Fifth Grade

UCPS
UNION COUNTY PUBLIC SCHOOLS

May 2020

Hello Parents,

We hope that this letter finds your family healthy and settled into a “new normal”. Over the last two weeks, teachers began teaching new standards in Language Arts and Math instruction. New standards for Science will begin the week of May 4th and Social Studies, the week of May 11th.

As a school district, we continue to work to offer resources that support learners at home through print and online opportunities. Attached you will find lesson activities and support for you as you help guide your child through new learning. This material will look different from the last two weeks in that there are specific activities for each lesson, not choice boards. Your child’s teacher will also be providing learning support during this time.

Please remember, all activities are optional and completed work will **not** need to be returned to school for grading or credit. If you find you need more resources, please check the UCPS EmpowerED Family Portal on our website www.ucps.k12.nc.us/domain/2917.

Stay safe and healthy!

Estimados Padres,

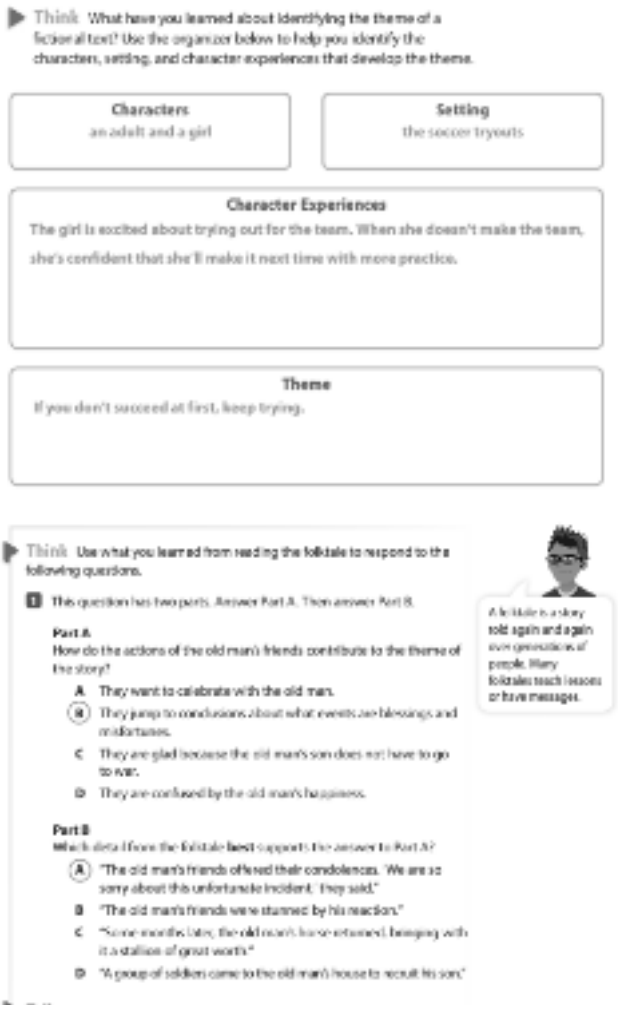
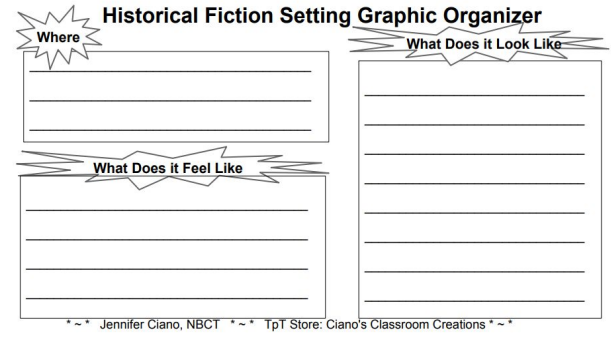
Esperamos que al recibir esta carta su familia se encuentre saludable y establecida en una "nueva normalidad". Durante las últimas dos semanas, los maestros empezaron a enseñar nuevos estándares en Artes del Lenguaje y Matemáticas. Los nuevos estándares para Ciencias comenzarán la semana del 4 de Mayo y para Estudios Sociales, la semana del 11 de Mayo.

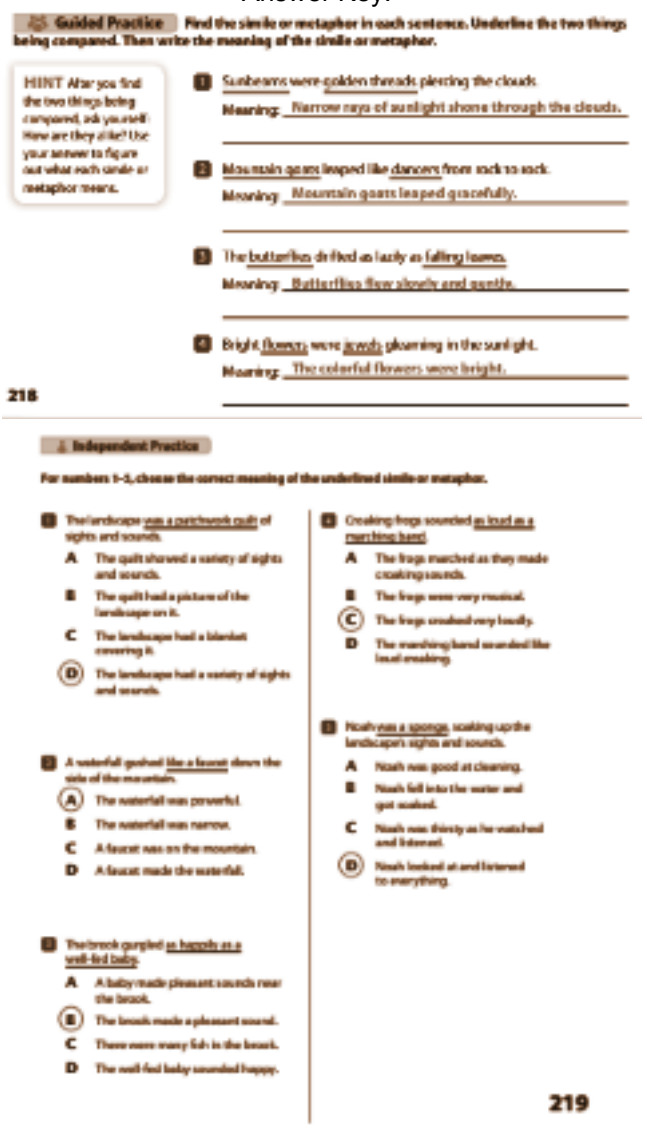
Como distrito escolar, continuamos trabajando para ofrecer recursos que apoyen a los estudiantes en el hogar a través de oportunidades impresas y en línea. Adjunto encontrará actividades de las lecciones y apoyo para usted mientras ayuda a guiar a su hijo a través de un nuevo aprendizaje. Este material parecerá diferente al de las dos últimas semanas en los que hay actividades específicas para cada lección, no tableros de elección. El maestro de su hijo también proporcionará apoyo de aprendizaje durante este tiempo.

Por favor recuerde, todas las actividades son opcionales y una vez que complete el trabajo **no** necesitará devolverlo a la escuela para calificación o crédito. Si cree que necesita más recursos, consulte el Portal de la Familia EmpowerED en nuestro sitio web www.ucps.k12.nc.us/domain/2917.

Manténgase seguro y saludable!

Grade: 5th **Subject: English Language Arts** **Week of: May 4**

STANDARD	ACTIVITY	LESSON SUPPORT
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	**Reading:** Complete iReady Lesson 7 - Finding the Theme of a Story or Drama and the supporting activities. (pages 120-121 and 124,125,127) **● Monitor Understanding** **If...** students struggle to understand how challenges become themes, **then...** brainstorm a list of things students would like to change or do, such as getting better grades, being a better big sister, learning to swim, mastering the guitar, and so on. • **Why are all these things challenges?** *(They are problems to solve or difficult things to do.)* • **How could you respond to the challenges?** *(Answers will vary but may include reading more, practicing, being more patient, listening to the instructor, getting help, and so on.)* Record students' answers and then work with them to recast their answers as statements of theme, such as *Practice makes perfect; Patience is a good quality; Listen to/Learn from people who can help you; Always keep trying;* and so on.	Answer Key:  Think What have you learned about identifying the theme of a fictional text? Use the organizer below to help you identify the characters, setting, and character experiences that develop the theme. **Characters** an adult and a girl **Setting** the soccer tryouts **Character Experiences** The girl is excited about trying out for the team. When she doesn't make the team, she's confident that she'll make it next time with more practice. **Theme** If you don't succeed at first, keep trying. Think Use what you learned from reading the folktale to respond to the following questions. 1 This question has two parts. Answer Part A. Then answer Part B. **Part A** How do the actions of the old man's friends contribute to the theme of the story? A They want to celebrate with the old man. B They jump to conclusions about what events are blessings and misfortunes. C They are glad because the old man's son does not have to go to war. D They are confused by the old man's happiness. **Part B** Which detail from the folktale best supports the answer to Part A? A "The old man's friends offered their condolences. 'We are so sorry about this unfortunate incident,' they said." B "The old man's friends were stunned by his reaction." C "Some months later, the old man's horse returned, bringing with it a stallion of great worth." D "A group of soldiers came to the old man's house to recruit his son." A folktale is a story told again and again over generations of people. Many folktales teach lessons or have messages.
W.5.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Organize information and ideas around a topic to plan and prepare to write.	**Writing:** For the next several weeks, your child will learn how to write a historical fiction story. They will use their previous knowledge about narrative writing to apply when drafting their own historical fiction piece. **Lesson 1:** Discuss with your child a time period in history they have learned about this year or a time period they are interested in (American Revolution, Civil War, Colonization, etc…). Once you have chosen a time period to focus on, help your child begin planning for their historical fiction writing piece. They will need to first organize information and ideas related to the setting of the time period they selected to prepare for their upcoming writing. Use	 **Historical Fiction Setting Graphic Organizer** Where What Does it Look Like What Does it Feel Like * ~ * Jennifer Ciano, NBCT * ~ * TpT Store: Ciano's Classroom Creations * ~ *

	the graphic organizer listed under the “Lesson Support” column for this week to help your child organize their initial thoughts.	
L5.5a Demonstrate understanding of figurative language and nuances in word meanings. ● Interpret figurative language, including similes and metaphors, in context.	**Word Study:** Complete iReady Lesson 18 - Figurative Language	Answer Key:  **Guided Practice** Find the simile or metaphor in each sentence. Underline the two things being compared. Then write the meaning of the simile or metaphor. HINT After you find the two things being compared, ask yourself: How are they alike? Use your answer to figure out what each simile or metaphor means. 1 Sunbeams were golden threads piercing the clouds. Meaning: Narrow rays of sunlight shone through the clouds. 2 Mountain goats leaped like dancers from rock to rock. Meaning: Mountain goats leaped gracefully. 3 The butterflies drifted as lazily as falling leaves. Meaning: Butterflies flew slowly and gently. 4 Bright flowers were jewels gleaming in the sunlight. Meaning: The colorful flowers were bright. 218 **Independent Practice** For numbers 1–5, choose the correct meaning of the underlined simile or metaphor. 1 The landscape was a patchwork quilt of sights and sounds. A The quilt showed a variety of sights and sounds. B The quilt had a picture of the landscape on it. C The landscape had a blanket covering it. D The landscape had a variety of sights and sounds. 2 A waterfall gushed like a faucet down the side of the mountain. A The waterfall was powerful. B The waterfall was narrow. C A faucet was on the mountain. D A faucet made the waterfall. 3 The brook gurgled as happily as a well-fed baby. A A baby made pleasant sounds near the brook. B The brook made a pleasant sound. C There were many fish in the brook. D The well-fed baby sounded happy. 4 Croaking frogs sounded as loud as a marching band. A The frogs marched as they made croaking sounds. B The frogs were very musical. C The frogs croaked very loudly. D The marching band sounded like loud croaking. 5 Noah was a sponge, soaking up the landscape's sights and sounds. A Noah was good at cleaning. B Noah fell into the water and got soaked. C Noah was thirsty as he watched and listened. D Noah looked at and listened to everything. 219

