



Grade 5 eLearning Guide – Week 1

Math: Personal Financial Literacy

- Students will define income tax, payroll tax, sales tax, and property tax
- Students will explain the difference between gross income and net income
- Students will identify the advantages and disadvantages of different methods of payment

Science: Inherited Traits and Learned Behavior

- Students will differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle

Language Arts: Theme

- Students will read books independently for at least 30 minutes, practicing familiar reading strategies
- Students will compare themes across texts
- Students will write narrative stories
- Students will be able to answer how the suffix changes the meaning of the base word

Lectura/Escritura: Tema

- Los estudiantes leerán por lo menos 30 minutos al día y practicarán las estrategias de la lectura
- Los estudiantes compararán temas a través de textos
- Los estudiantes escribirán historias narrativas
- Los estudiantes podrán responder cómo el sufijo cambia el significado de la palabra base

Social Studies: American History

- Students will continue learning about the early colonies
- Students will continue their learning about the conflict between the colonies and England
- Students will continue their learning about The American Revolution

Grade 5 eLearning- MATH

Objectives

- Students will define income tax, payroll tax, sales tax, and property tax.
- Students will explain the difference between gross income and net income.
- Students will identify the advantages and disadvantages of different methods of payment.

Note: Activities are not intended to be graded. This work is to support understanding of the subject area.

For Parents

Read through the directions with your child and support them as needed.

- **Activity 3:** Taxes, Taxes, Taxes ([Answer Key](#))
- **Activity 5:** Gross and Net Income worksheet ([Answer Key](#))
- **Activity 6:** How Will I Pay activity ([Answer Key](#))
- **Activity 7:** Methods of Payment activity ([Answer Key](#))

For Students

Types of Taxes

- **Activity 1:** Read [“The Case of the Missing Paycheck”](#)
- **Activity 2:** Create a book that explains the four types of taxes (income, payroll, sales, property). Include a visual for each one.
- **Activity 3:** Complete the [“Taxes, Taxes, Taxes” activity](#).

Gross Income and Net Income

- **Activity 4:** Read the information about [Gross Income and Net Income](#).
- **Activity 5:** Complete the [“Gross and Net Income” worksheet](#).

Different Methods of Payment

- **Activity 6:** Complete [“How Will I Pay” Activity](#) with your parents. (Note: If a parent is unavailable use the [answer key](#) to check your work and learn why things are advantages or disadvantages.)
- **Activity 7:** Complete the [“Methods of Payment” Activity](#).

Additional Resources

- If you can access your campus math adaptive software, please do!
- [Math Playground](#)
- [5th grade Math Games](#)
- [Math Game Time](#)
- [ABCYa](#)

Grade 5 eLearning - Science

Objectives

- Students will continue investigating traits through literacy.
- Students will extend their knowledge of traits through literacy.
- Students will demonstrate their understanding of inherited traits and learned behaviors of plants and animals

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- Have your child read the, "STEMscopedia," and use the, "Linking Literacy," document to record notes on the guiding questions (listed inside the "Linking Literacy," document).
- Have your child read the, "Reading Science," article. Ask questions about the article.
- Have your child complete the, "Claim, Evidence, and Reasoning," (CER) scenario for traits.

For Students

- Read the, "STEMscopedia," using the, "Linking Literacy," document to record notes on the guiding questions (listed inside the "**Linking Literacy**," document).
 - Reading: [English STEMscopedia](#) [Spanish STEMscopedia](#)
 - Student work: [English Linking Literacy](#) [Spanish Linking Literacy](#)
- After reading, respond to the, "What Do You Know," (bottom of page 4) and, "Try Now," (page 5) sections. (**in the STEMscopedia**)
- Read the, "Reading Science," article
 - [English Reading Science](#)
 - [Spanish Reading Science](#)
- Respond to the reflection questions at the end of the article.
- Read the, "Claim, Evidence, and Reasoning," (CER) scenario
 - [English CER](#)
 - [Spanish CER](#)
- Using the CER model, write your claim and provide your evidence and reasoning to support your claim.

Additional Resources

- [StudyJams - Animal Adaptations](#)
- [StudyJams - Plant Adaptations](#)

Grade 5 eLearning- Language Arts

Objectives

- Students will read books independently for at least 30 minutes, practicing familiar reading strategies.
- Students will compare themes across texts.
- Students will write narrative stories.
- Students will be able to answer how the suffix changes the meaning of the base word.

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- Students read independent books to continue practicing familiar reading strategies. Students can [record thoughts](#) on Post-it notes or paper. Students record reading on a [reading log](#).
- Students can [listen to books online](#) to make [cross-textual connections on theme](#).
- Have students write each day. They will work on the same story for most of the week to be able to take it through the complete writing process. Be sure writers revise and edit the story. You can be their audience.
- Students should use the word study plan to write out or cut up the words and sort them into categories based on the suffixes. Throughout the week, have them answer the question,
 - [How does the suffix change the meaning of the base word?](#)

For Students

- Read daily for at least 30 minutes and complete your [reading log](#).
- Read or [listen to](#) two books and [compare the themes across both of texts](#). You can [jot](#) on Post-it notes or paper.
- Write a narrative or fiction story.
 - Be sure to have a beginning to your story, use transition words to tell what happened in the order, elaborate to help readers picture what's happening in your story, show what the story is really about, and write an ending in your story.
 - Use the [checklists](#) and anchor charts to help guide you through revision.
- Follow the [Word Study Plan](#) to be able to answer how the base word changes with the suffix.

