



## Grade 5 eLearning Guide – Week 2

### **Math:** [Personal Financial Literacy](#)

- Students will develop a system for keeping and using financial records.
- Students will balance a simple budget.
- Students will describe actions that might be taken to balance a budget when expenses exceed income.

Links for students taking middle school math courses: [Grade 6](#) [Grade 7](#)

### **Science:** [Classifying Matter](#)

- Student will classify matter based on measurable, testable, and observable physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating using water as a reference point), solubility in water, and the ability to conduct or insulate thermal energy or electric energy.

### **Language Arts:** [Reading Informational Nonfiction Texts](#)

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

### **Lectura/Escritura:** [Lectura de textos informativos de no ficción](#)

- Los estudiantes leerán por lo menos 30 minutos diarios y practicarán las estrategias conocidas de lectura.
- Los estudiantes leerán no ficción para comparar la información aprendida en diferentes textos.
- Los estudiantes escribirán historias narrativas.
- Los estudiantes podrán responder cómo el sufijo cambia el significado de la raíz.

### **Social Studies:** [Government](#)

- Students will review the structure of the US Government.
- Students will explain the purposes of the U.S. Constitution.
- Students will explain the reasons for the creation of the Bill of Rights and its importance.

# Grade 5 eLearning Guide - MATH

## Objectives

- Students will develop a system for keeping and using financial records.
- Students will balance a simple budget.
- Students will describe actions that might be taken to balance a budget when expenses exceed income.

**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 1:** Sammy's Weekly Expenses ([Answer Key](#))
- **Activity 2 & 7:** Financial Literacy Terms ([Sample Definitions](#))
- **Activity 3:** Recording Financial Transactions ([Answer Key](#))
- **Activity 4:** Where Does All My Money Go ([Answer Key](#))
- **Activity 9:** Money In, Money Out ([Answer Key](#))

## For Students

### Financial Records

- **Activity 1:** Complete "[Sammy's Weekly Expenses](#)"
- **Activity 2:** Research the terms *income*, *expenses*, *budget*, *balance*, and *financial record*. Make a dictionary that includes your own definition for each term.
- **Activity 3:** Complete "[Recording Financial Transactions](#)"
- **Activity 4:** Complete "[Where Does All My Money Go?](#)"
- **Activity 5:** Write 3-5 sentences explaining how someone can track their money over a period of time.

### Balancing a Budget

- **Activity 6:** Watch "[Budgets](#)"
- **Activity 7:** Research the terms *variable expense*, *fixed expense*, and *balanced budget*. Add the definitions for these terms to the dictionary you created in Activity 2.
- **Activity 8:** Complete "[Ways to Balance a Budget.](#)"
- **Activity 9:** Complete "[Money In, Money Out.](#)"
- **Activity 10:** [Create your own budget.](#)
- **Activity 11:** Complete the [budget simulation](#).

## Additional Resources

- If you can access your campus math adaptive software, please do!

# Grade 5 eLearning Guide - Science

## Objectives

- Students will review how matter can be classified through literacy.
- Students will extend their knowledge of how matter is classified through literacy.
- Students will demonstrate their understanding of how matter is classified.

**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 classifying matter.
- 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 classifying matter.

## For Students

- Read the STEMscopedia and use the Linking Literacy document to record notes on classifying matter.
  - Reading: [English STEMscopedia](#) [Spanish STEMscopedia](#)
  - Student work: [English Linking Literacy](#) [Spanish Linking Literacy](#)
- After reading, respond to the, "What Do You Think," (page 5) section. **(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

- [Brainpop - State of Matter](#)

# Grade 5 eLearning Guide - LANGUAGE ARTS

## Objectives

- Students will read books independently for at least 30 minutes, practicing familiar reading strategies.
- Students will read nonfiction to compare information learned across different texts.
- Students will continue to write and revise 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 just-right books to continue practicing familiar reading strategies. Students can record thoughts on Post-it notes or paper. A [reading log](#) is in the resource section for students to track their reading.
- Students can read [articles online](#) to make [cross-textual connections on information](#) learned.
- 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 can use the [word study daily](#) plan to answer the question, *How does the suffix change the meaning of the base?*