NCSCS RL.5.2 Determine a theme of a story, drama .... from details in the text, including how characters in a story or drama respond to challenges ....

Lesson 7
Finding the Theme of a Story or Drama

Learning Target

Understanding characters in stories and dramas, including how they respond to challenges, helps you understand the themes of such texts.

Read In a fictional text, a **theme** is a lesson about life that an author wants readers to understand. For example, a fictional text might present the lesson that loyalty to friends is important. Or, it might develop the idea that living a full life sometimes means taking risks. Themes are always developed by a text's **details**.

One way to determine a theme is to look at how **characters** respond to **challenges**. A challenge is a problem a character must face.

In the cartoon below, what challenge does the girl face? How does she respond to it? What does that tell you about the theme?

Think What have you learned about identifying the theme of a fictional text? Use the organizer below to help you identify the characters, setting, and character experiences that develop the theme.

Characters	Setting

Character Experiences

Theme

Talk Share your organizer with a partner.

- Did you write down the same character experiences?
- How did the main character react to the challenge?
- Did you arrive at roughly the same theme?

Academic Talk

Use these words to talk about the text.

- theme
- details
- challenge
- characters

Read

Genre: Folktale

The Wise Man

a Chinese folktale

1 There once was an elderly farmer who lived with his son. One day the old man discovered that his only horse had run off. His friends helped him search for the animal, but to no avail. The old man's friends offered their condolences. "We are so sorry about this unfortunate incident," they said.

2 The old man laughed and replied, "What makes you think this is not a blessing? All will be shown for its true worth in time." The old man's friends were stunned by his reaction.

3 Some months later, the old man's horse returned, bringing with it a stallion of great worth. His friends came to celebrate. But the old man shook his head and said to them, "What makes you think this is a good thing? All will be shown for its true worth in time." The old man's friends were surprised again.

4 A week later, the old man's son took the stallion for a ride and suffered a fall, breaking his leg in several places. Again, the old man's friends came to offer their sympathy, but the old man greeted them calmly and replied, "What makes you think this is not a blessing? All will be shown for its true worth in time."

5 A short while later, the country was involved in a terrible war. A group of soldiers came to the old man's house to recruit his son. But when they saw that he had a broken leg, they left him behind. The old man's neighbors gathered to congratulate him, declaring with amazement, "What wisdom you have, for you can foresee both good and bad incidents for what they truly are."

Close Reader Habits

How does the old man respond to the challenges he faces? Reread the folktale. **Underline** the sentences that show his responses to challenges.

Think

Use what you learned from reading the folktale to respond to the following questions.

A folktale is a story told again and again over generations of people. Many folktales teach lessons or have messages.

1 This question has two parts. Answer Part A. Then answer Part B.

Part A

How do the actions of the old man's friends contribute to the theme of the story?

- **A** They want to celebrate with the old man.
- **B** They jump to conclusions about what events are blessings and misfortunes.
- **C** They are glad because the old man's son does not have to go to war.
- **D** They are confused by the old man's happiness.

Part B

Which detail from the folktale **best** supports the answer to Part A?

- **A** "The old man's friends offered their condolences. 'We are so sorry about this unfortunate incident,' they said."
- **B** "The old man's friends were stunned by his reaction."
- **C** "Some months later, the old man's horse returned, bringing with it a stallion of great worth."
- **D** "A group of soldiers came to the old man's house to recruit his son."

Talk

2 What is the theme of the passage? Use details from the passage to support your answer. Use the organizer on page 127 to identify the characters, setting, theme, and evidence for the theme.

Write

3 **Short Response** Use the information in your organizer to determine the theme of the folktale. Use details from the passage to support your response. Use the space provided on page 127 to write your answer.

HINT Be sure to say how the old man responds to events and interacts with his friends.

The Wise Man

2 **Use the graphic organizer below to organize your ideas and evidence.**

Characters	Setting

Character Experiences

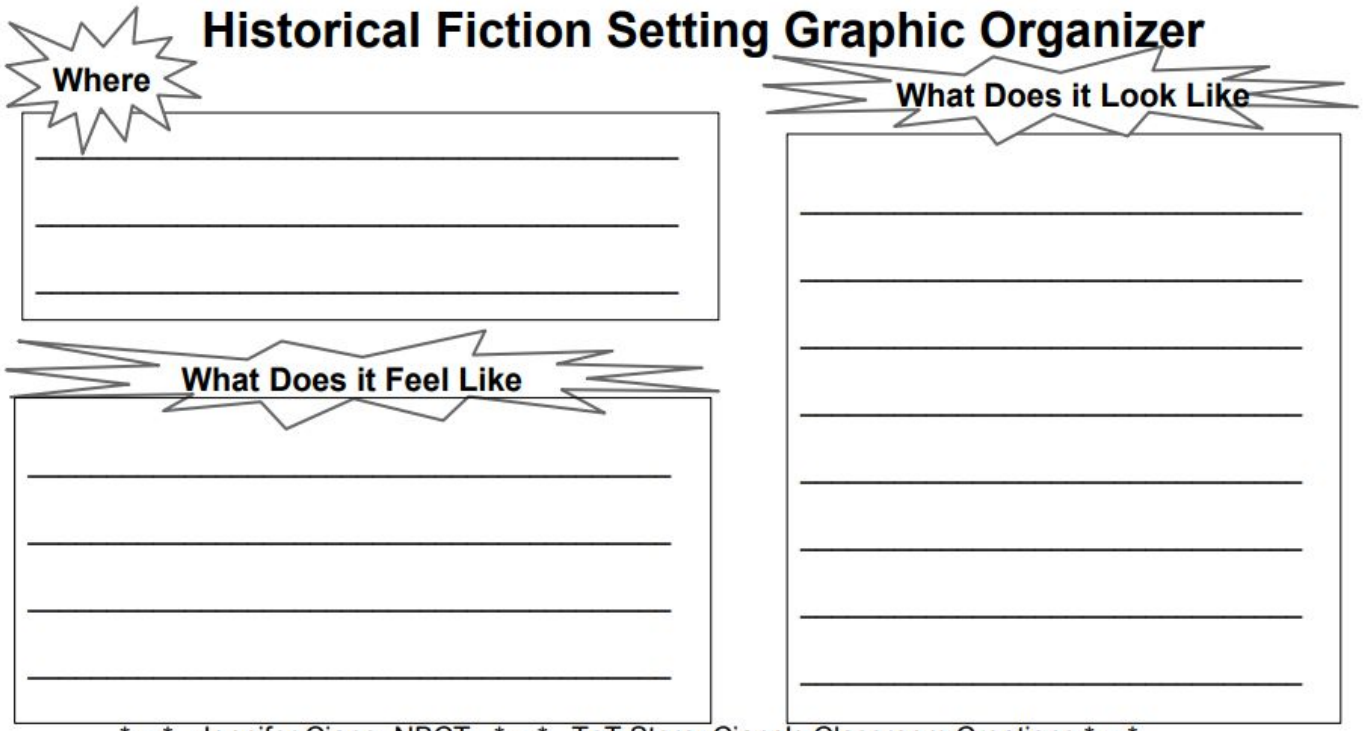
Theme

Write **Use the space below to write your answer to the question on page 125.**

3 **Short Response** Use the information in your organizer to determine the theme of the folktale. Use details from the passage to support your response.

HINT Be sure to say how the old man responds to events and interacts with his friends.

Historical Fiction Setting Graphic Organizer



Lesson 18

Figurative Language

NCSCS L.5.5a: Interpret figurative language, including similes and metaphors, in context.

Introduction

Writers use **figurative language**, including similes and metaphors, to help readers imagine what one thing is like by comparing it to something else.

- A **simile** compares two or more things using the words *like* or *as*. The table below contains two sentences with similes. It then explains what those similes mean.

Simile	What It Means
Noah stood as still as a *rabbit* trying not to be seen.	Noah stood very still.
The *world* around him was like a *beautiful movie*.	Noah saw beautiful things happening all around him.

- A **metaphor** compares two or more things *without* using the words *like* or *as*. In the metaphor below, the clouds are compared to sailing ships.

Metaphor	What It Means
White *clouds* were *ships sailing* across the sky.	The clouds moved like ships across the sky.

Guided Practice

Find the simile or metaphor in each sentence. Underline the two things being compared. Then write the meaning of the simile or metaphor.

HINT After you find the two things being compared, ask yourself: How are they alike? Use your answer to figure out what each simile or metaphor means.

1. Sunbeams were golden threads piercing the clouds.

   Meaning: _____

2. Mountain goats leaped like dancers from rock to rock.

   Meaning: _____

3. The butterflies drifted as lazily as falling leaves.

   Meaning: _____

4. Bright flowers were jewels gleaming in the sunlight.

   Meaning: _____

Independent Practice

For numbers 1–5, choose the correct meaning of the underlined simile or metaphor.

1 The landscape was a patchwork quilt of sights and sounds.

- **A** The quilt showed a variety of sights and sounds.
- **B** The quilt had a picture of the landscape on it.
- **C** The landscape had a blanket covering it.
- **D** The landscape had a variety of sights and sounds.

