

SPRING BRANCH ISD

**DIGITAL
BACKPACK**

GRADE 5



Grade 5 eLearning Guide – Week 5

Math: Multiplying and Dividing Fractions

- Students will divide unit fractions by whole numbers and whole numbers by unit fractions with and without models.
- Students will represent and solve multiplication of a whole number and a fraction using objects and pictorial models.

Link for students taking upper grade courses: [6 preAP](#), [7 preAP](#).

Science: Forms of Energy

- Students will explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy.

Language Arts: Narrative Reading and Writing

- Students will read daily and set goals using the Learning Progressions to determine areas of strength and next steps in Character Traits/Response to Changes Learning Progressions.
- Students will write daily, focusing on narrative stories and journaling.
- Students will sort words with common spelling suffixes.

Lectoescritura: Lectura y Escritura narrativa

- Estudiantes leerán diariamente y establecerán metas usando *La Progresión de aprendizaje de lectura narrativa* para identificar sus fuertes y los siguientes pasos en el área de Volver a contar/Resumir
- Estudiantes escribirán cuentos narrativos, enfocando en los momentos pequeños
- Estudiantes estudiarán patrones de ortografía comunes mediante juegos y clasificaciones con sufijos -ista, ero-/a, or/a, ico/a.

Social Studies: Industry and Agriculture

- Students will learn about the differences between the Northern states and the Southern states in the years leading up to the Civil War including the ways people lived, worked, and viewed the government.

Grade 5 eLearning Guide - MATH

Objectives

- Students will divide unit fractions by whole numbers and whole numbers by unit fractions.
- Students will represent and solve multiplication of a whole number and a fraction using objects and pictorial models.

Note: Beginning the week of April 14 and in alignment with our Adjusted Grading Guidelines, teachers in grades PK-5 will be monitoring progress of students in a variety of ways.

For Parents

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

- **Activity 1:** Pattern Play ([answer key](#))
- **Activity 3:** Multiply Fractions ([answer key](#))
- **Activity 4:** Divide Fractions ([answer key](#))
- **Activity 5:** Sweet Sensations ([answer key](#))
- **Activity 6:** Laser Troubles ([answer key](#))
- **Activity 7:** Sailboats, Yachts, and Cruisers ([answer key](#))
- **Activity 8:** Multiplying and Dividing Fractions ([answer key](#))
- Math Facts Practice ([answer key](#))

For Students

Multiplying and Dividing Fractions

- **Activity 1:** Complete [Pattern Play](#). If you are struggling, look in the additional resources section for helpful videos.
- **Activity 2:** Read the [notes page](#).
- **Activity 3:** Complete [Multiply Fractions](#).
- **Activity 4:** Complete [Divide Fractions](#).
- **Activity 5:** Complete [Sweet Sensations](#).
- **Activity 6:** Complete [Laser Troubles](#).
- **Activity 7:** Complete [Sailboats, Yachts, and Cruisers](#).
- **Activity 8:** Complete [Multiplying and Dividing Fractions](#).

Resources

- If you can access your campus math adaptive software, please do!
- Watch [Divide a Unit Fraction by a Whole Number](#).
- Watch [Multiply Fractions by Whole Numbers](#).
- Watch [Multiply Whole Numbers by Fractions](#).
- [Math Facts Practice](#)

Grade 5 eLearning Guide - SCIENCE

Objectives

- Students will review the forms of energy through literacy.
- Students will extend their knowledge of the forms of energy through literacy.
- Students will demonstrate their understanding of the forms of energy.

For Parents

- Have your child read the “STEMscopedia,” and use the, “Linking Literacy,” document to record notes on the forms of energy.
- 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 the forms of energy.

