

Highlands Elementary School



5th GRADE ACTIVITIES

Week of 5/11/20

<u>SUBJECT</u>	<u>LEARNING ACTIVITIES</u>
LITERACY	<p>Day 1:</p> <p>This week you will be studying climate change (also known as global warming) and investigating ways we can help the environment. At the end of the week you will write a response to your teacher about what you've learned this week.</p> <p>Watch this video with Bill Nye: https://www.youtube.com/watch?v=EtW2rrLHs08</p> <p>This video is only about 5 minutes long, but it has a lot of information. Take notes as you watch, and pause and replay the video as needed.</p> <p>When you finish, write a summary of the information from the video. Remember your summary should have:</p> <ul style="list-style-type: none">• A clear main idea• At least 3 supporting details or pieces of evidence to support the main idea• Transition words between evidence (For example, the video says, in conclusion, therefore, etc) <p>*For an extra challenge write a summary with two main ideas from the video*</p> <p>Your summary can be written in a notebook, shared on google docs, or emailed to your teacher.</p> <p>If you are struggling with writing a summary watch this video:</p> <p>https://www.youtube.com/watch?v=mkZo2zVKJR4</p>

Day 2: Research

Read the article here: https://newsela.com/read/lib-10-things-to-help-save-Earth/id/2001007469/?collection_id=339

If you cannot view the entire article click “create account” then “I am a student” and add your teachers class code

Ryno: 3HWG2A

Ostrander: G4Y5DQ

Gollob: FJJQCK

You can click the lexile level (where it says 810L) on the right side of the page to make the article easier or harder to read. The higher the number the harder the reading level

When you finish reading the article, answer the following questions in a notebook or email your answers to your teacher.

1. What do you think the main idea of the article is? Support with three pieces of evidence.
2. What is the author's point of view on climate change?
3. Which of the author's ideas do you already do? Which idea seems the hardest?
4. What can you focus on this week to help the environment?

Day 3:

Read the following article: https://newsela.com/read/elem-mcdonalds-plastic-straw-alternatives/id/44398/?collection_id=339&search_id=5749e639-2daa-4bc9-b26e-cceeaa463db9

When you finish reading the article, answer the following questions in a notebook or email your answers to your teacher:

1. What evidence can you find in the article that supports the following claim— Single use plastic is not good for the environment.
2. What do you think the main idea of the article is? Support with three pieces of evidence.

Day 4: Planning your informational article

Read the following article about sea turtle population:

https://newsela.com/read/kid-cleans-beaches/id/2001005356/?search_id=c0feee77-074b-41aa-8d03-db7717f18d52

When you finish, write a **summary** of the article about sea turtle population. Remember your summary should have:

- A clear main idea
- At least 3 supporting details or pieces of evidence to support the main idea
- Transition words between evidence (For example, the video says, in conclusion, therefore, etc)

*For an extra challenge write a summary with **two** main ideas from the video*

Your summary can be written in a notebook, shared on google docs, or emailed to your teacher.

If you are struggling with writing a summary watch this video:

<https://www.youtube.com/watch?v=mkZo2zVKJR4>

Day 5:

Today you will send a response to your teacher about how climate change is affecting the world. Your response should include answers to the following questions:

- What is climate change? Why is it dangerous?
- What will happen if we don't help the environment?
- What can you do to help slow down the process of global warming?
- What is something every student at Highlands could do to help the environment?
- What can restaurants and other companies do to help the environment?
- How is global warming affecting animals? Why is this important?

Your response should be more than 1 paragraph long and use evidence from the videos and reading from this week.

You can write your response on google docs and share it with your teacher or send your response in an email to your teacher.

MATH

Day 1 - Dominoes Estimation

How many dominoes are in the cup?

As a family, estimate how many dominoes are in the glass. Jot down your estimates



Look at the clues below and work with your family to see if you can figure out the exact amount of dominoes are in the glass. Email your teacher your final estimate and she will tell you if you're close!



Clue #1
The answer does not include the digits 9 or 8.

Clue #2
The answer does not include the digits 7 or 6.

Clue #3
The answer does not include the digits 5 or 4.

