 \div 10$

3 $6 \div 10^2$

4 $0.6 \div 10^2$

5 $6 \div 10^3$

6 $60 \div 10^3$

7 0.3×10

8 0.3×10^2

9 0.3×10^3

10 0.03×10^2

11 0.003×10^2

12 0.03×10^3

13 $72 \div 10$

14 0.72×10^2

15 $7,200 \div 10^3$

16 $20 \div 10^2$

17 0.9×10^3

18 0.001×10^2

19 $54 \div 10$

20 $150 \div 10^3$

21 0.46×10^3

22 What strategies did you use to solve the problems? Explain.

Reading a Decimal in Word Form

Name: _____

What is the word form of each decimal?

1 0.2

2 0.02

3 0.002

4 0.12

5 0.012

6 0.102

7 1.002

8 9.4

9 90.04

10 0.94

11 500.2

12 8.008

13 700.06

14 6.335

15 3,000.001

16 What strategies did you use to help you read the decimals? Explain.

Writing a Decimal in Standard Form

Name: _____

What decimal represents each number?

1 one and six tenths

2 eight and eleven hundredths

3 $6 \times 1 + 5 \times \frac{1}{10}$

4 thirteen and thirteen thousandths

5 $2 \times 10 + 7 \times \frac{1}{10} + 3 \times \frac{1}{100}$

6 $4 \times 1 + 1 \times \frac{1}{100} + 9 \times \frac{1}{1,000}$

7 five hundred twelve thousandths

8 $8 \times 100 + 2 \times \frac{1}{10} + 8 \times \frac{1}{1,000}$

9 $2 \times 1 + 4 \times \frac{1}{100}$

10 forty-two and forty-one hundredths

11 $7 \times 100 + 2 \times 10 + 3 \times 1 + 6 \times \frac{1}{10}$

12 twelve and sixty-eight thousandths

13 $3 \times 1,000 + 6 \times 100 + 3 \times 10 + 7 \times \frac{1}{10} + 2 \times \frac{1}{100} + 8 \times \frac{1}{1,000}$

14 nine hundred fifty-six and four hundred twenty-seven thousandths

15 How was writing decimals for numbers in word form different from numbers in expanded form?

Comparing Decimals

Name: _____

Write the symbol $<$, $=$, or $>$ in each comparison statement.

1 0.02 _____ 0.002

2 0.05 _____ 0.5

3 0.74 _____ 0.84

4 0.74 _____ 0.084

5 1.2 _____ 1.25

6 5.130 _____ 5.13

7 3.201 _____ 3.099

8 0.159 _____ 1.590

9 8.269 _____ 8.268

10 4.60 _____ 4.060

11 302.026 _____ 300.226

12 0.237 _____ 0.223

13 3.033 _____ 3.303

14 9.074 _____ 9.47

15 6.129 _____ 6.19

16 567.45 _____ 564.75

17 78.967 _____ 78.957

18 5.346 _____ 5.4

19 12.112 _____ 12.121

20 26.2 _____ 26.200

21 100.32 _____ 100.232

22 What strategies did you use to solve the problems? Explain.

Rounding Decimals

Name: _____

Round each decimal to the nearest tenth.

1 0.32

2 3.87

3 0.709

4 12.75

5 12.745

6 645.059

Round each decimal to the nearest hundredth.

7 1.079

8 0.854

9 0.709

10 12.745

11 645.059

12 50.501

Round each decimal to the nearest whole number.

13 1.47

14 12.5

15 200.051

16 Write two different decimals that are the same value when rounded to the nearest tenth. Explain why the rounded values are the same.

17 Round 1.299 to the nearest tenth and to the nearest hundredth. Explain why the rounded values are equivalent.

Multiplying Multi-Digit Whole Numbers

Name: _____

Estimate. Circle all the problems with products between 3,000 and 9,000. Then find the exact products of only the problems you circled.