For Students

- Read the, “STEMscopedia,” and use the, “Linking Literacy,” document to record notes on the forms of energy.
 - Reading:
 - [English STEMscopedia](#)
 - [Spanish STEMscopedia](#)
 - Student work:
 - [English Linking Literacy](#)
 - [Spanish Linking Literacy](#)
 - After reading, respond to the, “Try Now,” (page 4) section (**in the STEMscopedia**).
- Read the, “Reading Science,” article.
 - [English Reading Science](#)
 - [Spanish Reading Science](#)
 - Respond to the multiple-choice 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 evidence and reasoning to support your claim.

Resources

- [English ScienceArt - Energy Floor Plan](#)
- [Spanish Science Art - Energy Floor Plan](#)
- [Study Jams - Light](#)
- [Study Jams - Electricity](#)
- [Study Jams - Heat](#)
- [Mystery Science - Electrical Energy](#)

Grade 5 eLearning Guide - LANGUAGE ARTS

Objectives

- Students will read daily and set goals using the Learning Progressions to determine areas of strength and next steps in Character Traits/Response to Changes Learning Progressions.
- Students will write daily, focusing on narrative stories and journaling.
- Students will sort words with common spelling suffixes.

Note: Beginning the week of April 14 and in alignment with our Adjusted Grading Guidelines, teachers in grades PK-5 will be monitoring progress of students in a variety of ways.

For Parents

- Have students read daily and continue with their reading log. As students finish books, discuss the books, have students read their favorite parts, or guide students to find new books to read.
- Encourage students to listen to the mini-lessons for both reading and writing by scanning the QR codes in the Resource section. They can complete the reading activity on anything they have read.
- Have students draft a one-story and journal throughout the week.
- Have students complete weekly word study activities.

For Students

- Read daily for 30 or more minutes. Log your reading. Continue to jot ideas/theories as you read.
- Listen to the PowerPoint or read the slides for the two reading lessons this week.
- Complete the reading activity for this week, and then use the Character Learning Progression to set a reading goal on inferring character changes. Use this as you read over the next week.
- Use the PowerPoint to guide your story writing this week. Generate (come up with) story ideas and continue to journal.
- Use the Daily Word Study activities to build vocabulary and word study understanding.

Resources

- **Reading:** [PowerPoint Slides](#), [Slides for Reading](#), [Reading Activity](#), [Anchor Charts](#), [Learning Progression](#), [Reader's Theater](#)
- **Writing:** [PowerPoint Slides](#), [Slides PDF](#), [Narrative Checklist](#)
- **Word Study:** [Word Sort](#), [Word Study Daily Activity](#)



Grade 5 - LECTOESCRITURA

Objetivos

- Estudiantes leerán diariamente y establecerán metas usando *La Progresión de aprendizaje de lectura narrativa* para identificar sus fuertes y los siguientes pasos en el área de Rasgos de personajes/Reacción de personajes.
- Estudiantes escribirán diariamente, enfocando en cuentos narrativos y llevando un diario.
- Estudiantes estudiarán patrones de ortografía comunes mediante juegos y clasificaciones con sufijos -ista, -ero/a, -or/a, -ico/a.

Nota: A partir de la semana del 14 de abril, y de acuerdo con nuestros Ajustes de Criterio de Calificación, los maestros en los grados PK-5 van a monitorear el progreso de los estudiantes de varias maneras.

Para padres

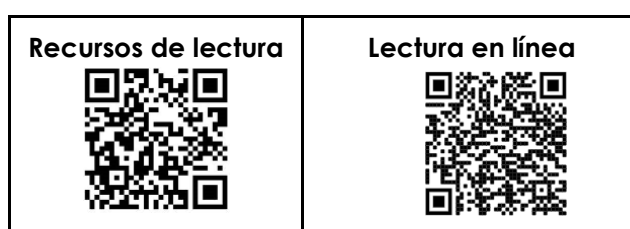
- Aseguren que los niños lean a diario y sigan con el registro de lectura. Cuando terminan de leer un libro, platiquen sobre el libro, invíteles a leer su parte favorita, o ayúdelos a encontrar un libro nuevo.
- Animen al estudiante a escuchar a las lecciones de lectura y escritura utilizando el código de barras que se encuentra en la sección de recursos. Pueden terminar la actividad de lectura usando cualquier texto que hayan leído.
- Los estudiantes escribirán un cuento por lo menos y escribirán en su diario durante la semana.
- Estudio de Palabras: (TEK 5.3C) [Sufijos -ista, -ero/a, -or/a, -ico/a](#)

