

SPRING BRANCH ISD

**DIGITAL
BACKPACK**

GRADE 5



Grade 5 eLearning Guide – Week 3

Math: Multi-Step Problems Using Four Operations and Whole Numbers

- Students will represent and solve multi-step problems with whole numbers involving the four operations.

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

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: Fantasy and Journal Writing

- Students will listen to the fantasy stories and determine the importance of setting to these stories.
- Families can participate in a Family Theater Time using a Reader's Theater script.
- Students will read nonfiction to compare information across different texts.
- Students will write narrative stories and start a journal.
- Students will study common suffixes and review previous suffixes with Making Big Words.

Lectoescritura: Fantasía y escritura de diario

- Estudiantes leerán por lo menos 30 minutos diarios y practicarán las estrategias conocidas de lectura.
- Estudiantes leerán no ficción para comparar la información aprendida en diferentes textos.
- Estudiantes continuarán escribiendo y revisando sus historias narrativas.
- Estudiantes volverán a repasar sufijos comunes -dad, -ía.

Social Studies: 50 States

- The student will learn to identify the names of the 50 U.S. states and state capitals.

Grade 5 eLearning Guide - MATH

Objectives

- The student will represent and solve multi-step problems with whole numbers involving the four operations.

Note: Tasks 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 2:** At The Theater ([answer key 2](#))
- **Activity 4:** Johnny Spaceface Problem Solving ([answer key 2](#))
- **Activity 5:** Monkey Business ([answer key](#))
- **Activity 6:** Identifying the Mistake ([answer key](#))

For Students

Choosing the Correct Operation

- **Activity 1:** Review the [Operations Powerpoint](#) and follow the directions on slide 1.
- **Activity 2:** Complete [At the Theater](#). ([Answer Key 1](#))
- **Activity 3:** Complete [Johnny Spaceface](#). ([Answer Key 1](#))
- **Activity 4:** [Solve the problems](#) from Activity 3.

Solving Whole Number Problems

- **Activity 5:** Complete [Monkey Business](#).
- **Activity 6:** Complete [Identifying the Mistake](#).

Resources

- If you can access your campus math adaptive software, please do!
- If you are struggling with multiplication, try the strategy in this [video](#).
- If you are struggling with division, try one of these strategies! ([Strategy 1](#)) ([Strategy 2](#))

Grade 5 eLearning Guide - 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

- **This is a repeat of week 1 to make sure that all students learn about traits. It is important for them to fully understand traits for middle school and biology. If you child finished all the work from week one, please see the Additional resources that your child may use at the bottom of the page.**
- 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.

Resources

- [StudyJams - Animal Adaptations](#)
- [StudyJams - Plant Adaptations](#)
- [English Math Connection](#)
- [Spanish Math Connection](#)
- [English Open-Ended Response](#)
- [Spanish Open-Ended Response](#)
- [English ScienceArt](#)
- [Spanish ScienceArt](#)

Grade 5 eLearning Guide - LANGUAGE ARTS

Objectives

- Students will listen to the fantasy stories and determine the importance of setting to these stories.
- Students will read books independently for at least 30 minutes, practicing familiar reading strategies.
- Students will read nonfiction to compare information across different 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 and continue to jot. Students record reading on a reading log.
- Students should listen to fantasy picture books. While listening, they should focus on the setting and consider how the setting is important to these fantasies. Listen to them again and reflect on the types of characters they notice in these books.
- Review nonfiction by reading two articles and reflecting on how the contributions the kids made a difference to our world.
- For fun, encourage students to participate in a family theater using the Reader's Theater script.
- Students can write a fiction story during the week. Encourage them to start a journal using ideas in the resource section.
- Students should use the word study plan to write out or cut up the words and sort them into categories based on the suffixes. Making Big Words is a review game that anyone can play for family fun.

For Students

- Read daily for at least 30 minutes and complete your reading log. When you finish with a book, use the jot assessment to sort the jots in your book and set goals for yourself as a reader.
- Listen to the fantasy books on the read aloud.
 - Why is the setting important to these stories?
 - What types of characters are in these fantasies?
- Nonfiction Review: Read the two articles about kids who make a difference. While you read, think about what the kids did to help others. As a response to your reading, write an essay sharing a change that you have made. This change can be something you did to improve yourself, your class, your family, or your community. Share this essay with someone important to you.
- Rally your family together around Reader's Theater. Assign parts to everyone and have fun!
- Write a fiction story. Use the checklists in the resource section to help with your revision. For the rest of the week, start a journal with your writing. If you need help with ideas look at the Resources section below.
- Follow the Word Study plan. Also, play the Making Big Words game.