1
$$\begin{array}{r} 132 \\ \times 34 \\ \hline \end{array}$$

2
$$\begin{array}{r} 247 \\ \times 15 \\ \hline \end{array}$$

3
$$\begin{array}{r} 145 \\ \times 23 \\ \hline \end{array}$$

4
$$\begin{array}{r} 308 \\ \times 12 \\ \hline \end{array}$$

5
$$\begin{array}{r} 158 \\ \times 41 \\ \hline \end{array}$$

6
$$\begin{array}{r} 364 \\ \times 32 \\ \hline \end{array}$$

7
$$\begin{array}{r} 400 \\ \times 29 \\ \hline \end{array}$$

8
$$\begin{array}{r} 254 \\ \times 17 \\ \hline \end{array}$$

9
$$\begin{array}{r} 187 \\ \times 42 \\ \hline \end{array}$$

10
$$\begin{array}{r} 216 \\ \times 12 \\ \hline \end{array}$$

11
$$\begin{array}{r} 323 \\ \times 18 \\ \hline \end{array}$$

12
$$\begin{array}{r} 194 \\ \times 26 \\ \hline \end{array}$$

13
$$\begin{array}{r} 317 \\ \times 14 \\ \hline \end{array}$$

14
$$\begin{array}{r} 385 \\ \times 31 \\ \hline \end{array}$$

15
$$\begin{array}{r} 285 \\ \times 27 \\ \hline \end{array}$$

16 What strategies did you use to solve the problems? Explain.

Multiplying with the Standard Algorithm

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

$$\begin{array}{r} \mathbf{1} \quad 580 \\ \times 30 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{2} \quad 3,104 \\ \times 18 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{3} \quad 1,482 \\ \times 38 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{4} \quad 1,085 \\ \times 17 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{5} \quad 1,236 \\ \times 55 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{6} \quad 1,625 \\ \times 18 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{7} \quad 2,105 \\ \times 13 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{8} \quad 1,788 \\ \times 15 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{9} \quad 2,500 \\ \times 19 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{10} \quad 648 \\ \times 32 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{11} \quad 2,409 \\ \times 23 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{12} \quad 306 \\ \times 62 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{13} \quad 2,417 \\ \times 24 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{14} \quad 650 \\ \times 35 \\ \hline \end{array}$$

$$\begin{array}{r} \mathbf{15} \quad 962 \\ \times 44 \\ \hline \end{array}$$

Answers

| | | | | |
|--------|--------|--------|--------|--------|
| 20,736 | 17,400 | 27,365 | 47,500 | 55,872 |
| 18,972 | 18,445 | 26,820 | 67,980 | 56,316 |
| 22,750 | 29,250 | 55,407 | 42,328 | 58,008 |

Using Estimation and Area Models to Divide

Name: _____

Check each answer by multiplying the divisor by the quotient. If the answer is incorrect, cross out the answer and write the correct answer.

| Division Problems | Student Answers |
|-------------------|----------------------------------------------------|
| $516 \div 12$ | 48 43 Check: $12 \times 48 = 576$ |
| $837 \div 31$ | 27 |
| $351 \div 13$ | 57 |
| $918 \div 54$ | 22 |
| $896 \div 32$ | 23 |
| $1,482 \div 78$ | 14 |
| $1,012 \div 11$ | 82 |
| $1,344 \div 56$ | 24 |

- 1** Explain how you could know that the answers to two of the problems are incorrect without multiplying.

Using Area Models and Partial Quotients to Divide

Name: _____

Estimate. Circle all the problems that will have quotients greater than 30. Then find the exact quotients of only the problems you circled.

1 $540 \div 12$

2 $798 \div 38$

3 $429 \div 11$

4 $931 \div 19$

5 $925 \div 25$

6 $390 \div 15$

7 $1,071 \div 51$

8 $1,326 \div 13$

9 $1,856 \div 32$

10 $2,952 \div 72$

11 $1,869 \div 89$

12 $1,798 \div 29$

13 Select a problem you did not circle. Describe two different ways you could use estimation to tell the quotient is not greater than 30.

FUNNY SPORT

Why should you not tell jokes when you ice-skate?