2 A waterfall gushed like a faucet down the side of the mountain.

- **A** The waterfall was powerful.
- **B** The waterfall was narrow.
- **C** A faucet was on the mountain.
- **D** A faucet made the waterfall.

3 The brook gurgled as happily as a well-fed baby.

- **A** A baby made pleasant sounds near the brook.
- **B** The brook made a pleasant sound.
- **C** There were many fish in the brook.
- **D** The well-fed baby sounded happy.

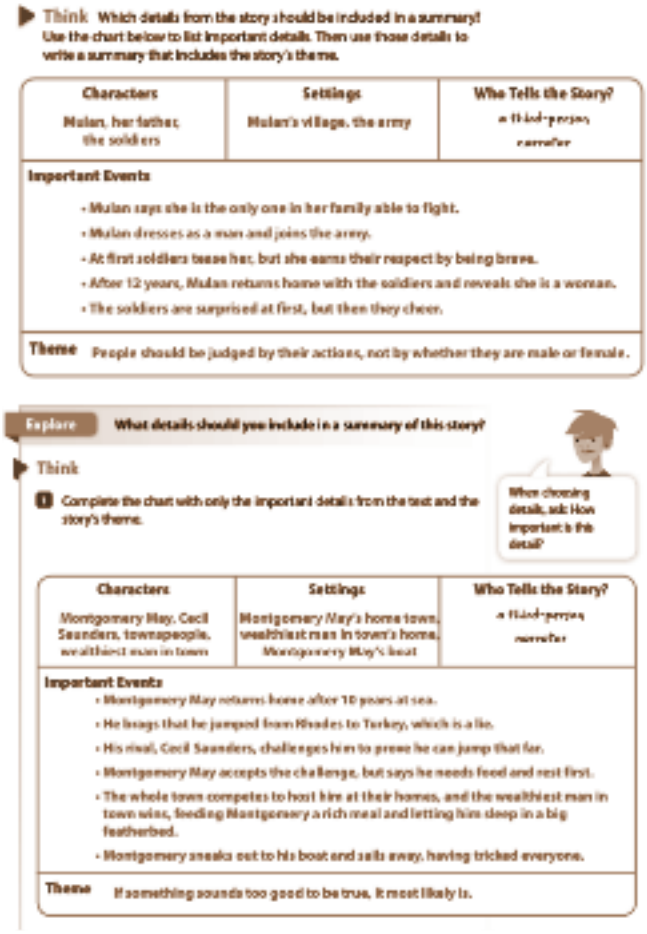
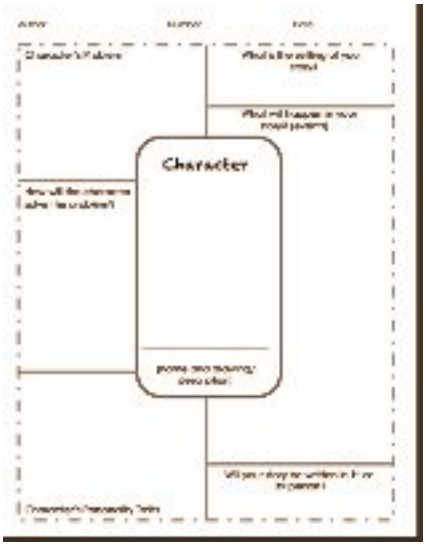
4 Croaking frogs sounded as loud as a marching band.

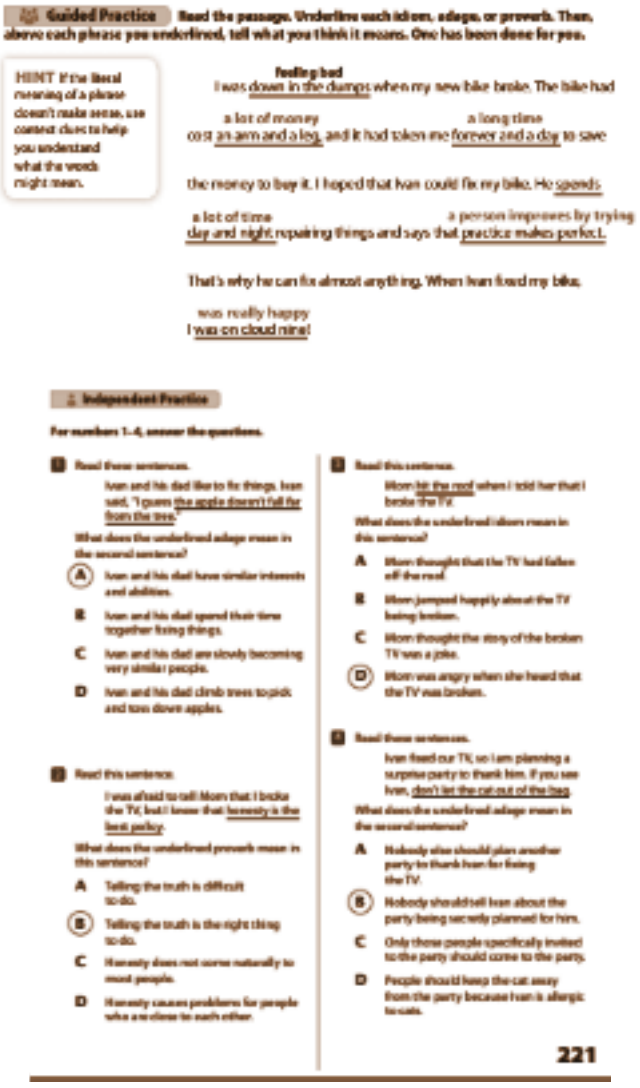
- **A** The frogs marched as they made croaking sounds.
- **B** The frogs were very musical.
- **C** The frogs croaked very loudly.
- **D** The marching band sounded like loud croaking.

5 Noah was a sponge, soaking up the landscape's sights and sounds.

- **A** Noah was good at cleaning.
- **B** Noah fell into the water and got soaked.
- **C** Noah was thirsty as he watched and listened.
- **D** Noah looked at and listened to everything.

Grade: 5th **Subject: English Language Arts** **Week of: May 11, 2020**

STANDARD	ACTIVITY	LESSON SUPPORT
RL.5.2 Determine a theme of a story, drama, or **poem** from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	**Reading:** Complete iReady Lesson 9 - Summarizing Literary Text and the supporting activities. (pages 148-151)	Answer Key:  Think Which details from the story should be included in a summary? Use the chart below to list important details. Then use those details to write a summary that includes the story's theme. Characters: Mulan, her father, the soldiers Settings: Mulan's village, the army Who Tells the Story? a third-person narrator Important Events • Mulan says she is the only one in her family able to fight. • Mulan dresses as a man and joins the army. • At first soldiers tease her, but she earns their respect by being brave. • After 12 years, Mulan returns home with the soldiers and reveals she is a woman. • The soldiers are surprised at first, but then they cheer. Theme People should be judged by their actions, not by whether they are male or female. Explore What details should you include in a summary of this story? Think 1 Complete the chart with only the important details from the text and the story's theme. When choosing details, ask: How important is this detail? Characters: Montgomery May, Cecil Saunders, townspeople, wealthiest man in town Settings: Montgomery May's home town, wealthiest man in town's home, Montgomery May's boat Who Tells the Story? a third-person narrator Important Events • Montgomery May returns home after 10 years at sea. • He brags that he jumped from Rhodes to Turkey, which is a lie. • His rival, Cecil Saunders, challenges him to prove he can jump that far. • Montgomery May accepts the challenge, but says he needs food and rest first. • The whole town competes to host him at their homes, and the wealthiest man in town wins, feeding Montgomery a rich meal and letting him sleep in a big featherbed. • Montgomery sneaks out to his boat and sails away, having tricked everyone. Theme If something sounds too good to be true, it most likely is.
W.5.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **b.** Orient the reader by establishing a situation and introducing a narrator, and/or characters; organize an event sequence that unfolds naturally.	**Writing:** **Lesson 2:** Last week your child worked on planning out their setting for a historical fiction story. This week they will begin to organize their ideas about characters and events that will take place in their story. Work with your child to complete the graphic organizer to the right under the "Lesson Support" column. Make sure your child is remembering the time period they have selected when describing ideas for characters and events.	

L5.5a Demonstrate understanding of figurative language and nuances in word meanings.	**Word Study:** Complete iReady Lesson 19 - Idioms, Adages, and Proverbs.	Answer Key: 

Guided Practice **Read the passage. Underline each idiom, adage, or proverb. Then, above each phrase you underlined, tell what you think it means. One has been done for you.**

HINT If the literal meaning of a phrase doesn't make sense, use context clues to help you understand what the words might mean.

Feeling bad

I was down in the dumps when my new bike broke. The bike had
a lot of money *a long time*
cost an arm and a leg, and it had taken me forever and a day to save
the money to buy it. I hoped that Ivan could fix my bike. He spends
a lot of time *a person improves by trying*
day and night repairing things and says that practice makes perfect.

That's why he can fix almost anything. When Ivan fixed my bike,
was really happy
I was on cloud nine!

Independent Practice

For numbers 1–4, answer the questions.

1 Read these sentences.

Ivan and his dad like to fix things. Ivan said, "I guess the apple doesn't fall far from the tree."

What does the underlined adage mean in the second sentence?

(A) Ivan and his dad have similar interests and abilities.

B Ivan and his dad spend their time together fixing things.

C Ivan and his dad are slowly becoming very similar people.

D Ivan and his dad climb trees to pick and toss down apples.

2 Read this sentence.

I was afraid to tell Mom that I broke the TV, but I know that honesty is the best policy.

What does the underlined proverb mean in this sentence?

A Telling the truth is difficult to do.

(B) Telling the truth is the right thing to do.

C Honesty does not come naturally to most people.

D Honesty causes problems for people who are close to each other.

3 Read this sentence.

Mom hit the roof when I told her that I broke the TV.

What does the underlined idiom mean in this sentence?

A Mom thought that the TV had fallen off the roof.

B Mom jumped happily about the TV being broken.

C Mom thought the story of the broken TV was a joke.

(D) Mom was angry when she heard that the TV was broken.

4 Read these sentences.

Ivan fixed our TV, so I am planning a surprise party to thank him. If you see Ivan, don't let the cat out of the bag.

What does the underlined adage mean in the second sentence?

A Nobody else should plan another party to thank Ivan for fixing the TV.

(B) Nobody should tell Ivan about the party being secretly planned for him.

C Only those people specifically invited to the party should come to the party.

D People should keep the cat away from the party because Ivan is allergic to cats.

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Lesson 9
Summarizing Literary Texts

Summarizing a literary text will help you to identify important characters, events, details, and themes in the text.

