Fifth Grade

UCPS
UNION COUNTY PUBLIC SCHOOLS

April 2020

Hello Parents,

We hope that this letter finds you doing well and adjusting to the changes in our world. We continue to work to offer resources that provide practice of skills students have learned this school year. Attached you will find choice boards (and supporting materials) for students to choose activities to complete in Language Arts, Math, Science, and Social Studies between April 20 and May 1. In addition, you will find daily math problem practice and an answer sheet that follows. There are many activities provided, a student would not be expected to complete them all. 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!

Abril 2020

Estimados Padres,

Esperamos que al recibir esta carta se encuentren bien y adaptándose a los cambios en nuestro mundo. Continuamos trabajando para ofrecer a los estudiantes recursos que les brinden práctica de las habilidades que han aprendido este año escolar. Adjunto encontrará tableros de elección (y materiales de apoyo) para que los estudiantes elijan actividades para completar en Artes del Lenguaje, Matemáticas, Ciencias y Estudios Sociales. Además, encontrarán práctica diaria de problemas matemáticos y una hoja de respuestas. Se proporcionan muchas actividades, no se espera que el estudiante las complete todas entre el 20 de Abril y el 1 de Mayo. Por favor recuerde, todas las actividades son opcionales y el trabajo que el estudiante complete **no necesita** ser devuelto a la escuela para su calificación o crédito. Si cree que necesita más recursos, consulte el Portal de la Familia EmpowerED de UCPS en nuestro sitio web www.ucps.k12.nc.us/domain/2917.

¡Esperamos que se mantengan seguros y a salvo!

5th Grade Reading Choice Board

April 20 - May 1

Fiction - use with a story book

Read 20 minutes from a fiction text of your own or read the text/passage attached. Make sure to ask your child some questions about what they read. After reading, choose an activity to complete.

Talk About Reading	Write About Reading	Play With Words
● How do the character interactions in this story help you better understand the characters? ● What is it about the characters that are the same and different? What behaviors, actions, words or clues from the story led to that conclusion?	**New Title** If you were asked to create a new title to this story, what would it be? Create a new title and provide three reasons why your new title would be a good fit for the story.	**Comics** Create a comic to represent a word (or words) from your text. Characters should use the word in a situation that matches the meaning. Consider: - What situation might we see/use this word? - What would people be doing or saying in this situation? - How might people be feeling in this situation? - What would that look like? - What might be happening in the background?
● Have you read a story similar to this? What does this story remind you of? ○ Do the stories have the same setting (time & place)? ○ What is the same and different about what happened to the characters? ○ What is the same and different about how the characters solved their problems?	**Write Your Own Version** Choose your favorite part of the story. Rewrite the events that occured during that time through another character's point of view.	**Multiple Meaning Words** Some words have multiple meanings. (blue, pool, saw, bear, …) Look for them in your text. Write down the word and which meaning is being used in your text. Was there a clue to help you determine which meaning was correct? Jot it down!
● What are the most important events in the story? What specific details from the text support your answer? ● What is the theme?	**What Is Your Opinion?** Who was the most important character in the story? Gather evidence from the story to support your thinking. Consider how the story would have been different if that character was not included or played a different role.	**Figurative Language** It's raining cats and dogs? What?! Does your story include examples of figurative language - where the author says one thing but means something else? Write down the example and what the author really means when he/she said it. Find as many as you can.

Create:

Create a Book Commercial

Write down the book title and author. Write a brief summary, talk about your favorite part or even add a hook that would grab another reader's attention. Turn it into a poster to hang in your window or video yourself reading it to share with a friend or your teacher. (Make sure it is okay with a parent before videoing!)

FICTION STORY

A Kid In A Candy Store

ReadWorks.org

It wasn't the candy he wanted. It was the skateboard. Tommy had been staring at it for weeks, every day on his way home from school, admiring it through the window of the skate shop on Market Street. It was a longboard—a serious skateboard, not meant for tricks or speed, but for long rides down hills, on busy roads, or all the way across town. This was a skateboard that could change Tommy's life forever. No longer would his parents have to pick him up after school, or at the movies or the mall. The longboard would be able to take him home.

It was ocean blue, with chrome wheels and an elaborate drawing of a rocket ship on the underside. Each time he pressed his face against the glass of the skate shop, he felt himself fall into that picture, and his dreams of riding the longboard became mixed up with dreams of interstellar travel. He wasn't just going to the mall. He was going to Mars, to Alpha Centauri, to anywhere in the galaxy he felt like. He was going to conquer the stars.