## For Students

- Read daily for at least 30 minutes and complete your [reading log](#).
- Read articles daily based on a topic of interest. You can select [online articles for reading nonfiction](#) from the resource below. Use the [nonfiction anchor chart](#) and [progressions](#) to guide your thinking while you read. **Jot** your thoughts while reading. Focus on learning across a topic.
- 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

- [Nonfiction Anchor Chart](#)
- [Online Articles for Reading Nonfiction](#)
- [Sample Jots](#)
- [Nonfiction Progressions](#)
- [Word Study Daily Plan](#)
- [Suggested Books for Students to Listen Online](#)
- [Reading Log](#)
- [What Successful Readers Do](#)
- [To Deepen Interpretation Anchor Chart](#)
- [Narrative Writing Checklist](#)

# Grade 5 eLearning Guide - LECTURA/ESCRITURA

## Objetivos

- Los estudiantes leerán por lo menos 30 minutos diarios y practicarán las estrategias conocidas de lectura.
- Los estudiantes leerán no ficción para comparar la información aprendida en diferentes textos.
- Los estudiantes escribirán historias narrativas.
- Los estudiantes podrán responder cómo el sufijo cambia el significado de la raíz.

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

## Para padres

- Los estudiantes leerán libros apropiados y practicarán estrategias de lectura. Podrán **registrar sus ideas** en notas adhesivas o en papel.
- Estudiantes podrán leer **artículos en línea** para combinar la información e ideas de dos textos.
- Asegúrese que los estudiantes escriban cada día. Probablemente trabajarán en la misma historia durante la mayor parte de la semana porque necesitarán **revisar y editar** la historia. Podrá ser usted su audiencia.
- Los estudiantes mirarán los videos de **sufijos**, y formarán nuevas palabras.



## Para estudiantes

- Lee diariamente 30 minutos mínimo y completa tu **Registro de lectura**.
- Lee artículos diariamente basados en un tema de interés. Puedes seleccionar algunos de estos **artículos en línea**.
- Escribe una historia narrativa o de ficción.
  - Asegúrate que tu historia tenga un comienzo, palabras de transición para contar lo que sucedió, elaboración para ayudar a describir lo que está sucediendo en tu historia. Muestra de lo que se trata realmente la historia y escribe un final.
  - **Revisa tu ensayo narrativo** y las gráficas interactivas para guiarte.
- Usa el video **sufijos** para crear tus propias palabras con sufijos.

## Recursos

- **registro de lectura**
- **artículos en línea**
- **Revisa tu ensayo narrativo**
- **Sufijos**
- **Actividad - Sufijos -encia y -bilidad**
- **Qué hacen los lectores exitosos**
- **Lecturas en voz alta**
- **muestra de "jots"**
- **Profundizar sus interpretaciones**

# Grade 5 eLearning Guide - Social Studies

## Objectives

- Students will review the structure of the US Government.
- Students will explain the purposes of the U.S. Constitution.
- Students will explain the reasons for the creation of the Bill of Rights and its importance,

**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 [Origins of Democracy](#);
  - Watch on Studies Weekly YouTube [Democracy](#) and [Forms of Government](#)
  - Read about [Other Forms of Government](#)
  - Do one of the activities associated with the BrainPop video.
- **Day 2**
  - Watch on BrainPop [Branches of Government](#)
  - Watch on Studies Weekly YouTube [Checks and Balances](#)
  - Read about [Personalities: Some Famous Supreme Court Justices](#)
  - Do one of the activities associated with the BrainPop video.
- **Day 3**
  - Watch on BrainPop [Presidential Powers](#) and [The Supreme Court](#)
  - Read about [Quotables: Quotes from Justices](#)
  - Do one of the activities associated with the BrainPop video.
- **Day 4**
  - Watch on BrainPop [U.S. Constitution](#); on Studies Weekly YouTube [Constitution: Preparing the Way](#) and [Constitution: Convention and Ratification](#)
  - Read about [Marbury vs. Madison](#)
  - Do one of the activities associated with the BrainPop video.
- **Day 5**
  - Watch on BrainPop [The Bill of Rights](#); Studies Weekly YouTube [The Bill of Rights](#)
  - Read about the [Magna Carta](#) and the [Amendments](#)
  - Do one of the activities associated with the BrainPop video.



## Resources

- If your child recalls their TCI Social Studies Alive login information, they can access more Social Studies resources through Clever.
- Use the QR codes to access the BrainPop website, Studies Weekly YouTube page, and TCI Social Studies homepage.