Read When you **summarize** a story or drama, you briefly retell the important details in your own words. A good summary will include the main **characters, settings, events,** and **themes** of the story.

Read the story below. Identify the important details. Ask yourself which details you would include if you were retelling this story to a friend.

The Legend of Hua Mulan

"Beloved daughter," said the old man. "Do not do this."

The young woman shook her head. "You are too old to serve. My brother is but a child. I am the only one fit to fight." And so she put on men's clothing, left her village, and joined the army.

At first the soldiers teased her. "The boy is so short! No hair on his face! No strength in those arms!" And all they said was true, but she was stubborn and cunning. Her will and her wits won their respect. Soon, the soldiers recognized her bravery and her brilliance in battle.

For twelve years, she fought alongside the men. But then the war ended, and the soldiers brought her home. After greeting her family, she disappeared into their house. Shortly, a woman in a dress emerged.

"Who are you?" asked the soldiers. "Where is our fighter?"

"I am Hua Mulan," she said, "and you are my brothers in arms."

All was silent. Then one soldier smiled. Others joined him. And then the army let loose a cheer like none the village would ever hear again.

Think Which details from the story should be included in a summary? Use the chart below to list important details. Then use those details to write a summary that includes the story's theme.

Characters	Settings	Who Tells the Story? a third-person narrator
Important Events		
Theme		

Summary: _____

_____

_____

_____

_____

Talk Share your summary with a partner.

- Did you include the same details, or were they different?
- Did you agree on the theme?

Academic Talk

Use these words to talk about the text.

- character
- event
- summary
- setting
- theme

Read

Genre: Adventure Story

The Adventures of MONTGOMERY MAY

by Anna Blum

1 For ten years, Montgomery May traveled the world in a battered old ship. When he returned home, he told everyone about the adventures he'd had and the feats he had accomplished.

2 One of his most renowned feats was a leap. "I leaped from the island of Rhodes to the mainland of Turkey, the great sea nipping at my ankles the whole way," Montgomery boasted one day to a crowd in the town square. "Hundreds of people saw me do it. I leaped a greater distance than any man has ever leaped. Anyone who saw me would tell you so."

3 Cecil Saunders, Montgomery's old rival, smiled. "No need to wait for those people, Montgomery," he said. "Pretend you are in Rhodes and show us how far you can jump."

4 Montgomery paused for only a moment. "Gladly, Cecil. If it meets with your approval, I shall leap from Partridge Point"—and here he pointed to a rocky outcrop where his ship was anchored—"to Isla's Island."

5 Cecil peered at the black dot far out at sea. "Hmph. Not quite the distance from Rhodes to Turkey, but I suppose it will have to do."

6 "Tomorrow morning at 7 A.M. sharp," said Montgomery. "But such a leap requires considerable sustenance and ample rest beforehand." He now raised his voice to the crowd. "Who among you will fuel me to my success?"

7 The townspeople cheered and crowded around him, each competing to feed and house such an honored guest for the night. After much effort, the wealthiest man in town persuaded Montgomery to come and sup and sleep at his home.

8 And that was how Montgomery May came to eat a rich meal and sleep in a vast featherbed before sneaking out to his boat at 6 A.M. and sailing into the sunrise—doubtless to have more adventures and accomplish more feats.

Close Reader Habits

When you reread the story, **underline** key details about the characters, setting, and important events.

Explore **What details should you include in a summary of this story?**

When choosing details, ask: How important is this detail?

Think

1 Complete the chart with only the important details from the text and the story's theme.

Characters	Settings	Who Tells the Story? *a third-person narrator*
Important Events		
Theme		

Talk

2 Compare your charts. How did you decide which details are important enough to be in a summary? Did you agree on the theme?

Author: Number: Date:

Character's Problem

What is the setting of your story?

What will happen in your story? (events)

Character

How will the character solve the problem?

(name and drawing/ description)

Will your story be written in 1st or 3rd person?

Character's Personality Traits

Lesson 19

Idioms, Adages, and Proverbs

NCSCS L.5.5b: Recognize and explain the meaning of common idioms, adages, and proverbs.

Introduction

English, like all languages, is full of odd expressions and old sayings. When you learn their meanings, you'll find that much of what you read becomes more interesting.

- An **idiom** is a common saying with a meaning different from that of its individual words.

Example	Meaning
Ivan looked at the wobbly wheel on my bike. "That will be a piece of cake to fix!" he said.	very easy

- **Adages** and **proverbs** are well-known sayings that have been used for a long time. Proverbs usually give practical advice about ways to behave and live.

Example	Meaning
Adage: "I'll help you repair the wheel because two heads are better than one."	It's easier for two people to solve a problem than for one person to do so.
Proverb: "Let's fix that wheel now. After all, a stitch in time saves nine."	It's best to solve a small problem now before it turns into a bigger problem later.

Guided Practice

Read the passage. Underline each idiom, adage, or proverb. Then, above each phrase you underlined, tell what you think it means. One has been done for you.

HINT If the literal meaning of a phrase doesn't make sense, use context clues to help you understand what the words might mean.

feeling bad
I was down in the dumps when my new bike broke. The bike had cost an arm and a leg, and it had taken me forever and a day to save the money to buy it. I hoped that Ivan could fix my bike. He spends day and night repairing things and says that practice makes perfect. That's why he can fix almost anything. When Ivan fixed my bike, I was on cloud nine!

Independent Practice

For numbers 1–4, answer the questions.

1 Read these sentences.

Ivan and his dad like to fix things. Ivan said, "I guess the apple doesn't fall far from the tree."

What does the underlined adage mean in the second sentence?

A Ivan and his dad have similar interests and abilities.

B Ivan and his dad spend their time together fixing things.

C Ivan and his dad are slowly becoming very similar people.

D Ivan and his dad climb trees to pick and toss down apples.

2 Read this sentence.

I was afraid to tell Mom that I broke the TV, but I know that honesty is the best policy.

What does the underlined proverb mean in this sentence?

A Telling the truth is difficult to do.

B Telling the truth is the right thing to do.

C Honesty does not come naturally to most people.

D Honesty causes problems for people who are close to each other.

3 Read this sentence.

Mom hit the roof when I told her that I broke the TV.

What does the underlined idiom mean in this sentence?

A Mom thought that the TV had fallen off the roof.

B Mom jumped happily about the TV being broken.

C Mom thought the story of the broken TV was a joke.

D Mom was angry when she heard that the TV was broken.

4 Read these sentences.

Ivan fixed our TV, so I am planning a surprise party to thank him. If you see Ivan, don't let the cat out of the bag.

What does the underlined adage mean in the second sentence?

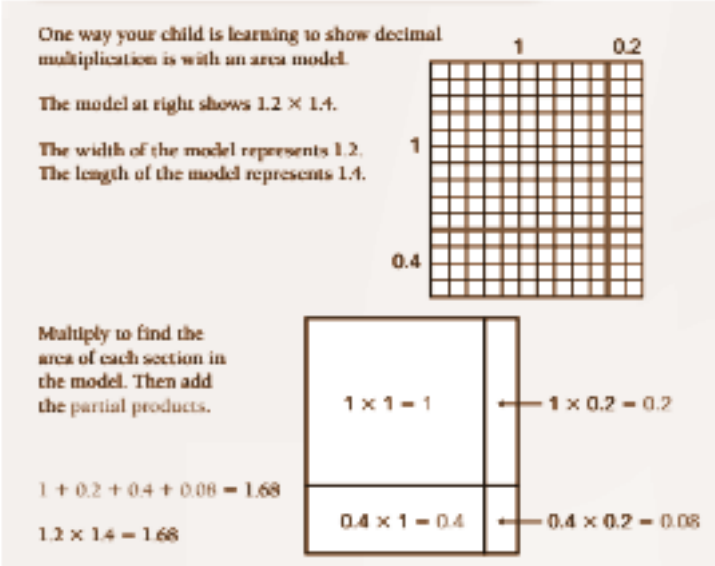
A Nobody else should plan another party to thank Ivan for fixing the TV.

B Nobody should tell Ivan about the party being secretly planned for him.

C Only those people specifically invited to the party should come to the party.

D People should keep the cat away from the party because Ivan is allergic to cats.

Grade: 5th **Subject: Math** **Week of: May 4th**

STANDARD	ACTIVITY	LESSON SUPPORT
NC.5.NBT.7 Multiply decimals	Explain how to multiply decimals using an area model by following the step-by-step directions on pages 2 and 3. Have your child practice solving problems this way on 10 X 10 grids.	10 X 10 grids (page 23).
NC.5.NBT.7 Multiply decimals	Guide your child through the Represent Decimal Products Center Activity on pages 24-26. * This activity will help your child make a connection between an area model for multiplying whole numbers to one for multiplying decimals. * This visual model serves to reinforce place value understanding and understanding of the distributive property. 	Students will need to have a Directions sheet (page 24), a Recording sheet (pages 25 & 26), and one die (page 27).

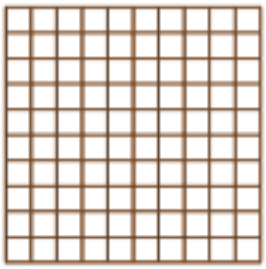
Multiply Decimals

Objective Multiply decimal numbers (tenths times tenths).	**Materials** Copies of **10 by 10 Grids** (page 3)

Students often struggle to understand decimal multiplication, not with the algorithm for multiplying decimals, but rather with the number sense required for estimating products (which could be less than the factors) and for understanding why the decimal point is moved in the product (representing finding a part of a part). To prepare students for making estimates for computations with decimals, this activity uses models and factors containing no decimals beyond tenths. The activity builds on experience estimating products of fractions and using area models to multiply fractions.

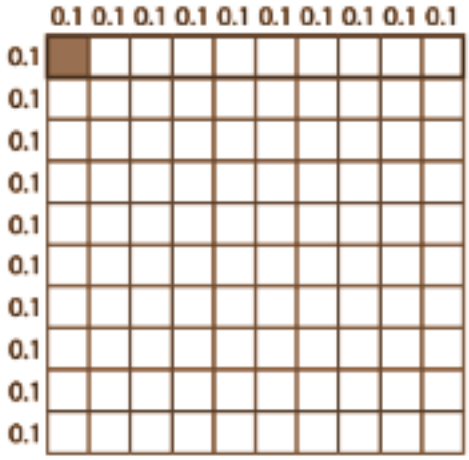
Step by Step 20–30 minutes

1 Understand the area model.



- Give the student a copy of **10 by 10 Grids** (page 3).
- Explain that one grid represents one whole square unit. (Each side length represents one whole unit, but this might distract the student from the reasoning that the product will be less than the factors when multiplying decimals.)
- Ask the student to count the number of rows in the first grid. Then ask what part of a whole is represented by one row. (one tenth)
- Ask the student what decimal number represents one-tenth. Then have the student label each row as "0.1."
- Ask the student what part of the whole is represented by one column. (one tenth) Then have the student label each column as "0.1."