Resources

- [Suggested Books for Students to Listen Online](#)
 - QR Code will link to Read Alouds
- [Sample Jots](#)
- [Reading Log](#)
- [What Successful Readers Do](#)
- [Theme Progressions](#)
- [To Deepen Interpretation Anchor Chart](#)
- [Narrative Writing Checklist](#)
- [Word Study Plans](#)



Grade 5 eLearning - LECTURA/ESCRITURA

Objetivos

- Estudiantes leerán por lo menos 30 minutos al día y practicarán las estrategias de la lectura.
- Estudiantes compararán temas a través de textos.
- Estudiantes escribirán historias narrativas.
- Estudiantes podrán responder cómo el sufijo cambia el significado de la palabra base.

Nota: Las tareas no serán calificadas. Este trabajo es para apoyar la comprensión del área temática.

Para los padres

- Los estudiantes leerán libros correctos para practicar estrategias de lectura familiares. Los estudiantes pueden [registrar sus pensamientos](#) en notas adhesivas o en papel. Los estudiantes registran la lectura en un [Registro de lectura](#).
- Estudiantes podrán escuchar [Lecturas en Voz alta](#) para juntar y combinar información e ideas de dos textos.
- Anime a su hijo a escribir cada día. Lo más probable es que trabajen en la misma historia durante la mayor parte de la semana porque necesitarán revisar y editar la historia. Puede ser su audiencia.
- Junto con los estudiantes, mire los videos de [sufijos](#), y formen nuevas palabras.



Para los estudiantes

- Lee diariamente durante al menos 30 minutos y complete su [Registro de lectura](#).
- Lee o [escuche](#) dos libros y [compare los temas de ambos textos](#). Usa Post-its o papel para registrar sus anotaciones.
- Escribe una historia narrativa o de ficción.
 - Asegúrate de tener un comienzo para su historia, usa palabras de transición para contar lo que sucedió en el orden, elabora para ayudar a los lectores a imaginar lo que está sucediendo en tu historia, muestra de qué se trata realmente la historia y escribe un final en tu historia.
 - Use [listas de verificación](#) y las [gráfica interactiva](#) para guiarlo a través de la revisión.
- Usa el video de [sufijos](#) para crear tus propias palabras con sufijos.

Recursos

- [Revisa tu ensayo narrativo](#)
- [gráfica interactiva](#)
- [Registro de lectura](#)
- [Qué hacen los lectores exitosos](#)
- [sufijos](#)
- [Lecturas en Voz alta](#)
 - [Profundizar sus interpretaciones](#)



Grade 5 eLearning - Social Studies

Objectives

- Students will continue learning about the early colonies
- Students will continue their learning about the conflict between the colonies and England
- Students will continue their learning about the American Revolution

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- For accessing BrainPop.com **Username:** sbspecial **Password:** sbisdbp
- Each day your student will watch videos, read an item or two, and complete a task



For Students

- Day 1
 - Watch on BrainPop Jamestown Colony [part 1](#) and [part 2](#)
 - Watch on Studies Weekly's YouTube channel
 - [Jamestown Colony](#) and [Jamestown Economy](#)
 - Read about the [Virginia Company](#)
 - Do one of the activities associated with the BrainPop video.
- Day 2
 - Watch on BrainPop [Building of the 13 Colonies](#)
 - Watch on Studies Weekly's YouTube channel [Roanoke](#) and [Dutch Send Colonist to NY](#)
 - Read about [The Unsolved Mystery of Roanoke](#)
 - Do one of the activities associated with the BrainPop video.
- Day 3
 - Watch on BrainPop [Causes of the American Revolution](#)
 - Watch on Studies Weekly's YouTube channel [Intolerable Acts](#) and [Boston Tea Party](#)
 - Read about [Parson's Cause](#)
 - Do one of the activities associated with the BrainPop video.
- Day 4
 - Watch on BrainPop [American Revolution](#)
 - Watch on Studies Weekly's YouTube channel [The Declaration of Independence](#) and [The Revolutionary War](#)
 - Read about [Sybil Ludington, the Teen Patriot Who Outrode Paul Revere](#)
 - Do one of the activities associated with the BrainPop video.
- Day 5
 - Watch on BrainPop [Articles of Confederation](#)
 - Watch on Studies Weekly's YouTube channel [Plans for a New Government](#), [Growing Pains](#), and [Shay's Rebellion](#)
 - Read about [Shay's Rebellion](#)
 - Do one of the activities associated with the BrainPop video.



Resources

- Studies Weekly YouTube Channel [Playlist of American History videos](#)
- To Access Brain Pop videos above, use QR Code below and use search bar to locate topic

