

SPRING BRANCH ISD

**DIGITAL
BACKPACK**

GRADE 5



Grade 5 eLearning Guide – Week 6

Math: Operations and Decimals

- Students will represent and solve for products of decimals to the hundredths.
- Students will represent and solve for quotients of decimals to the hundredths.

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

Science: Light

- Students will demonstrate that light travels in a straight line until it strikes an object and is reflected, or travels through one medium to another and is refracted.

Language Arts: Narrative Reading and Writing (Fantasy Focus)

- 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 narrative stories, focusing on fantasy structure.
- Students will sort words with common spelling patterns.

Lectoescritura: Lectura y Escritura narrativa (Enfoque de fantasía)

- 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 a cambios.
- Estudiantes escribirán cuentos narrativos, enfocándose en la estructura de cuentos de hadas.
- Estudiantes estudiarán patrones de ortografía comunes mediante juegos y clasificaciones con prefijos super-/anti-/semi-.

Social Studies: US History

- Students will study the events that led up to the Civil War, including the compromises that attempted to keep the country together.

Grade 5 eLearning Guide - MATH

Objectives

- Students will represent and solve for products of decimals to the hundredths.
- Students will represent and solve for quotients of decimals to the hundredths.

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:** Magic Squares ([answer key](#))
- **Activity 2:** Oliver's Farm ([answer key](#))
- **Activity 3:** Monkeying Around ([answer key](#))
- **Activity 4:** Big Chocolate Turtle Company ([answer key](#))
- **Activity 5:** Carlos Counts ([answer key](#))
- Extension: NBA Shoes ([answer key](#))
- Something Extra ([answer key](#))
- Math Facts Practice ([answer key](#))

For Students

Decimal Operations

- **Activity 1:** Complete [Magic Squares](#).
- **Activity 2:** Complete [Oliver's Farm](#).
- **Activity 3:** Complete [Monkeying Around](#).
- **Activity 4:** Complete [Big Chocolate Turtle Company](#).
- **Activity 5:** Complete [Carlos Counts](#).

Resources

- If you can access your campus math adaptive software, please do!
- Look at this [example](#).
- Use [Base 10 Blocks](#) to model.
- Extension: [NBA Shoes](#)
- [Something extra](#) that is just for fun!
- [Math Facts Practice](#)

Grade 5 eLearning Guide – SCIENCE

Objectives

- Students will review light through literacy.
- Students will extend their knowledge of light through literacy.
- Students will demonstrate their understanding of light.

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 your child read the, "STEMscopedia," and complete the, "Progress Monitoring Assessment."
- Have your child read the "Reading Science," article. Ask questions about the article.
- Have your child complete the "Writing Science", activity.

For Students

- Read the, "STEMscopedia," and complete the "Progress Monitoring Assessment," for light.
 - Reading:
 - [English STEMscopedia](#)
 - [Spanish STEMscopedia](#)
- After reading, respond to the, "Try Now," (page 3) section (**in the STEMscopedia**).
 - Student work:
 - [English Progress Monitoring Assessment](#)
 - [Spanish Progress Monitoring Assessment](#)
- Read the, "Reading Science," article.
 - [English Reading Science](#)
 - [Spanish Reading Science](#)
- Respond to the multiple-choice questions at the end of the article.
- Complete the, "Writing Science," activity.
 - [English Writing Science](#)
 - [Spanish Writing Science](#)

Resources

- [English Vocabulary](#)
- [Spanish Vocabulary](#)
- [English Math Connection](#)
- [Spanish Math Connection](#)
- [English Science Art](#)
- [Spanish Science Art](#)
- [English Problem-Based Learning](#)
- [Spanish Problem-Based Learning](#)

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 narrative stories, focusing on fantasy structure.
- Students will sort words with common spelling patterns.