Figure out each of these and write the answer. Then write each letter above its matching answer in the grid. Some letters appear more than once.

a. $6 \times 35 =$ _____
H

b. $15 \times 7 =$ _____
E

c. $45 \times 6 =$ _____
A

d. $35 \times 8 =$ _____
T

e. $8 \times 15 =$ _____
R

f. $15 \times 12 =$ _____
I

g. $35 \times 12 =$ _____
U

h. $25 \times 16 =$ _____
G

i. $24 \times 15 =$ _____
K

j. $45 \times 16 =$ _____
C

k. $35 \times 16 =$ _____
M

l. $16 \times 15 =$ _____
P

| | | |
|-----|-----|-----|
| | | |
| 280 | 210 | 105 |

| | | |
|-----|-----|-----|
| | | |
| 180 | 720 | 105 |

| | | | | |
|-----|-----|-----|-----|-----|
| | | | | |
| 560 | 180 | 400 | 210 | 280 |

| | | | | |
|-----|-----|-----|-----|-----|
| | | | | |
| 720 | 120 | 270 | 720 | 360 |

| | |
|-----|-----|
| | |
| 420 | 240 |



$15 \times 28 =$ _____

$18 \times 15 =$ _____

$14 \times 15 =$ _____

$12 \times 25 =$ _____

$35 \times 14 =$ _____

$45 \times 12 =$ _____

$18 \times 35 =$ _____

$8 \times 45 =$ _____

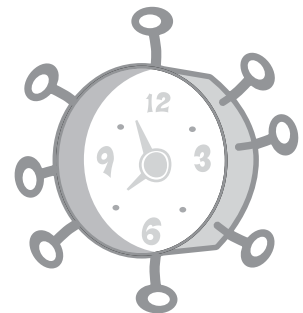
$15 \times 22 =$ _____

GROWING UP

How often do brain cells regrow?

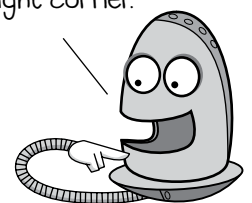
Figure out each of these and write the answer. Find the answer in the grid below and cross out the letter above. Then write the remaining letters at the bottom of the page.

- | | | |
|------------------------|------------------------|------------------------|
| a. $380 - 210 =$ _____ | b. $460 + 280 =$ _____ | c. $630 - 440 =$ _____ |
| d. $560 + 370 =$ _____ | e. $410 - 150 =$ _____ | f. $550 + 180 =$ _____ |
| g. $450 - 170 =$ _____ | h. $290 + 560 =$ _____ | i. $420 - 280 =$ _____ |
| j. $340 + 180 =$ _____ | k. $850 - 370 =$ _____ | l. $280 + 360 =$ _____ |
| m. $660 - 150 =$ _____ | n. $240 + 460 =$ _____ | o. $750 - 340 =$ _____ |
| p. $170 + 430 =$ _____ | q. $520 - 180 =$ _____ | r. $260 + 510 =$ _____ |
| s. $570 + 390 =$ _____ | t. $350 - 230 =$ _____ | u. $450 + 380 =$ _____ |
| v. $780 - 530 =$ _____ | w. $280 + 470 =$ _____ | x. $430 - 280 =$ _____ |
| y. $460 + 480 =$ _____ | | |



| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| O | N | C | E | T | W | E | N | T | Y |
| 930 | 270 | 700 | 170 | 520 | 960 | 710 | 260 | 410 | 480 |
| S | E | V | E | R | A | L | T | W | O |
| 250 | 730 | 610 | 740 | 510 | 120 | 280 | 600 | 150 | 830 |
| O | F | T | E | N | F | O | R | T | Y |
| 340 | 850 | 750 | 360 | 640 | 940 | 190 | 580 | 140 | 770 |

Write the letters in order from the * to the bottom-right corner.



Habitat Sweet Habitat



Exploring your world,
one mission at a time

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What Is this Activity?

When you're hungry, you head to the kitchen for a snack. Thirsty, grab a drink from the fridge. And tired, you go to sleep in your bedroom. But what do animals do when they are hungry, thirsty, or tired? Find out in this activity!