Clue #4
The digits in the answer are unique.
No digit in the answer appears more than once.

Clue #5
The answer does not include the digit 2.

www.stevewyborney.com

Day 2: 3 Act Task

Act 1

Watch the video with your family or by yourself:

<https://vimeo.com/86619134>

Talk about or write down the answers to the following questions

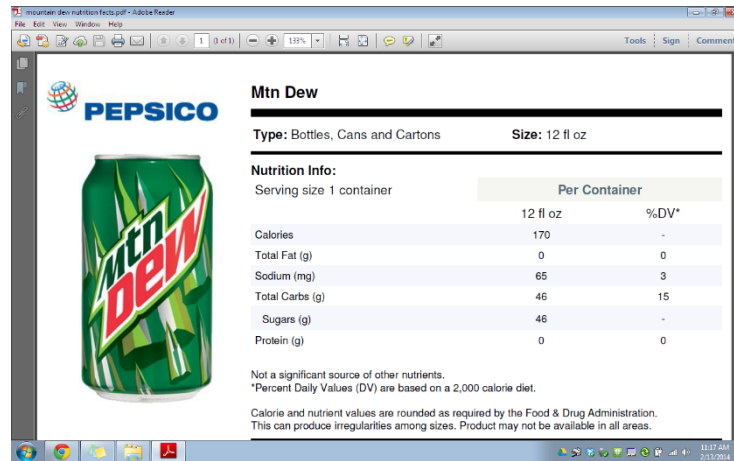
What do you notice? What do you wonder?

How many cups of sugar is in a case of Mountain Dew?

What is an estimate that would be too low? How do you know?

What is an estimate that would be too high? How do you know?

Act 2



PEPSICO

Mtn Dew

Type: Bottles, Cans and Cartons Size: 12 fl oz

Nutrition Info:

Serving size 1 container

	Per Container	
	12 fl oz	%DV*
Calories	170	-
Total Fat (g)	0	0
Sodium (mg)	65	3
Total Carbs (g)	46	15
Sugars (g)	46	-
Protein (g)	0	0

Not a significant source of other nutrients.
*Percent Daily Values (DV) are based on a 2,000 calorie diet.
Calorie and nutrient values are rounded as required by the Food & Drug Administration.
This can produce irregularities among sizes. Product may not be available in all areas.



46 grams of sugar = approximately 1/5 of a cup of sugar
1 can of Mountain Dew has 1/5 of a cup of sugar

How much sugar is in a case of Mountain Dew. (A case of soda has 12 cans)

Act 3

When your family has figured out how much sugar a case of Mountain Dew has check your thinking at the link below:

<https://e2t2dwn1mz-flywheel.netdna-ssl.com/wp-content/uploads/2016/01/act-3-do-the-dew.jpg>

Day 3: Solve the following math problems. Take a photo, draw or explain your thinking and share with your teacher using google documents or an email

On Friday night, Carlos ate pizza for dinner and had $\frac{1}{2}$ of the pizza left over. On Saturday, he ate $\frac{1}{3}$ of what was left. How much pizza did Carlos have left to eat on Sunday?

The following week Carlos went for walks every day. He walked 213 miles each day for five days. How many total miles did he walk?

How many more miles will he need to walk to reach 13 miles?

***Bonus - go on daily walks with your family. Use an app on your phone to see how many miles your family walks in one week!**

Day 4: True or False?

Directions:

1. Look at the different equations.

$$7 \times \frac{1}{4} = 728$$

$$14 = 3 \frac{1}{2} \times 4$$

$$\frac{1}{5} \times 5 = 1 \times 5$$

2. Decide if each one is true or false.

3. Record how you know or share your thinking with someone in your home. Take a photo, draw or explain your thinking and share with your teacher using google documents or an email

Challenge: Write your own true or false puzzles! Share them with someone in your home.

Day 5: Just for Fun - Choose at least 1 math activity to do or try them all!

<https://www.origamiway.com/easy-origami.shtml> - make a piece of origami art! Take a photo of it and email it to your teacher!