Para estudiantes

- Lee diariamente por 30 minutos o más. Anota en tu registro de lectura. Continúa a apuntar tus ideas/teorías mientras lees.
- Escucha al PowerPoint o lee las notas de las dos lecciones de lectura de esta semana.
- Termina la actividad de lectura para esta semana. Después, usa *La Progresión de aprendizaje de lectura narrativa* para establecer una meta de lectura de inferir los rasgos de los personajes. Usa esto mientras lees durante la semana.
- Usa el PowerPoint como guía mientras escribes tu cuento esta semana. Genera ideas para tu cuento y sigue llevando tu diario.
- Estudio de Palabras: [Sufijos -ista, -ero/a, -or/a, -ico/a](#)

Recursos

- **Herramientas para la lectura:** [Presentación de diapositivas de lectura](#), Gráficas interactivas- [\(10 de 10\)](#), [\(Para traer sus historias y personajes a la vida\)](#), [\(Cuando un personaje te sorprende\)](#), [Actividad \(respuesta\)](#), [Progresión de aprendizaje de la lectura narrativa](#), [Teatro del lector](#)
- **Herramientas para la escritura:** [Presentación de diapositivas de escritura](#), [Lista de verificación-5to](#), Gráficas interactivas- [\(Una voz de escritor muestra, no dice\)](#), [\(Estrategias para Generar Escrituras De Narrativa Personal\)](#), [\(Técnicas para Aumentar el Nivel de la Escritura Narrativa\)](#), [\(Encontrar Ideas para Historias Verdaderas\)](#)



Grade 5 eLearning Guide - Social Studies

Objectives

- Students will learn about the differences between the Northern states and the Southern states in the years leading up to the Civil War including the ways people lived, worked, and viewed the government.

Note: Beginning the week of April 14, and in alignment with our Adjusted Grading Guidelines, teachers in grades PK-5 will be monitoring progress of students in a variety of ways.

For Parents

- All of the work this week comes from **Studies Weekly**. Your student can access the reading material for the week from this link in [English](#) or [Spanish](#). If you prefer a non-digital version of the same work, it is provided in the paper packet.

For Students

Day 1: Factors That Separated the States

- Read [Separate, Yet Interdependent](#) (**Studies Weekly** Week 15 *Industry Vs. Agriculture*).
- Write your answer to these questions in your notebook.
 - How were the economies of the North and South different?
 - What were the political differences between the North and the South?

Day 2: Different Ways of Living

- Read [Industry vs. Agriculture](#) (**Studies Weekly** Week 15 *Industry Vs. Agriculture*).
- Write your answer to these questions in your notebook.
 - How did most Americans make their living?
 - How did the North depend on railroads?
 - What were tariffs? Why did the North support high tariffs?
 - Why did people in the North oppose slavery?

Day 3: Life as a Slave

- Read [Enslaved Families](#) (**Studies Weekly** Week 15 *Industry Vs. Agriculture*).
- Write your answer to these questions in your notebook.
 - How was the status of children--enslaved or free-- determined?
 - How likely was it for a child born into slavery to make it to adulthood?

Day 4: Biography Reading

- Read about [John Deere](#) (**Studies Weekly** Week 15 *Industry Vs. Agriculture*).
- John Deere invented the steel plow. Why were farmers so excited about the plow?
- Complete this page in [English](#) or [Spanish](#) on the economy in the mid-1880s.

Day 5: Major

- Complete the Population Charting activity and the crossword puzzle found on the last page of the reading material.

Resources

- All reading material can be found in this link in [English](#) or [Spanish](#) or in the printed packet.