Topic
habitats,
biodiversity

Activity Type
indoor and
outdoor

Activity Time
60 minutes

ACTIVITY

Part A

What You'll Need

- Craft sticks
- Notebook
- Pencil
- Crayons or markers
- Craft supplies such as pipe cleaners, pom-poms, construction paper, tape, and glue
- *Creature Cards* handout
- String

Imagine Habitats

Talk with your child about all the things your home and neighborhood provide you—food, water, a place to sleep, and shelter for when it rains or snows. Animals need all of these things too, but where do they find them? Make a drawing together of your yard or neighborhood, showing places where you think animals can meet these needs, their “habitat.”

Then, cut out the creature cards and make drawings of what you think these creatures might look like. You also might make 3-D models of the creatures using craft supplies. If you prefer, invent creatures of your own! Describe what they eat, how they find food, and where they spend their time. Make drawings of them or build models with craft supplies.



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Part B

Habitat Hunt

Head out to your yard or a nearby park with crayons, markers, construction paper, tape, craft supplies, and craft sticks. Bring along the drawings you have made as well.

Explore, looking for a place that would be an ideal habitat for each creature.



Then:

- Make a poster of the habitat, showing where the creature finds food and shelter.
- Give the habitat a fun, descriptive name, such as Asphalt Alley, Ranger's Ridge, or Crickety Thicket.
- Tape this sign to a craft stick and place it in the ground in the habitat.
- Tape the drawing of the creature to another craft stick. Find a place in the habitat where you might find this creature. If it perches in trees, for example, have your child carefully tuck the craft stick in a fork of the tree's branches, or tie it to the tree with string.

Ask:

- What might be some real animals you would find in your habitat?
- What other habitats do you think we might find in our yard or in the neighborhood?

EXPLORE SOME MORE

Creature Feature

Act out a short play in which you show how the creatures interact with each other and use the different parts of their habitat throughout the day and night. For example, is one a predator and one prey? Imagine how the prey might hide from the predator—and how the predator might sneak up on the prey. Use your model creatures to act out that interaction. If your child has action figures of animals or other creatures, incorporate these into your play as well.



Who's in This Habitat?

Give your child four pieces of string, each about a foot and a half long, and head outdoors. Use the strings to mark off a square anywhere in your yard or neighborhood—on the lawn, under a tree, or even along the sidewalk. Record how many different kinds of plants and animals are inside the square. (Remember, invertebrates like ants, earthworms, and pillbugs are animals too!) You don't need to count every single blade of grass, just the different **types** of plants and animals you find. Repeat in different locations, and jot down your findings in your field notebook. Then, make some comparisons. Where did you find the highest number of different kinds of living things? The lowest number? What might be some reasons for these differences?

.....
 To discover more about this amazing planet we call home, check out **PLUM LANDING** at pbskids.org/plumlanding where you'll find games, videos and, of course, Plum!