2 Find 0.1 of 0.1.



- Write "0.1 × 0.1" on the board. Ask the student to read the expression aloud using "of" to represent the multiplication symbol.
- Instruct the student to outline one row of the grid to represent 0.1 of the whole. Then ask the student if a tenth of the row (in other worrds, a tenth of a tenth) will be more or less than 0.1. Point out that multiplication can result in a product less than the factors, because the product is a part of a part.
- Have the student shade one tenth of the outlined row. Now have the student determine what part of the whole is represented by the shaded section. Remind the student to think about how many sections are in the grid altogether.
- Write "= 0.01" next to the decimal expression on the board. Have the student read aloud the number sentence: one tenth of one tenth is one hundredth.

3 Find other decimal products.

- Say: *Three tenths of one-tenth.* Ask the student to write a numerical expression that represents the words. (0.3×0.1)
- Instruct the student to model the expression. Remind him to outline one factor and then shade to represent the other factor. (It won't matter if he outlines 0.3 and shades 0.1, or vice versa.)
- Ask the student to write and read aloud the number sentence representing the product. ($0.3 \times 0.1 = 0.03$, three tenths of one tenth is three hundredths)
- Have the student model and find the product of 0.2 and 0.6. (0.12)
- Have the student model and find the product of 0.7 and 0.5. (0.35)

4 Generalize results.

- Ask the student to tell you what he now understands about the relationship between the factors and products when the factors are whole numbers and when the factors are decimals less than 1.
- Guide the student to conclude that the product of whole numbers is greater than or equal to the factors. When multiplying factors that are decimals less than one, the product is less than the factors.

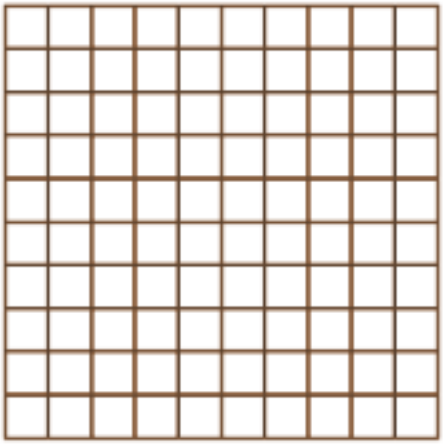
Check for Understanding

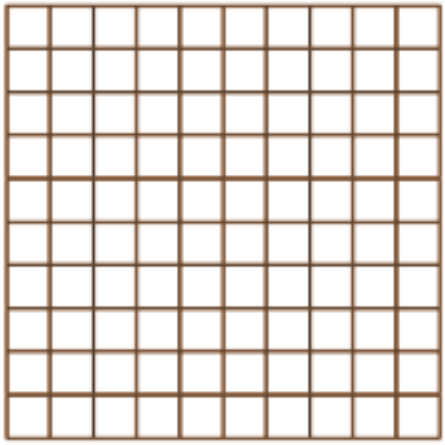
Instruct the student to model and write a number sentence with decimals to represent "nine tenths of four tenths." ($0.9 \times 0.4 = 0.36$)

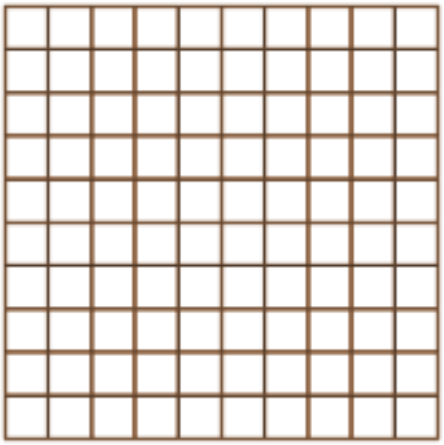
For the student who struggles, use the chart below to help pinpoint where extra help may be needed.

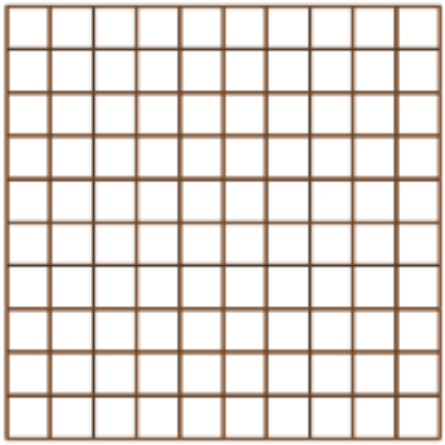
If you observe...	the student...	Then try...
the student uses a correct model but finds the incorrect product	may not understand the difference between tenths and hundredths.	reviewing models of tenths and hundredths using 10 by 10 grids.
the student uses incorrect factors	may have trouble understanding word form of decimal parts.	having the student use a place-value chart labeled with words, decimals, and fractions (e.g., one tenth, 0.1, $\frac{1}{10}$).
the student struggles to write the decimal point in the factors or product	may not understand place value.	having the student model with 10 by 10 grids and write number forms of decimals through hundredths less and greater than 1.

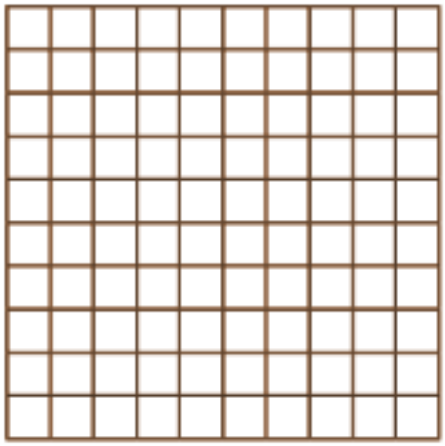
10 by 10 Grids

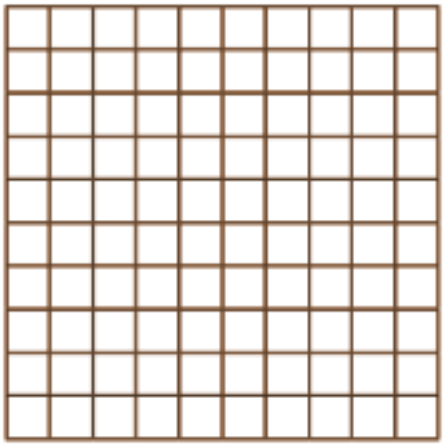












Represent Decimal Products Directions

Represent Decimal Products

What You Need

- number cube
- Recording Sheet

Check Understanding

Use any method to find the products. Show your work.

5.2×1.3

12.4×5.7

What You Do

1. Take turns. Toss the number cube. If your number has already been used, your turn ends.
2. Find the number on the table. Look at the four partial products next to your number.
3. Look carefully at the area models on the **Recording Sheet.** Decide which area model goes with your partial products.
4. Tell your partner which area model works with your numbers. Explain your reasoning. If your partner agrees, use the four partial products to complete the area model on the **Recording Sheet.** Then find the product.
5. If you are incorrect, your turn ends.
6. Continue until all of the area models are complete.

Toss	Partial Products
1	0.56 4.2 18 2.4
2	0.18 0.6 10 3
3	1.5 2 20 0.15
4	0.2 90 4.5 4
5	2 1.2 0.24 10
6	0.8 0 0.56 0

Go Further!

Work with your partner. Estimate the product of 0.25×44. Then find the actual product. Use an area model to check your estimate.

***Ready*® Center Activity 5.20 ★★ Recording Sheet**

Partner A _____

Partner B _____

Represent Decimal Products

	5	0.6
2		
0.4		

Product: _____

	1	0.3
10		
0.6		

Product: _____

	4	0.3
5		
0.5		

Product: _____

	3	0.7
6		
0.8		

Product: _____

	4	0.3
5		
0.5		

Product: _____

	3	0.7
6		
0.8		

Product: _____

	0	0.8
1		
0.7		

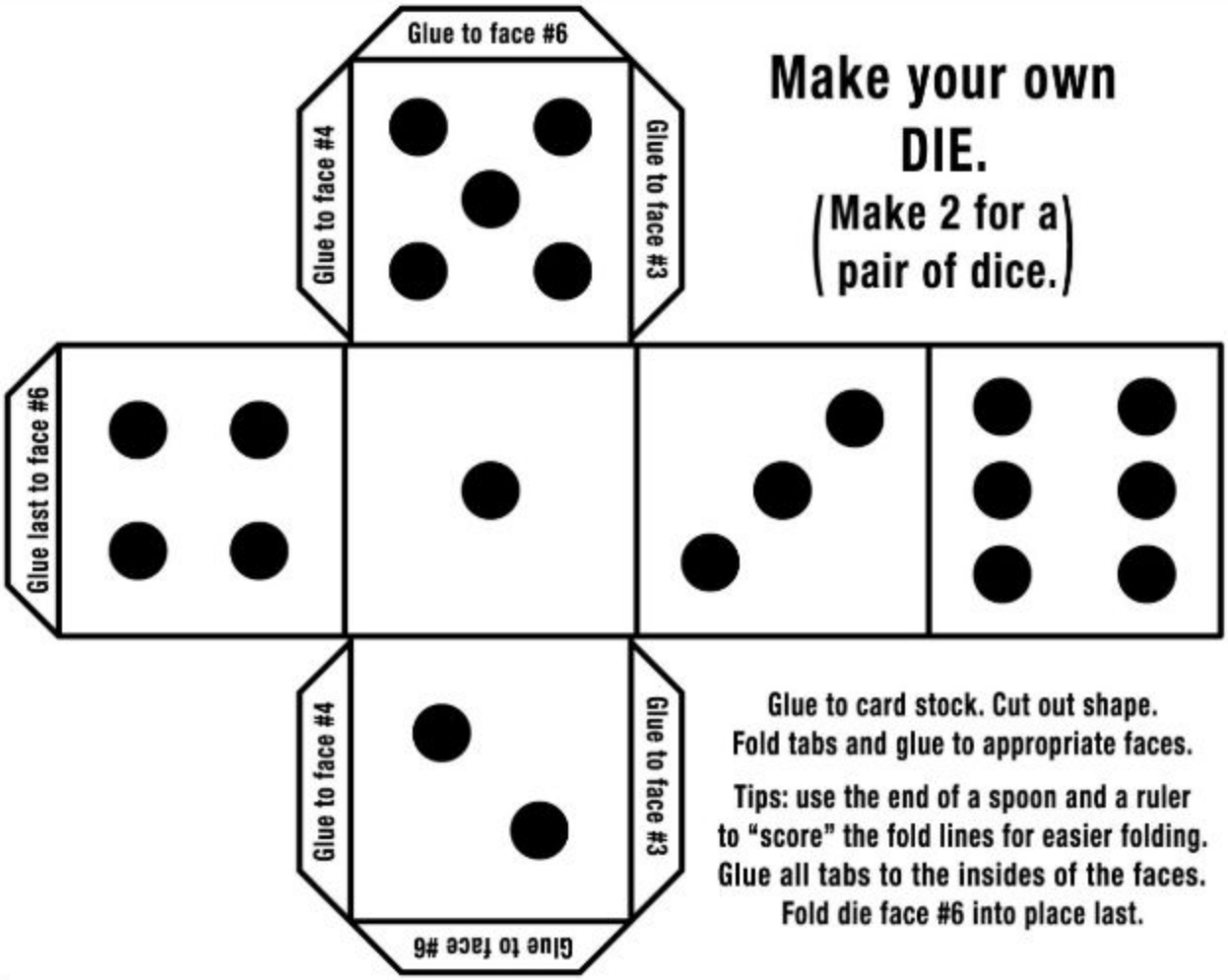
Product: _____

	10	0.5
9		
0.4		

Product: _____

I notice a pattern to the partial products on the area models.

whole number × whole number	whole number × decimal
decimal × whole number	decimal × decimal



Make your own DIE.

