

Highlands Elementary School

5th GRADE ACTIVITIES

Week of 5/26/20

<u>SUBJECT</u>	<u>LEARNING ACTIVITIES</u>
<u>LITERACY</u>	<p><u>Day 1:</u></p> <p>Happy Memorial Day!</p> <p>If you don't have much to do today, please keep reading your fantasy book :)</p> <hr/> <p>Day 2: Finding Conflict to Find Themes</p> <p>Today you will be watching a short fantasy film called "Dreammaker." It is about a grumpy old man who works in a shop as a Dreammaker. The Dreammaker is upset because he cannot create the dream he wants more than anything else: to be with his wife again.</p> <p>Here is the link. Make sure to watch carefully because the film moves quickly. You can always go back and re-watch parts: https://www.youtube.com/watch?v=OMP6J40WUkl</p> <p>Here is today's lesson: https://drive.google.com/file/d/1AZJyPu_Ew9eCHMXm4_QhmCc3mCwwuctX/view</p> <p>Today you will continue reading your fantasy book. You should read for at least 30 minutes and be reading at least 20 pages.</p> <p>As you read, ask yourself, "what conflict is my character facing?" Once you have identified the conflict, ask yourself, "is there a theme developing as my character tries to overcome this conflict? What is that theme?"</p> <p>If you come up with a great theme today, make sure to write it down so you don't forget. Tomorrow you will be sending a theme response.</p>

Day 3: Using Symbolism to Find Theme

Watch this video of Ms. Ryno teaching today's lesson:

<https://drive.google.com/file/d/1ksDCAK7gwV1Ce5Ely4qRPvw15Jxnrys/view>

Today you will continue reading your fantasy book. **You should read for at least 30 minutes and be reading at least 20 pages.**

As you read ask yourself, "are there any objects, images, people, or places that are repeated often throughout my story? Could this be a symbol for a bigger theme?"

Once you have finished reading today, use this link to answer a few questions about symbolism and theme: <https://forms.gle/vXc8XPtjyKZFwx6>

Day 4: Universal Themes

Watch this short story: <https://www.youtube.com/watch?v=Gj6V-xZgtIQ>

Here's today's lesson:

https://drive.google.com/file/d/1_6Slra9k4NT87oxPH487vqU3MCsCGA24/view

Today you will continue reading your fantasy book. **You should read for at least 30 minutes and be reading at least 20 pages.**

As you read, think about a universal theme that might be found in your book. Can you think of any other books you've read or movies you've watched that share the same theme?

Day 5: Writing about your Reading

Today you will be sending a google doc or email to your teacher with a theme response.

You have two options for your writing. Choose between #1 or #2 to send to your teacher:

1. Fantasy Theme Writing

Write about **two** themes you found in a fantasy book you read. For each theme you must back up the theme with 3 pieces of evidence from the

	<p>book. Write one paragraph for each theme. Your response should be 2 paragraphs long.</p> <p>2. Universal Theme Writing</p> <p>What is a universal theme you have found in several books and/or movies? This could be books we have read in class this year, books you have read on your own, or movies you have seen.</p> <p>Write about two different books or movies that share a theme (at least one must be a book). You should write 1 paragraph for each book or movie. In each paragraph use at least 3 pieces of evidence to prove the theme is shown in that story.</p>
<p>Math</p>	<p>Day 1 - Memorial Day! No School</p> <p>Watch a video about Memorial Day.</p> <p>https://www.youtube.com/watch?v=SGdg6cf2TpE</p> <p>Do you have any family members or friends to honor on Memorial Day?</p> <hr/> <p>Day 2 - Order of Operations Review</p> <p>Watch 1 or more of the following videos to remind you about the order to perform math operations!</p> <p>https://www.khanacademy.org/math/pre-algebra/pre-algebra-arith-prop/pre-algebra-order-of-operations/v/introduction-to-order-of-operations</p> <p>https://www.youtube.com/watch?v=ZzeDWFhYv3E</p> <p>https://www.youtube.com/watch?v=BdgcltiemoY</p> <p>Then using the standard order of operations solve the following problems. Email your answers to your teacher or explain your answers to someone in your family.</p> <p>Malia was playing a video game. Her score was 230, she beat the level and earned 500 points. Then, she lost 50 points when her energy went down. Finally, at the end</p>

of her turn she received a bonus and doubled her score. How many points did Malia have at the end of her turn? Write as an equation and solve. (remember to use parentheses to show what you do first)