Creature Cards



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Hinky-pink

Prefers to hang out in the shade

Likes to munch on flowers

Sucks water out of plant stems

Has six legs, four wings, and two antennae



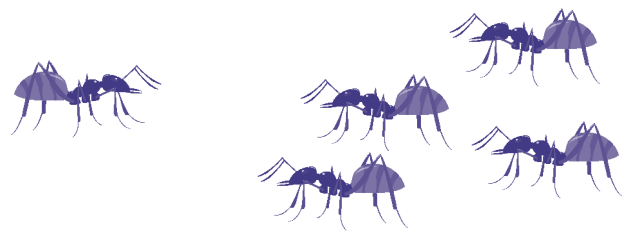
Bowalla

Blends in with sidewalks

Collects rainfall on the top of its head

Thinks ants are delicious

Stands 12 inches tall



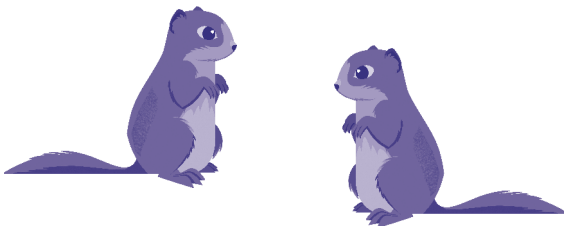
Blue-nosed Lork

Likes to sit high above the ground

Is as big as a cat

Has wings and can fly

Eats mice and squirrels



Florp

Mouse-sized

Makes a nest out of grass

Has four legs and a long snout

Likes to eat worms



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Creature Cards



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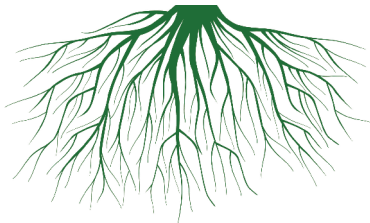
Bandicoon

Lives underground

Eats roots

Has long claws for digging
in the ground

Has soft, smooth fur



Vark-vark

Good at climbing

Likes to eat leaves and twigs

Can absorb water through its skin

Has extra-large eyes, which help it see
in the dark

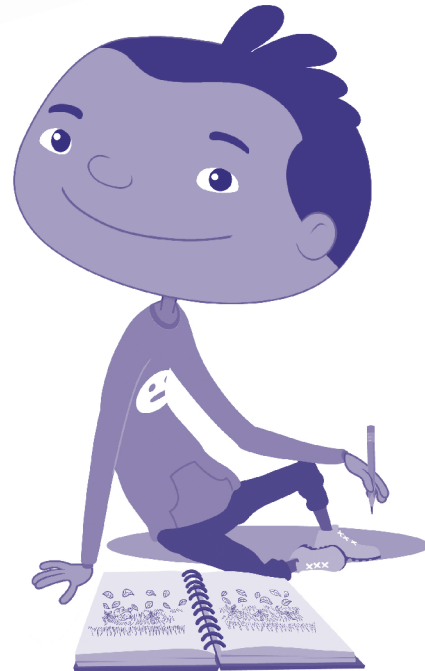


Yellow-bellied Snick

Hangs out under bushes and digs a
hole for a nest

Likes to chomp on berries

Drinks dew off grass and leaves



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MAKE A COMPOSTER!

DIFFICULTY: EASY (REQUIRES ADULT ASSISTANCE)

What happens to a pile of old leaves outside when you add a dash of time, maybe some worms, and a healthy splash of moisture? Rich soil perfect for a garden just like Daisy's!



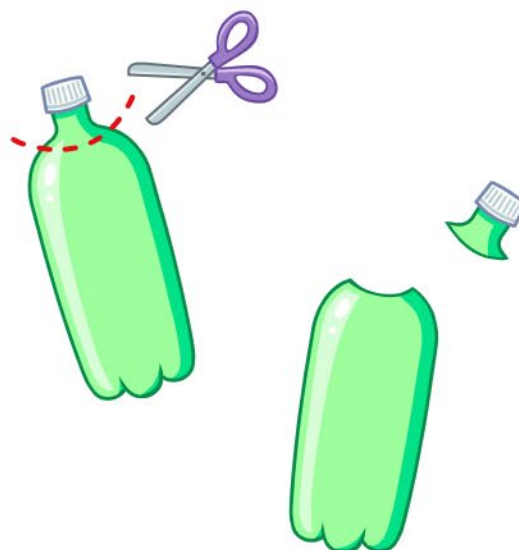
MATERIALS

- 1 empty two-liter soda bottle
- Sharp knife
- Nail
- Shredded newspaper
- Dirt (not potting soil -- use dirt from outside)
- Compost materials (such as grass clippings or vegetable scraps)
- Small handful of dead leaves
- Flat dish to hold composter
- Spray bottle with water



LET'S GET COMPOSTING!

- 1** Rinse the bottle and peel off the label.
- 2** Have a grownup cut off the top of the bottle as shown. Set the top aside.
- 3** Have the grownup use the nail to punch 8 to 10 small air and drainage holes along the sides and bottom of the bottle.
- 4** Put the bottle on the tray.