(Make 2 for a pair of dice.)

Glue to card stock. Cut out shape.
Fold tabs and glue to appropriate faces.

Tips: use the end of a spoon and a ruler to "score" the fold lines for easier folding.
Glue all tabs to the insides of the faces.
Fold die face #6 into place last.

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Grade: 5th **Subject: Math** **Week of: May 11th**

STANDARD	ACTIVITY	LESSON SUPPORT
NC.5.NBT.7 Divide decimals	Work through Lesson 9: Divide Decimals on pages 12- 14 together. This lesson introduces several strategies for decimal division other than the standard algorithm, which students will learn in middle school.	See the ANSWER KEY provided on pages 15 and 16.
NC.5.NBT.7 Divide Decimals	Your child will apply what he or she learned in the previous lesson to complete the following tasks: 1. Solve the Divide Decimals Word Problems on pages 17 and 18. 2. Complete the "How Much Money" activity on page 20. Encourage your child to refer back to the Lesson 9: Divide Decimals pages for support in completing these activities.	See the ANSWER KEYS provided on the following pages: ● Divide Decimals Word Problems- page 19 ● How Much Money- page 21

Lesson 9 Introduction

NC.5.NBT.7

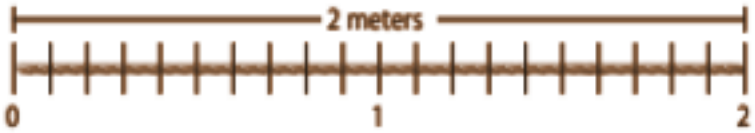
Divide Decimals

Use What You Know

Now that you know how to multiply with decimals, you'll learn how to divide with decimals. Take a look at this problem.

Mr. Kovich is preparing materials for a craft project. He needs to cut 2 meters of string into pieces that are 0.2 meter long. How many 0.2-meter pieces can he cut from 2 meters of string?

a. You need to find how many lengths of 0.2 meter are in 2 meters. Look at the drawing below.



b. How many tenths of a meter are in 1 meter? _____

In 2 meters? _____

c. Circle lengths of 2-tenths meter on the drawing above.

How many lengths of 2-tenths meter are in 1 meter? _____

In 2 meters? _____

d. Explain how you could find how many 0.2-meter pieces can be cut from 2 meters of string.

_____

_____

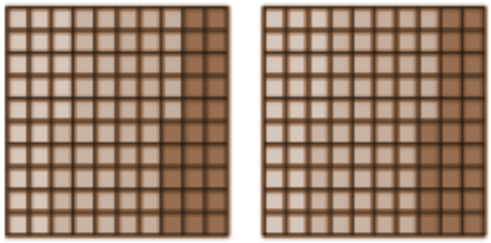
Read the problem below. Then explore different ways to divide a whole number by a decimal.

Grant has 2 pounds of pretzels. He puts the pretzels into bags that each hold 0.25 pound. How many bags does Grant use to hold the pretzels?

Picture It

You can picture dividing a whole number by a decimal with decimal grids.

$2 \div 0.25$



Model It

You can use repeated subtraction to divide a whole number by a decimal.

$0.25\overline{)2.00}$

2.00	
$-\ 0.25$	1 group of 0.25
1.75	
$-\ 0.25$	1 group of 0.25
1.50	
$-\ 0.25$	1 group of 0.25
1.25	
$-\ 0.25$	1 group of 0.25
1.00	
$-\ 0.25$	1 group of 0.25
0.75	
$-\ 0.25$	1 group of 0.25
0.50	
$-\ 0.25$	1 group of 0.25
0.25	
$-\ 0.25$	1 group of 0.25
0	

Connect It Now use decimal grids and repeated subtraction to solve the problem on the previous page.

2 $2 \div 0.25 =$ _____ ones $\div$ _____ hundredths

3 Look at *Picture It*. How many hundredths are in the two grids? _____
How many hundredths are in each shaded group? _____
How many groups of hundredths are shaded? _____

4 Look at *Model It*. What number is divided into equal groups? _____
What number is repeatedly subtracted? _____
How many times is that number subtracted? _____

5 Explain how *Model It* is related to *Picture It*.

_____

_____

_____

_____

6 What is $2 \div 0.25$? How many bags does Grant use to hold the pretzels?

_____

7 How do you divide a whole number by a decimal? _____

_____

_____

_____

Try It Use what you just learned about dividing a whole number by a decimal to solve these problems. Show your work on a separate sheet of paper.

8 Students ran a total of 6 miles in a relay race. Each student ran 0.5 mile. How many students were in the race? _____

9 What is $3 \div 0.75$? _____

LESSON 9 ANSWER KEY

Use What You Know

Now that you know how to multiply with decimals, you'll learn how to divide with decimals. Take a look at this problem.

Mr. Kovich is preparing materials for a craft project. He needs to cut 2 meters of string into pieces that are 0.2 meter long. How many 0.2-meter pieces can he cut from 2 meters of string?

a. You need to find how many lengths of 0.2 meter are in 2 meters. Look at the drawing below.

b. How many tenths of a meter are in 1 meter? 10

In 2 meters? 20

c. Circle lengths of 2-tenths meter on the drawing above.

How many lengths of 2-tenths meter are in 1 meter? 5

In 2 meters? 10

d. Explain how you could find how many 0.2-meter pieces can be cut from 2 meters of string.

Possible answer: You could draw a number line to show the problem, divide the line into tenths, and then count to find how many lengths of two-tenths are in 2 meters and see that the answer is 10.

Connect It

Now use decimal grids and repeated subtraction to solve the problem on the previous page.

2. 2 ÷ 0.25 = 2 ones + 25 hundredths

3. Look at *Picture It*. How many hundredths are in the two grids? 200 hundredths
   How many hundredths are in each shaded group? 25 hundredths
   How many groups of hundredths are shaded? 8 groups

4. Look at *Model It*. What number is divided into equal groups? 2
   What number is repeatedly subtracted? 0.25
   How many times is that number subtracted? 8 times

5. Explain how *Model It* is related to *Picture It*.

   Possible explanation: The number divided into equal groups is the number of decimal grids; the number that is repeatedly subtracted is the number of hundredths in each shaded group; the number of times 0.25 is subtracted is the number of shaded groups of hundredths.

6. What is 2 ÷ 0.25? How many bags does Grant use to hold the pretzels?

   8; 8 bags

7. How do you divide a whole number by a decimal? Possible answer: Subtract the divisor from the dividend until the remainder is 0. Then count the number of times that you subtracted.

Try It

Use what you just learned about dividing a whole number by a decimal to solve these problems. Show your work on a separate sheet of paper.

8. Students ran a total of 6 miles in a relay race. Each student ran 0.5 mile. How many students were in the race? 12 students

9. What is 3 ÷ 0.75? 4

Divide Decimals

Solve the problems.

1 Evan walks his dog 4 times around the perimeter of a park, for a total distance of 2.8 kilometers. How many kilometers does he walk each time around? Circle the letter of the correct answer.

A 0.07 **C** 0.7

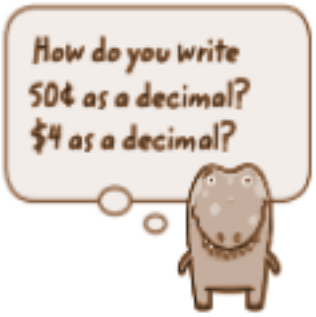
B 0.12 **D** 1.2

2 How many 50¢ stamps can you buy with $4? Circle the letter of the correct answer.

A 0.08 **C** 8

B 0.8 **D** 80

Da Jin chose **D** as the correct answer. How did he get that answer?



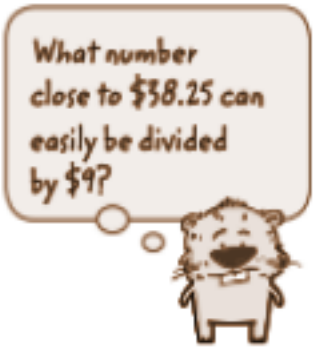
3 Conor earns $9 an hour for yard work. He raked leaves one afternoon and earned $38.25. About how many hours did Conor rake leaves? Circle the letter of the correct answer.

A about 3 hours

B about 4 hours

C about 5 hours

D about 6 hours



Solve.

4 Jaden buys 2 pounds of cheese at the deli counter. If each slice is 0.05 pound, how many slices of cheese did she buy?

Show your work.

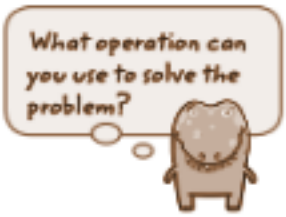
Solution: _____

5 Banks sell coins in rolls. A roll of quarters has a value of $10. A roll of dimes has a value of $5.

Part A

How many quarters are in one roll?

Show your work.