Malia's brother Juan was playing the same game but his points were a bit different. Juan's score started at 650, but he lost a battle and he lost 400 points. Then, he beat a villain and tripled his score. Finally, at the end of his turn he received a bonus of 50 more points. How many points did Juan have at the end of his turn? Write as an equation and solve. (remember to use parentheses to show what you do first)

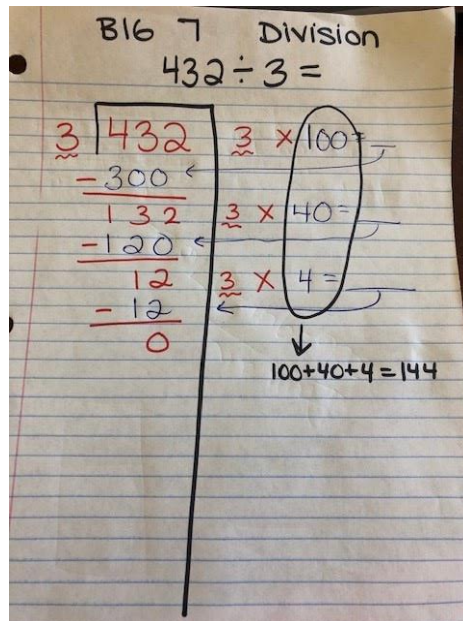
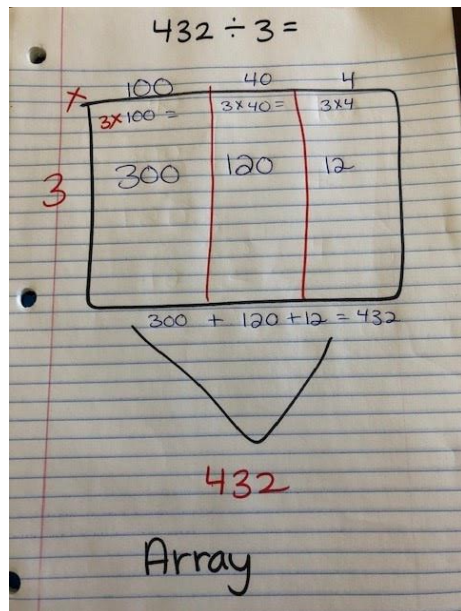
Who ended their turn with more points? How many more points did that person have?

Solve the following problems

1. $8 \times (900 - 140) =$
2. $(87 \times 2) - (50 + 36) =$
3. $(10 - 8) \times 34 - 15 =$

Day 3 - Division Review

Look at the pictures below to remember how to divide using the Big 7 strategy or Array strategy.



Here's a video of Ms. Ryno reminding you how to use the Big 7 to divide:
<https://drive.google.com/file/d/1yWZguKu0trUDx5e7DLWQC-H-7oRbhbXU/view>

Or watch this video to better understand how to divide

https://www.google.com/search?q=how+to+use+big+7+division&rlz=1C1GCEB_enUS863US863&oq=how+to+use+big+7+division+&ags=chrome..69i57j33.7769j0j7&sourceid=chrome&ie=UTF-8#kpvalbx= ntGYXoXcDMfZ-gTRlr3YCA29

Then, use a strategy to solve the following problems!