5 Put some dirt, shredded newspaper and old leaves inside the composter. This is your compost starter.

6 Use the spray bottle to wet the compost starter.

7 You're ready to add some stuff to your compost! (Try grass clippings, vegetable scraps, coffee grounds, or eggshells, but do not add dairy or meat.)

8 Turn the bottle top upside down and nest it in the open top of the bottle. It will act like a funnel for adding a little bit of water each day to keep the contents damp.

9 Place in a spot where sunlight can reach it.

10 Stir every few days, keep the contents damp, and let it rot! As your compost breaks down, you can add more kitchen scraps or plant litter, as well as some more soil from outside to mix in.

11 Cover the top of your compost with a kitchen towel when not in use.



LET'S TAKE A CLOSER LOOK

1 As you check your composter each day, describe what you observe.

2 You may see fluffy mold growing. Some people are allergic to some types of mold, so keep your compost covered when you're not working with it.

3 Now take your rich, healthy soil, place it in a pot, add a seed and some water and grow your very own plant!



The women who worked for change in the American Revolution

By Rosemarie Zagari, The Gilder Lehrman Institute of American History, adapted by Newsela staff on 06.07.19

Word Count **1,018**

Level **600L**



Image 1. A bronze sculpture of Mercy Otis Warren stands in front of the Barnstable County Courthouse in Massachusetts. In the Revolutionary era, Warren's powerful writings were published in colonial newspapers to stir up patriotic sentiment. Image: Wikimedia Commons

There were many ways in which women practiced leadership in the American Revolution. Before the Revolution, women as leaders would have confused most colonial men and women. America was a patriarchal society. Men ran politics and business. They had the final word at home.

Women's roles were much more limited. They could be wives and mothers and little else. They had few rights. Women who shared their thoughts about politics were likely to be laughed at or ignored.

The American Revolution would change this for some women. Suddenly, educated white women had new opportunities. They saw a chance to use their talents for the greater good.

Spreading The Message Far And Wide

The American Revolution was not just a rebellion. It was a civil war. It tore apart American families and communities. To win freedom from Britain, patriot leaders needed all the support they could get. They could not focus only on white male landowners. They had to spread their message to other groups, too. These leaders started turning to white men without property. They also asked for help from white women and some free blacks. They urged these individuals to join the revolution.

Three examples show the kinds of women's leadership that appeared as a result. The first is the writing of Mercy Otis Warren. The second is the Ladies' "Tea Party" of North Carolina. The third is the charity work of the Ladies' Association of Philadelphia. This group was inspired by the words of Esther DeBerdt Reed.

Writer Mercy Otis Warren

Grade 5 Social
Science

Mercy Otis Warren was born in Massachusetts in 1728. She received an excellent education. This was unusual for the time. Most girls of Warren's generation were barely taught to read. Yet Warren studied history and literature. She became a talented writer herself. Warren and her family supported the revolutionary cause. Her family encouraged her to use her writing talent to further it. Between 1772 to 1775, Warren published a series of plays. They warned against British attacks on colonial liberties. She started publishing poems and other writings in local newspapers. Her words were powerful. Warren urged the colonists to be prepared to fight for their freedom.

Warren published her works anonymously. She did not put her real name on them. Still, political leaders knew she was the author.

Edenton Ladies Used Their Shopping Power

Edenton, North Carolina, was the site of another example of female leadership. In October 1774, 51 women gathered there. They signed a document. By signing, they promised not to buy or use goods from Britain. Their statement became famous. It was one of the most well-known examples of many similar female-led boycotts. A boycott is an agreement not to buy or use certain goods. It is usually a form of protest.

The colonies were Britain's biggest trading partner. In the 1760s, Britain started passing new laws to tax the colonists. The colonists thought the taxes were unfair. They fought back with boycotts. They thought if they stopped buying British goods, merchants in Great Britain would lose money. These merchants would be upset. They would push the British government to end the taxes.

There was one catch. The boycotts could only succeed if women supported them. Women did most of the buying for their homes. They were asked to stop buying British goods.