Solution: _____

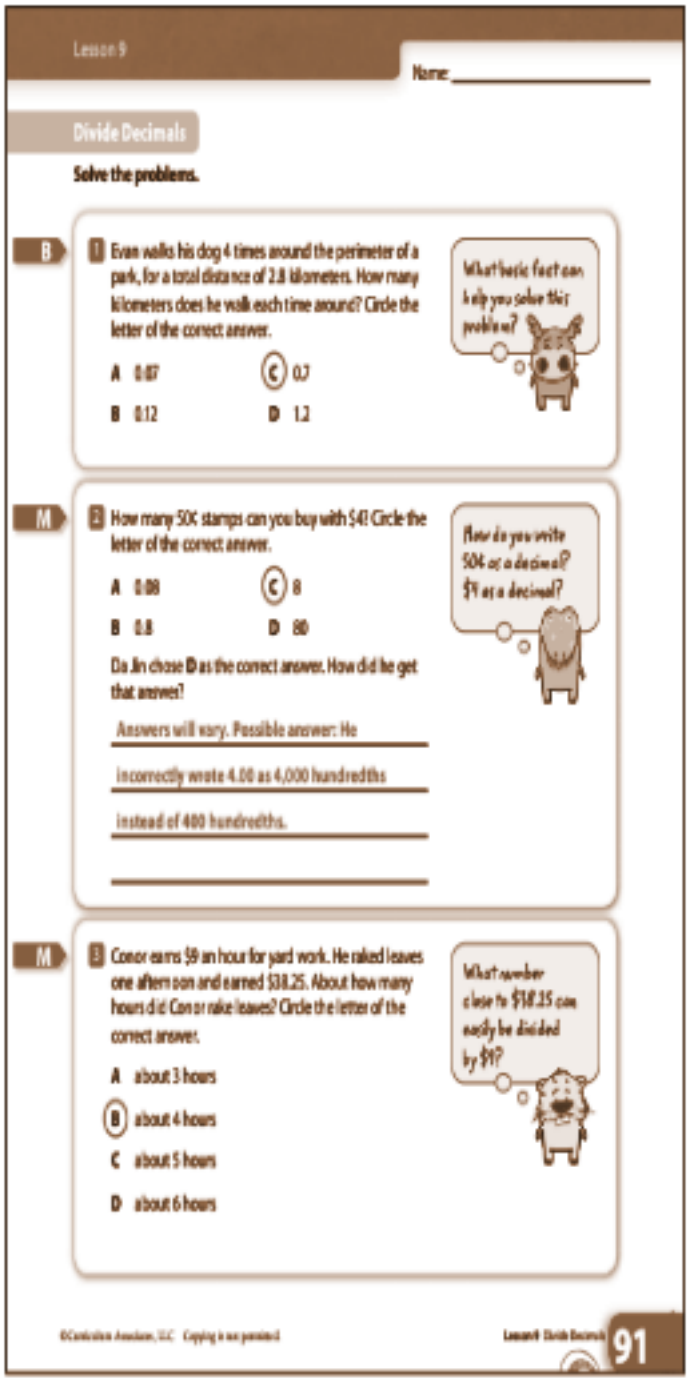
Part B

Which has more coins, a roll of quarters or a roll of dimes? How many more? Explain.

Show your work.

Solution: _____

Divide Decimals Word Problems Answer Key



Lesson 9

Name: _____

Divide Decimals

Solve the problems.

B 1 Evan walks his dog 4 times around the perimeter of a park, for a total distance of 2.8 kilometers. How many kilometers does he walk each time around? Circle the letter of the correct answer.

A 0.07 (C) 0.7

B 0.12 D 1.2

What basic fact can help you solve this problem?

M 2 How many 50¢ stamps can you buy with $4? Circle the letter of the correct answer.

A 0.08 (C) 8

B 0.8 D 80

How do you write 50¢ as a decimal? $4 as a decimal?

Da Jin chose D as the correct answer. How did he get that answer?

Answers will vary. Possible answer: He incorrectly wrote 4.00 as 4,000 hundredths instead of 400 hundredths.

M 3 Conor earns $9 an hour for yard work. He raked leaves one afternoon and earned $38.25. About how many hours did Conor rake leaves? Circle the letter of the correct answer.

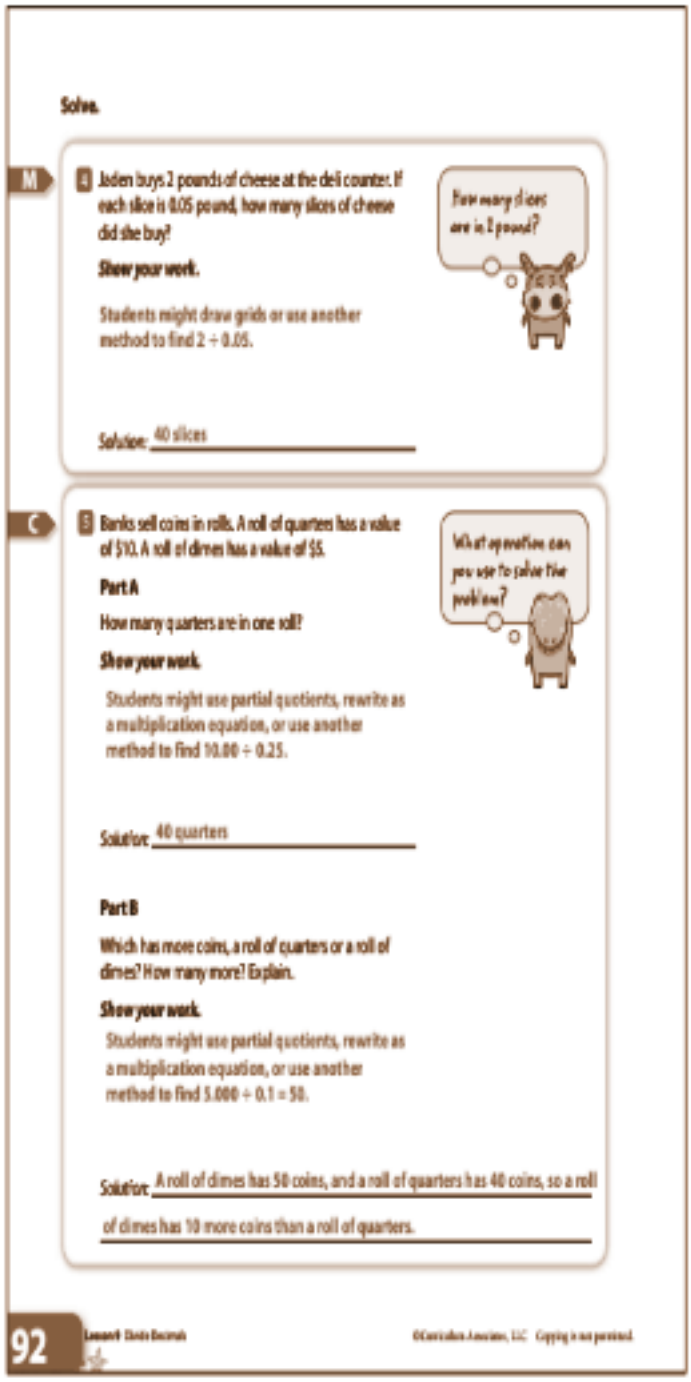
A about 3 hours

(B) about 4 hours

C about 5 hours

D about 6 hours

What number close to $38.25 can easily be divided by $9?



Solve.

M 4 Jaden buys 2 pounds of cheese at the deli counter. If each slice is 0.05 pound, how many slices of cheese did she buy?

Show your work.

Students might draw grids or use another method to find 2 ÷ 0.05.

Solution: 40 slices

How many slices are in 2 pound?

C 5 Banks sell coins in rolls. A roll of quarters has a value of $10. A roll of dimes has a value of $5.

Part A

How many quarters are in one roll?

Show your work.

Students might use partial quotients, rewrite as a multiplication equation, or use another method to find 10.00 ÷ 0.25.

Solution: 40 quarters

Part B

Which has more coins, a roll of quarters or a roll of dimes? How many more? Explain.

Show your work.

Students might use partial quotients, rewrite as a multiplication equation, or use another method to find 5.000 ÷ 0.1 = 50.

Solution: A roll of dimes has 50 coins, and a roll of quarters has 40 coins, so a roll of dimes has 10 more coins than a roll of quarters.

What operation can you use to solve this problem?

How Much Money?

You have been asked by your school principal to help count the money at your school store. Your job is to determine how many pennies ($0.01), nickels ($0.05), dimes ($0.10), and quarters ($0.25) you have at the end of the day.

Complete the chart below and determine the maximum number of each type of coin that could be found in the final daily school store balance.

Final Daily Balance	# of Pennies ($0.01)	# of nickels ($0.05)	# of dimes ($0.10)	# of quarters ($0.25)
Example $34.50	3450	690	345	138
Day 1 -- $21.00				
Day 2 -- $35.50				
Day 3 -- $69.00				
Day 4 -- $121.00				
Day 5 -- $234.50				

How Much Money? Answer Key

NOTE: The purpose of the task is to give students practice in decimal division. They may be able to use reasoning such as "4 quarters in a dollar" so I can multiply dollars by 4 to get the answer. If they use multiplication or mental math to determine their answers, have them check their answers using division of decimals to see the relationship between the two methods and to check for accuracy.

Answers to the chart are shown below.

Final Daily Balance	*# of Pennies ($0.01)*	*# of nickels ($0.05)*	*# of dimes ($0.10)*	*# of quarters ($0.25)*
Example $34.50	*3450*	*690*	*345*	*138*
Day 1 -- $21.00	2100	420	210	84
Day 2 -- $35.50	3550	710	355	142
Day 3 -- $69.00	6900	1380	690	276
Day 4 -- $121.00	12100	2420	1210	484
Day 5 -- $234.50	23450	4690	2345	938

Grade: 5th **Subject: Science** **Week of: May 4th**

STANDARD	ACTIVITY	LESSON SUPPORT
Day 1 5.P.3.1- Explain the effects of the transfer of heat (either by direct contact or at a distance) that occurs between objects at different temperatures. (conduction, convection or radiation).	1. Hold up two cups of water, one half-filled with hot water and one half-filled with cold water. (equal amounts of water in each) Ask your child: If I could see the motion of the individual molecules in each of these samples, what do you think the difference in their motion would be? 2. Ask: what would happen if equal amounts of hot water were mixed with an equal amount of cold water? 3. Ask: what would the ending temperature be if the two cups were mixed together? 4. Have your child record the temperature of both cups of water. You could use the thermometer that you use when your child is sick or a kitchen (meat) thermometer. Then, using a third cup, pour both cups of water into it. Have your child record the temperature of that cup. 5. Have your child repeat the experiment again. This time have them use more hot water than cold water (or vice versa). Based on what they learned previously, ask your child what they predict will happen.	1. Your child should say that the cup with the hotter water will have greater molecular motion. (Your child should have already learned this.) Use your kitchen faucet for the hot and cold water settings. You do not need to boil or freeze the water in this experiment. 2. You may want to have your child sketch/draw Step 2 to show their prediction. 3. Encourage your child to explain their prediction. Below is an example to support your child: I predict that _____ will be the ending temperature because _____. 4. Your child should notice that the temperature of the third cup is somewhere between that of the first two. More importantly, it should be the average of both cups of water. This is because the cold water molecules sped up when the hot water was mixed with it. Also, the hot water molecules slowed down when the cold water mixed with it. This resulted in "warm" water with a temperature in the middle. 5. Have your child explain why he/she predicted this.
Day 2 5.P.3.1- Explain the effects of the transfer of heat (either by direct contact	1. Take out a box of mix (brownie, cookie, cake, etc.) from your pantry. Ask your child to explain why different baking pans have different cooking times. Then, ask them what this might have to do with heat transfer and the Energy & Matter unit. 2. Give your child 4 cups of the same size with	1. Different objects transfer heat at different rates. This is why a metal swing gets hot quickly or it is difficult to walk on pavement with bare feet in the summer.