1. $672 \div 5 =$
2. $802 \div 6 =$
3. $383 \div 24 =$
4. $684 \div 15 =$
5. $6,320 \div 52 =$

Day 4 -

Materials: Photo (below), paper, pencil



1. Look at the photo.

Record your answer to the following questions (or discuss with someone in your home):

What do you notice? · What do you wonder?

2. A group of penguins on land is called a rookery. Penguin rookeries can range in size from 5×10^3 to 5×10^7 penguins. Does the number 678 fall in this range? Explain how you know.

3. If you have an older/younger sibling, share your question and your thinking with them!

Day 5 - Multiplication Review

$$\begin{array}{r} +1 \\ 26 \\ \times 12 \\ \hline 52 \\ 26 \\ \hline 78 \text{ seats} \end{array} \quad 26 \times 12 = ?$$

Amara was at the movie theater waiting for the movie to start. She counted 26 rows of seats, with 12 seats in each row. She determined that there were 78 seats altogether in the movie theater, but as she looked around she realized that her answer couldn't be right.

Take a look at her solution. Where does she need to revise her thinking? What is the correct number of seats?

Use two different strategies to solve each of these problems on your own:

1. $38 \times 5 = ?$
2. $213 \times 14 = ?$
3. $52 \times 36 = ?$
4. $207 \times 9 = ?$
5. $117 \times 22 = ?$
6. $6,721 \times 5 = ?$

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SCIENCE	Day 1: No School-Memorial Day
	<p>Day 2:</p> <p style="text-align: center;">Changes in Matter: From Liquid to Solid</p> <p style="text-align: center;">Science At Home</p> <p><u>Day 1: Make Popsicles</u></p> <p>Goal Make observations and describe properties of a liquid and a solid.</p> <p>Materials</p> <ul style="list-style-type: none">- beverage/drink- small paper cups, empty ice cube tray, or small plastic sealable baggies- Access to a freezer- paper and pencil, crayons/markers- internet access on a device <p>1. Decide on a flavor What’s your favorite popsicle type or flavor? What popsicle flavor would you like to make today? Decide on a flavor based on what you have at home.</p> <p>2. Describe the liquid Learn about properties to describe matter. Watch videos linked below to learn more about how to make observations to describe</p>



the color, material, shape, size, and texture. Students can watch videos from other grade levels, too.

K/1st Song: [Materials & their Properties](#); Song: [Matter Chatter](#)

2nd/3rd Video: [Materials & their Properties](#); Video: [Making Observations](#)

4th/5th Video: [Hunting for Properties](#); Video: [Observation or Inference](#)

Pour the drink into a small cup, an empty ice cube tray, or a small plastic baggie. What does it look, smell, taste, feel like? Talk, write, draw about the properties of the liquid.

- 3. Freeze the liquid** Place in the freezer. Make a prediction. How long will the liquid take to freeze? Check on popsicles after 1 hour. If not ready, freeze longer and check later.
- 4. Describe the solid** What does the popsicle look, smell, taste, and feel like? Talk, write, draw and label observations of the popsicles. Compare observations of the drink and the popsicle. What properties of the liquid and solid are the same? Different? Finally, eat it!
- 5. Ask questions.** Make a list of questions. Older students help younger ones write questions. Students make a plan to answer one question they find most interesting. Example: If we freeze soda, will the popsicle taste fizzy? Let's test it! Make soda popsicles.



Example: I did not have any small cups or an ice cube tray so I used a sealable plastic baggie to hold the liquid.

1. I decided on my flavor: Lime Coke. I poured some into a plastic bag and made some observations.
2. I put the bag in the freezer and waited 3 hours.
3. I took the frozen soda out of the freezer.

4. I observed the frozen soda on the counter and talked about my observations.

5. I ate my frozen soda popsicle. It tasted better than I expected!

Day 3:

Changes in Matter: From Liquid to Solid

Science At Home

Day 2: Explain the Change

Goal Use information from videos to describe how matter changes. Work as a group or f

Materials

- paper and pencil, crayons/markers
- internet access on a device



Did you know that putting liquids like juice or soda in the freezer turns them into solids? How does this happen?