Many women took action. Some formed groups, like the one in Edenton. Some started weaving their own cloth. This way, they would not have to buy British fabric. Others protested colonial



merchants who still bought British goods. They also avoided neighbors who bought those goods.

Esther DeBerdt Reed's Call For Action

Esther DeBerdt Reed was another woman who created her own leadership role in the Revolution. Reed was born in 1747. Her father was a rich merchant in London. In 1770, she married an American. They settled in Pennsylvania. Her husband, Joseph Reed, was a close friend of George Washington. He served in the Continental Army.

Through her husband, Reed learned that the soldiers were in trouble. There was a shortage of money and goods. Soldiers did not always get the pay they were promised.



They were missing basic items such as shoes, blankets and clean clothes.

In 1780, Reed took action. She wrote a strongly worded statement. It called on women to do something "really useful" to help the army. Women, as well as men, were "born for liberty," she wrote.

Within days, women in Philadelphia had responded. They started knocking on doors to collect money for the army. The "Ladies Association of Philadelphia" would raise more than \$300,000. Similar women's groups formed in other colonies. They used the money to buy fabric to make clean clothes for the troops.

It Might Not Have Been Proper, But It Worked



Some critics found the women's actions shocking. They thought knocking on doors and asking for money was not proper behavior for women. General Washington was not one of these critics. He was grateful for the women's help.

Many other American women helped the Revolution, too. They did not want to sit on the sidelines. Through words and actions, they stirred up patriotic feelings. They encouraged resistance against Britain. In their own ways, they helped to win the battle for the hearts and minds of the American people.

Rosemarie Zagarri is a professor of U.S. history at George Mason University. She is the author of "Revolutionary Backlash: Women and Politics in the Early American Republic" and "A Woman's Dilemma: Mercy Otis Warren and the American Revolution."

Grade 5 Social Science

Headlines

Name: _____

Class: _____ Date: _____

Directions: Create a newspaper headline that summarizes the most important information about a certain topic. After learning more about this topic, write a new headline that captures what you learned.

My 1st Headline:

Explain: How does this headline capture the most important information about your topic?

My 2nd Headline:

Explain: How did your headline change based on what you learned?

Directions: Cut out the strips and make new sentences. Practice saying them out loud and writing them.

| | |
|-----------------------------------------|--------------|
| It's your birthday, | isn't it? |
| You don't play an instrument, | do you? |
| I'm helping you, | aren't I? |
| Moby doesn't want to read, | does he? |
| You're hungry now, | aren't you? |
| We have a gift for Nikki, | don't we? |
| They don't speak Spanish, | do they? |
| Our teacher's daughter walks to school, | doesn't she? |
| It isn't his letter, | is it? |
| You play baseball, | don't you? |
| We aren't going to the party, | are we? |
| The train goes fast, | doesn't it? |
| There aren't any pictures in the book, | are there? |
| I never do homework on Sunday, | do I? |
| Moby's very funny, | isn't he? |
| Ben's mom doesn't like rock music, | does she? |



Word Search

Directions: Find the verbs listed below hidden in the puzzle and circle them.
Then write the three forms of the verb in the table.

F T V X N L Y A J F F G K O
U D A I C R E A T E D U L M
H L B K Q U R G F I Y B N E
S P O K E N H N B L H E L A
V C R X D N E M H B S M D N
R Q O O W T E P C O R E T T
W U S O T A Z Y H U Y Q X N
G K N I O E Q C Z O I H W G
G K R E U Q C A R Y Q D U S
U W C O I K G T J D X Z I U
G B F P F M S F E R Z N R N
N M E A T E N K S D D Q F G
C G Q T D U A P R N T X D J
Z Q F W F B K H K D T K V A

| | Verb | Past | Past Participle |
|-----|---------|------|-----------------|
| 1. | take | | |
| 2. | destroy | | |
| 3. | choose | | |
| 4. | create | | |
| 5. | eat | | |
| 6. | protect | | |
| 7. | bake | | |
| 8. | write | | |
| 9. | know | | |
| 10. | speak | | |
| 11. | sing | | |
| 12. | mean | | |