<https://www.jigsawplanet.com/> - complete a puzzle in your home, or go to this link and work on a puzzle - when you finish take a screenshot and email it to your teacher

<http://www.kidsmathgamesonline.com/sudoku/easysudoku.html> - play the math game called sudoku

<https://toytheater.com/maze/#> - see how many mazes you can navigate through

<https://toytheater.com/pieces/> - fill the shape with pieces

SCIENCE

Day 1: Today you are going to learn how some plants eat bugs, frogs, and mice! These are carnivorous plants. Watch this video to learn more. <https://youtu.be/4yvUjw2-jl>

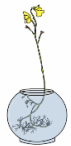
Now, can you match the carnivorous plant to the kind of trap they have?

Bladder Trap

Flypaper Trap

Lobster Pot Trap

Pitfall Trap



Sundew

Corkscrew plant

Pitcher plant

Dewy pine

Common bladderwort

Now, email your teacher and describe to them how Venus Fly Traps and Bladderworts actively trap their prey. Your teacher will love to hear from you!

Day 2: How Does a Seed Become a Plant? Watch this video to learn how.

<https://youtu.be/tkFPyue5X3Q>

Now try having some fun with seeds. Check out some of this “Seed Art”. All you need is some glue, paper, and different color seeds. If you make some seed art. Send a picture to your teacher. They would love to see it!



Day 3: Today, watch this short video <https://youtu.be/nFRvDTwGDMo> and read this short article about how nature spreads seeds to new places.

Mother Nature



Okay, so you’re a plant. You’ve produced some seeds, and you want to spread them as far as you can. But you can’t do it yourself. What do you do? Plants have evolved some clever solutions to this problem!

Some of them use animals. For example, many flowers become delicious fruits. An animal eats the fruit, but it can’t digest the hard seeds inside. So when it goes to the bathroom, it drops the seed in a new location—and leaves a heap of natural fertilizer with it!

Nuts like acorns are a special kind of fruit. Squirrels and other animals collect and bury nuts for the winter. If an animal forgets where one is

buried, the nut can grow into a tree or a bush!

Food isn't the only way for plants to hitch a ride on animals. Some use **burs** instead. These are seeds covered in tiny, hook-like growths. They stick easily to just about anything, including fur, feathers, and even clothes. When a bur drops off whatever it's stuck to, chances are it's far away from the plant that produced it.

Other **seed dispersal** strategies avoid the use of animals altogether. Maple trees, dandelions, and many other plants rely on wind to spread their seeds. Maple seeds grow inside wing-like structures, dandelion seeds (pictured) have little fuzzy hairs. Both can catch the wind and blow far away.

Water offers another opportunity for seed dispersal. The water lily produces a floating fruit that eventually sinks to the bottom and takes root underwater. Other floating seeds begin to grow only if they happen to reach land.

For dramatic proof of all of these strategies, look no further than the Hawaiian Islands. When they formed from volcanic eruptions, they were barren chunks of rock. But after millions of years, seeds brought by animals, wind, and water transformed them into the lush islands they are today.

Day 4: Today, use www.dictionary.com to look up these science vocabulary words about plants and seeds. Write down their definitions.

Photosynthesis

Sprout

Seed

Vascular

Pollination

Evergreen

Also, check out this book: *The Seed Sowers*, read to you by Ms. Anderson!

https://drive.google.com/file/d/1TU6CsJLncPBKJY7_4fNYkwsm7w5fDH2J/view?usp=sharing

Talk with your family: What did you learn about how animals can spread seeds?
What did you learn that you didn't know before?

Day 5: Seed Investigation

Try sprouting some seeds at home.

You will need:

A glass jar, Paper towels, Seeds of any kind, Some water

First, place some damp paper towels in the glass jar. Then place the seeds in the glass jar (against the glass). Next fill the glass jar up with more damp paper towels. Last, tape labels by the seeds to tell what kind of seeds there are and place the glass jar by a window where the sun can keep it warm. Important, keep the paper towels damp in the jar for 2 weeks.

Watch the seeds and draw a model of what you see happen.

How do the seeds change?

How long did it take?

Did different seeds sprout differently?