or at a distance) that occurs between objects at different temperatures. (conduction, convection or radiation).	different objects (metal, dirt, glass, paper) in them (examples include: sand/crushed rock; pennies; glass marbles; shredded paper; cotton balls). Fill the cup with the designated material to the ½ way point. 3. Have your child record the temperature (fever or meat thermometer from Day 1 will work) of each material. 4. Fill a basin (or the sink) with warm/hot faucet water. Carefully drop each cup into the basin so that it sits in the basin, but doesn't float or fall over. If you don't have a basin, you can also place each cup outside in the direct sunlight. After 2 minutes, have your child record the temperature of each item. Continue having your child record the temperature of each item every 2 minutes for a total of 10 minutes. 5. Revisit the box of mix from Step 1. Have your child now explain why there are different cooking times for the different baking pans.	2. Explain that the heat will be transferred in this experiment through *conduction.* This is when heat is transferred from one object to another through touch or direct contact. 3. Your child should get room temperature (about 72℉) for each item. 4. This experiment should reinforce that heat transfer occurs when heat moves out of the warmer object into the cooler object. The objects that are good conductors (like the pennies and the sand) will transfer heat easily. The objects that aren't good conductors (like the paper and the cotton balls) will not transfer heat easily. 5. Metal baking pans are better conductors of heat than glass ones. Therefore, they are good conductors and will transfer heat energy more quickly.

Grade: 5th **Subject: Science** **Week of: May 11th**

STANDARD	ACTIVITY	LESSON SUPPORT
Day 3 5.P.3.2- Explain how heating and cooling affect some materials and how this relates to their purpose and practical applications.	1. Have your child read the *Melting Matter* story below. 2. Have your child explain the difference between a <u>conductor</u> and an <u>insulator</u>. 3. Collect various items around the house that your child could test. These may include fabric, bubble wrap, paper, and aluminum foil. 4. Pour hot faucet water into 4 different cups. Record the temperature of the water for each cup using a fever or kitchen thermometer. 5. Wrap one item from Step 3 around each cup. After 2 minutes, record the temperature of the water inside each cup. Continue to take the temperature of each cup of water every 2	1. There is a glossary included at the end of the story in case your child needs vocabulary support. 2. This should be review. However, a conductor absorbs heat easily. An insulator does not absorb heat easily (if at all). 3. Have your child predict which item will be the best insulator. Have him/her explain why they think this. 4. Your child will need to

	minutes for a total of 10 minutes. 6. Ask your child why some cups of water had higher temperatures than others. Ask them what this has to do with conductors and insulators. 7. Have your child revisit the *Melting Matter* story from Step 1. Ask him/her to explain what insulator he/she would place around the ice cream from the story to prevent it from melting the longest and why.	record the starting temperature of each cup before continuing the experiment. 5. The temperature of the cup wrapped in foil should remain the highest after 10 minutes.
Day 4 5.P.3.2- Explain how heating and cooling affect some materials and how this relates to their purpose and practical applications.	1. Ask your child to predict what would happen to the weight of ice cubes placed in a bag when they melt. Encourage your child to explain why he/she predicts this. 2. Fill a Ziploc bag with several ice cubes. Place the bag of ice on a kitchen or bathroom scale and record the weight. 3. Have your child record the weight of the bag of ice every 5 minutes until the ice has completely melted. 4. Ask your child to explain why the scale displayed the same weight it did each time. 5. Have your child conduct this same experiment again using other substances like: dish soap, lemonade, or ketchup. Have them explain why the results remain the same.	1. Your child may use the word “mass” instead of “weight.” Let him/her know that this is fine. 2. The size of the bag and the amount of ice will depend on the scale you use. You can use a smaller bag for a kitchen scale, but will need a larger bag for a bathroom scale. 3. The mass of the bag of ice should not change. It should remain the same each time your child places it on the scale. 4. Explain to your child that this is due to *conservation of matter.* When water is heated or cooled and changes from one state (solid, liquid, or gas) to another the amount of molecules stays the same. *5. Conservation of matter* should apply to these substances (ex. dish soap, lemonade, or ketchup) as well. Whether they are in a solid, liquid, or gas state, their mass (weight) should remain the same.

Melting Matter by Amy Hansen

Want some ice cream? Don't get it until you're ready to eat because ice cream melts. All of our food is made of matter. Some matter tastes really good. Ice cream is made of matter. Matter is anything that has mass, or weight, and takes up space. Matter can be a solid, a liquid, or a gas. Ice cream is a solid when it is cold.

Matter can also change forms. Ice cream melts when it gets warm. It changes from a solid to a liquid. Melted ice cream may still feel cool. Ice cream is made of cream and sugar. But at a more basic level, the ice cream is made of molecules. Molecules are super-small units. You can only see them with a powerful microscope. When the molecules in ice cream are frozen, they do not move very much. A solid holds its shape.

Atoms are tiny pieces of matter. They combine to form molecules. For example, every water molecule is made of two hydrogen atoms and one oxygen atom. If ice cream gets warmer than 32 degrees Fahrenheit (0 degrees Celsius), it starts melting. That means the molecules move more. They cannot hold a shape. Ice cream becomes a liquid. A liquid cannot hold its shape. It spreads out. When molecules are in a liquid state, they have more energy and they move around.

Now freeze the melting ice cream. The molecules slow down. Ice cream becomes a solid again. A solid holds its shape. The molecules of solids do not have much energy, so they cannot move much.

If you stir sugar into water, it looks like it melts into the water. But it doesn't melt, it dissolves. Dissolving is different than melting. The sugar and water molecules move together to make sugar-water. If you could take out the water, the sugar would still be there. Sugar looks like it disappears in the water, but it is still there.

Not everything melts easily. Look at the glass pan. Glass needs a high temperature, at least 1400 degrees Fahrenheit (760 degrees Celsius), before it melts.

Other matter doesn't melt. Wood doesn't melt. It burns. We sometimes use it for campfires.

Candles melt and burn at the same time. Heat from the flame melts the wax. Then, the flame burns the gas that the melted wax gives off. Melted wax runs down the candles, but it will be a solid again as soon as it cools. If you want to keep a candle from melting, you don't treat it like ice cream. You don't freeze it. You blow it out.

1.Can you think of something else that melts, besides ice cream or candles?
2. A bar of soap disappears when it is in water. Is it melting or dissolving?
3. Wood doesn't melt, it burns. Can you think of something else that doesn't melt, but burns?

Glossary:
burns (BURNZ): set on fire in order to make heat or light
dissolves (di-ZAHLVZ): seems to disappear when combining with a liquid
freeze (FREEZ): to change from a liquid into a solid
mass (MASS): the amount of matter an object has, usually measured in grams or pounds
matter (MAT-ur): something that has mass and takes up space
melts (MELTZ): changes from a solid to a liquid
molecules (MAH-luh-kyools): two or more atoms chemically bonded together
temperature (TEM-pur-uh-chur): the measurement of how hot or cold something is, usually measured with a thermometer

MLA (Modern Language Assoc.)
Hansen, Amy. Melting Matter. Rourke Educational Media, 2011.

APA (American Psychological Assoc.)
Hansen, A. (2011). Melting Matter. Rourke Educational Media.

Grade: 5th Grade **Subject: Social Studies** **Week of: May 4th**

Continue to use your choice board from the previous packet you received.

Grade: 5th Grade **Subject: Social Studies** **Week of: May 11th**

STANDARD	ACTIVITY	LESSON SUPPORT
5.C&G.2.1 Understand the values and principles of a democratic republic.	This week, your child will apply what they have previously learned about democracy in a sorting activity. As they complete the sorting activity, ask your child to read each statement and decide if it is a “truth” or a “lie” about our democratic republic. They will need to cut out each statement and sort them into the right column. Use the answer key provided to check your child’s work. Also, reference the guiding questions under the “Lesson Support” column to engage your child in further conversation throughout this activity.	**Guiding Questions:** What is the difference between a right and a responsibility? What are foundational beliefs about democracy in our nation?

Democratic Principles Sorting Activity

Directions: Cut out each statement and sort it under the "truth" or "lie" column.

Principles of our Democratic Republic

 Truths	 Lies

Cut these statements out and sort them:

People have the power. Citizens make decisions. They vote for their leaders.	Different people have different rights.
The Constitution is considered perfect, so we cannot change it or change the laws.	Election candidates are chosen by the government and they put only those names on the voting ballot. People vote using the names provided.
Government leaders have the power. A few people make decisions for the country.	Problems or questions of how the country is ruled are voted on by all. Some peoples' votes count more than others.
Problems or questions of how the country is ruled are decided by the majority through our representatives or general elections.	All citizens must follow the same set of laws.
There are basic human rights for all people.	Elections are free and fair. Elections are used to select our representatives.
The rich and poor have different laws to follow.	As times change, the laws can change. Even the Constitution can change.

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Parent Answer Key

Principles of our Democratic Republic	
 Truths	 Lies
People have the power. Citizens make decisions. They vote for their leaders.	Government leaders have the power. A few people make decisions for the country.
Elections are free and fair. Elections are used to select our representatives.	Election candidates are chosen by the government and they put only those names on the voting ballot. People vote using the names provided.
Problems or questions of how the country is ruled are decided by the majority through our representatives or general elections.	Problems or questions of how the country is ruled are voted on by all. Some peoples' votes count more than others.
All citizens must follow the same set of laws.	The rich and poor have different laws to follow.
There are basic human rights for all people.	Different people have different rights.
As times change, the laws can change. Even the Constitution can change.	The Constitution is considered perfect, so we cannot change it or change the laws.