1. Learn about matter Learn about matter using the suggested resources below. Older students can do additional reading e-books (MyOn). Students can watch videos from other grade levels.

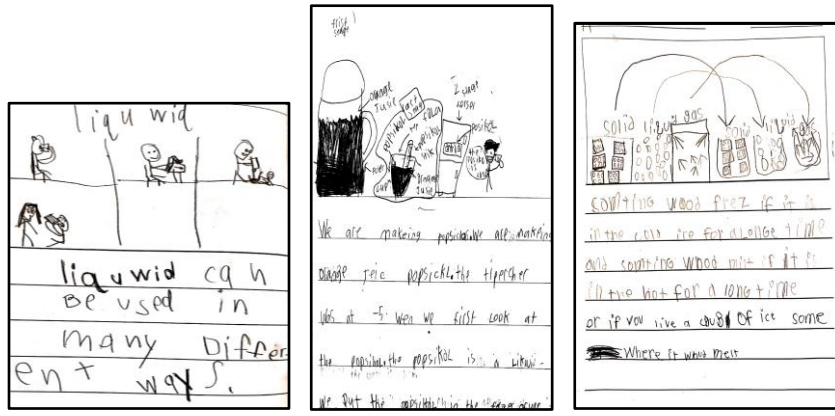
K/1st Video: [Homeschool Pop! Solids and Liquids](#); Song/Dance: [Move like Matter](#)

2nd/3rd Book: [Matter](#); Video: [States of Matter](#); Video: [Physical & Chemical Changes](#)

4/5th Video: [Solids Liquids Gases](#); Book: [Joe-Joe The Wizard](#); Video: [Particle Theory](#)

After watching or reading, talk about: What information did you hear or learn about matter? How does this information help to explain how the drink changed to a popsicle?

2. Describe or explain the change: Liquid to Solid. Talk, write, and draw about how the liquid drink changed to a solid popsicle using evidence. How did the liquid change? What caused the change? How do you know? What's your evidence? Use personal observations and information from books and/or videos as evidence.



Some examples of writing about matter and making popsicles from elementary students.

Day 4:

Changes in Matter: From Liquid to Solid

Science At Home

Day 3: Engineering Challenge

Goal Design and test a recipe for a better popsicle. Work as a group or family.

Materials

- beverages/drinks, different flavors
- small cups or empty ice cube tray
- freezer
- paper and pencil
- Other materials, as needed



1. Choose a challenge. Choose a challenge to work on individually or as a group/family.

2. Make a plan. Make a plan. Gather materials and make substitutions if an item is not available. For example, if you want a way to hold the popsicle but don't have craft sticks, what could you use?

3. Test the plan. Gather materials and test the plan. What's going well? What's hard?

4. Communicate results. Talk, write, and draw to communicate what you did and if it worked. How well did your plan work? What would you do differently if you tried again?

Popsicle Challenges

Popsicle Challenges	
Flavor Layers Figure out how to make a layered popsicle with at least 2 flavors in separate layers. Can you make more? Design and test a recipe for how-to make a layered popsicle.	Get in Shape Figure out how to make popsicles in different shapes besides a cup or ice-cube shape. Could you make a face? A car? Other shape? Design and test a method for making a different popsicle shape.
Best Flavor What flavors does your family like? Design a recipe for the best tasting popsicle, according to your family.	Suspended Surprises What small candy pieces or fruit pieces could you freeze inside a popsicle? Design, test, and improve a recipe so that the surprise ingredient is spread out inside the popsicle, not settled at the top or bottom.

Optional Extension, Day 4: Persuasive Writing

Create an advertisement that convinces someone to buy your new

popsicle product.

Remember, advertisements persuade us to buy things. Do you need some ideas for how-to persuade someone? Watch this video [Identify Persuasive Texts](#).