Resources

- [Suggested Books to Listen to, Including Fantasy](#)
- [Nonfiction Articles](#)
- [Family Theater Script](#) and [Family Theater Time Ideas](#)
- [Reading Log](#)
- [Narrative Writing Checklist](#) or [Illustrated Checklist](#)
- [Journal Writing](#)
- [Word Study Plan](#) and [Making Big Words](#) and [Parent Guide](#)



Grado 5 eLearning Guide - LECTOESCRITURA

Objetivos

- Estudiantes leerán por lo menos 30 minutos diarios y practicarán las estrategias conocidas de lectura.
- Estudiantes leerán no ficción para comparar la información aprendida en diferentes textos.
- Estudiantes continuarán escribiendo y revisando sus historias narrativas.
- Estudiantes volverán a repasar sufijos comunes -dad, -ía.

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

Para padres

- Los estudiantes leerán independientemente y continuarán anotando sus ideas en notas adhesivas o en papel. Ellos también llenarán su registro de lectura.
- Los estudiantes escucharán cuentos de fantasía. Mientras escuchan, deben enfocarse en el escenario y considerar cómo el escenario es importante para estas fantasías. Los volverán a escuchar por segunda vez y reflexionaran sobre los tipos de personajes que noten en estos libros.
- Los estudiantes volverán a repasar no ficción al leer dos artículos y reflexionaran sobre cómo las contribuciones de los niños hicieron una diferencia en nuestro mundo.
- Los estudiantes escribirán una historia narrativa durante la semana. Anímelos a comenzar un diario. Las ideas están en la sección de recursos.
- Los estudiantes volverán a repasar sufijos comunes (-dad, -ía) al ver el video y seguirán el plan de estudio de palabras o actividad.



Para estudiantes

- Lee diariamente por lo menos 30 minutos y llena tu [registro de lectura](#). Cuando termines de leer un libro, usa la [evaluación de notas breves](#) para clasificarlas de acuerdo a su categoría y establece metas de lectura.
- Escucha los libros de fantasía en la lectura en voz alta.
 - Una vez, mientras escuchas, reflexiona sobre el escenario.
 - ¿Por qué es importante el escenario en estos cuentos?
 - La próxima vez que escuches los cuentos, estudia los personajes.
 - ¿Qué tipos de personajes hay en estas fantasías?
- Elige dos de los tres [artículos](#) sobre los niños que han logrado hacer una diferencia. Mientras lees, piensa en los que los niños hicieron para ayudar a los demás. Reacciona a la lectura, escribe un ensayo compartiendo un cambio que has realizado. Este cambio puede ser algo que hiciste para mejorar en ti mismo, tu clase, tu familia o tu comunidad. Comparte este ensayo con alguien que tú consideres importante.
- Escribe una historia narrativa. Usa la lista de verificación para revisar tu escritura. Comienza un [diario](#) para escribir durante el resto de la semana. En la sección de recursos encontrarás ideas.
- Usa el [estudio de palabras](#) o [actividad](#) y [video](#) para repasar sufijos comunes.



Recursos

- [Lecturas en voz alta + cuentos de fantasía](#)
- [Registro de lectura](#)
- [Lista de verificación de un ensayo narrativo](#) y [Lista de verificación - Ilustrada](#)
- [Ideas para crear tu propio diario](#)
- [Estudio de palabras y actividad](#)



Grade 5 eLearning Guide – SOCIAL STUDIES

Objectives

- The student will learn to identify the names of the 50 U.S. states and state capitals.

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

For Parents

- Quiz students on the 50 states and their capitals. Over time, they will be able to do this more quickly -- and more correctly. It is also a skill that should be reviewed in the weeks to come.
- Use the QR Code to access the regions maps.



For Students

Day 1: Western Region

- Use the [key map](#) to identify the states and capitals in the West Region.
 - Use the QR code to access the key map.
- Label the region maps with the state name and its capital, color the states if you want
- Make a set of flashcards to help you learn the capital that goes with each state. Cut a piece of paper into 6 pieces. On one side write the state name and the capital on the other side. Use these flash cards just like you would multiplication flash cards.



Day 2: South Region

- Use the key map to identify the states and their capitals in the South Region.
- Label the region maps with the state name and its capital, color the states.
- Create flash cards of the South Region.

Day 3: Midwest Region

- Use the key map to identify the states and their capitals in the Midwest Region.
- Label the region maps with the state name and its capital, color the states.
- Create flashcards of the Midwest Region.

Day 4: Northeast Region

- Use the key map to identify the states and their capitals in the Northeast Region.
- Label the region maps with the state name and its capital, color the states.
- Create flashcards of the Northeast Region.

Day 5: Major Rivers and Mountain Ranges

- Use the blank US map to test yourself and see how many state names and capitals you can label on your own.
- Use your region maps to complete the US map.
- Use these links to find and label the [major rivers](#) and [mountain ranges](#) in the US on your map. Before you can label the rivers and mountains, you will need to draw them on your map.



Resources

<p>U.S. Capital Map Quiz</p> 	<p>Quia State Capital Games</p> 	<p>State Capitals</p> 	<p>State Capital Games</p> 	<p>Place the States</p> 
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