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. It is important to keep them reading daily in books that interest them.
- Encourage students to listen to the mini-lessons for both reading and writing. They can complete the reading activities on any story they have read.
- Have students follow the writing lesson and continue to 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/Read the slides for the two reading lessons this week.
- Complete the reading activity for this week, and then use the Learning Progression to set a reading goal on inferring character traits. Use this as you read over the next week.
- Use the PowerPoint to guide your story writing this week. Follow the lessons for writing and continue to journal each day. Remember that journal writing can be anything, including stories, sketches, lists, letters to people, and ideas for future stories.
- Use the Daily Word Study activities to build vocabulary and word study understanding.

Resources

- Reading: [Lessons](#), [Activity](#), [Learning Progression](#), [Reader's Theater](#)
- Writing: [Lesson](#) and [Checklist](#)
- Word Study: [Word List](#), [Word Sort Activities](#)



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 a cambios.
- Estudiantes escribirán cuentos narrativos, enfocándose en la estructura de fantasía.
- Estudiantes estudiarán patrones de ortografía comunes mediante juegos y clasificaciones con prefijos super-/anti-/semi-.

Nota: A partir de la semana del 14 de abril, y en alineamiento con nuestras Directrices de calificaciones ajustadas, los maestros en los grados PK-5 estarán monitoreando el progreso de los estudiantes de diversas maneras.

Para padres

- Aseguren que los niños lean a diario y sigan con el registro de lectura. Es importante que sigan leyendo libros que les interesan.
- Animen al estudiante a escuchar las lecciones de lectura y escritura. Puede terminar la actividad de lectura usando cualquier texto que hayan leído.
- Anime al estudiante a terminar la lección de escritura y seguir llevando su diaria durante la semana.
- Estudio de Palabras: [Prefijos super-, anti-, semi-](#)

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. Sigue las lecciones de escritura y continúa llevando tu diaria cada día. Acuérdate que puedes incluir cuentos, listas, cartas a personas, y ideas para cuentos.
- Estudio de Palabras: [Prefijos super-, anti-, semi-](#)

Recursos

- Herramientas para la lectura: [Lecciones, Actividad, Progresión de aprendizaje de la lectura narrativa, Teatro de lector](#)
- Herramientas para la escritura: [Lecciones, Lista de verificación](#)

Grade 5 eLearning Guide – SOCIAL STUDIES

Objectives

- Students will study the events that led up to the Civil War, including the compromises that attempted to keep the country together.

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 your child read the article for each day found here in [English](#) and [Spanish](#). Ask questions about the article.
- Have your child answer the written questions below in their notebook.

For Students

Day 1: Read [The Roots of Conflict](#) (**Studies Weekly** Week 17 *Trouble Between the States*).

- Write your answer to these questions in your notebook.
 - Why do you believe most Southern states favored strong states' rights?
 - Why was it so important that the Constitution explain federal vs. states' rights and responsibilities?

Day 2: Read the section "The Missouri Compromise of 1820" in [Compromises and Kansas](#) (**Studies Weekly** Week 17 *Trouble Between the States*).

- Write your answer to these questions in your notebook.
 - Why was there concern that Missouri would be admitted to the Union?
 - How did Sen. Henry Clay suggest the Missouri issue be solved?
 - What other measures were taken to solve the Missouri crisis?

Day 3: Read the sections "The Compromise of 1850" and "Kansas: The End of Compromise" in [Compromises and Kansas](#) (**Studies Weekly** Week 17 *Trouble Between the States*).

- Write your answer to these questions in your notebook.
 - How did the end of the Mexican-American War cause the Compromise of 1850?
 - Why did the Kansas-Nebraska Act cause problems in the U.S.?
- Complete this Multiple Effects Activity in [English](#) or [Spanish](#).

Day 4: Read [Abolitionists 'Build' an Underground Railroad](#) and [1860: The Election of Abraham Lincoln](#) (**Studies Weekly** Week 17 *Trouble Between the States*).

- Write your answer to these questions in your notebook.
 - What was the viewpoint of an abolitionist?
 - Why was a home on the Underground Railroad called a "station"?
 - Why did most Northerners probably support Abraham Lincoln?

Day 5: Complete the [Points of View from Primary Sources](#) activity and the crossword puzzle.

Resources

- [Possible answers to questions.](#)
- [Possible answers to Multiple Effects Activity.](#)