Or he would have, anyway, if his dad weren't such a cheapskate. There's something about fathers that makes it impossible for them to understand skateboards.

"Dad," Tommy said. "It's the world's finest skateboard. It could change my life forever."

"That's great," said Dad. "I'm all for kids having hobbies. But that's an expensive little toy, and—"

"It's not a toy!" Tommy felt himself about to lose his temper. If he shouted, he knew he would never come close to owning his board. He collected himself. "It's a whole new way of life. When you were my age, what was the thing you wanted more than anything else? The thing you dreamed about? The thing you promised yourself you would get, no matter what?"

"A Black Shadow."

"A what?"

"A Vincent Black Shadow—the world's finest motorcycle. A more beautiful piece of machinery has never been designed."

"So yeah, this board is like the Vincent Black Shadow for the 21st Century. So you see why I have to have it."

"You know what my dad told me when I asked for a Black Shadow?"

"What?"

"Nothing. I didn't ask him, because I knew he'd think it was nothing more than an expensive toy. I went out, got a job, and started saving."

"Man," said Tommy. "I was afraid you'd say something like that."

"Dads are the worst, aren't they?"

***

Tommy walked up and down Market Street looking for someplace to work. The pizzeria wasn't hiring. The coffee shop said he was too young. The comic book store said he didn't have enough experience.

"But how can I get experience," Tommy asked, "if nobody will give me a job?!" The comic book clerk didn't answer. Tommy composed himself, said thank you, and left.

The only store with a "HELP WANTED" sign was the one he had been dreading most: Orson's Confectionaries. The candy store.

Whoever thinks that all kids love candy stores has never been to Orson's. It had been in the town since the dawn of time, and hadn't been updated much since. A dark, winding dungeon of a store, its shelves were filled with jars of weird, sticky gums and sucking candies so hard they could crack your teeth. Over all of it stood Mr. Orson, a hard-eyed skeleton of a man whose long grey hair and baggy clothes made him look like an out-of-work wizard.

Tommy didn't know how the confectionary stayed in business. He'd never seen a kid go in or out, and he'd never heard anyone talk about buying something there. How could that store turn a profit? And why would a store with no customers need an extra employee? Tommy didn't want to find out, but the skateboard demanded he try. He pushed on the creaky old door, sucked in his breath, and plunged in.

"How may I help you?" said Mr. Orson. He sounded like a snake with a cold.

"I, uh, uh...I—"

"You're looking for sweets?"

"No, well, uh—"

"Some raspberry rope, perhaps?"

"No thank you. Actually, I—"

"A chocolate lover, are we? Perhaps you'd prefer a chunk of Carlsberg Chew? It's the finest dark chocolate made in Germany. It has real hazelnuts inside!"

"That sounds good, but actually—"

"I see," said Mr. Orson, and his eyes went wide. His mouth crinkled up like a dead leaf, and Tommy got the impression that he was either about to scream at him, or sneeze. "I understand completely now."

"Understand what?"

"You are a boy...with a sour tooth." He reached behind him, to the highest shelf on a rickety bookcase, and presented Tommy with a star-shaped, tiny yellow candy. "Try this. A Sunburst Express—a sour candy of my own design."

"Yeah?"

"Free of charge."

Tommy licked his lips. If there was one thing in life he loved more than skateboarding, it was sour candy. The grosser the better, he thought. A candy wasn't any good unless it made you squeeze your face together, shut your eyes, and want to cry. That's how you knew it was nice and sour.

"It's pretty sour?"

"It will make your tongue turn inside out."

Tommy reached for the candy and popped it into his mouth. At first, he tasted nothing. But then, as he began to chew, it was like an oil tanker had spilled in his throat. His gums were on fire. His tonsils were tap-dancing. And his tongue...his tongue felt like it was about to turn itself inside out!

"Oh my goodness!" he gasped. "This is the best candy I ever tasted."

"Why thank you," said Mr. Orson. "Have a sip of Fizzberry Soda. It will ease the sensation. Now, you're looking for a job?"

"How did you know?"

"I could just tell. Desperate for a new toy, are you?"

"It's not a toy! It's…well, yes. That's right."

"The Sunburst was a test. I don't want anyone working here who doesn't love sour sweets."

"I love ’em more than anything!" Tommy remembered the skateboard. "Well, practically anything."

"Good," said Mr. Orson, as he handed Tommy an apron. "Then you'll be getting your new toy very soon indeed."

5th Grade Reading Choice Board

April 20 - May 1

Non-Fiction - use with a teaching text

Read 20 minutes from a nonfiction text of your own or read the text/passage attached. Make sure to ask your child some questions about what they read. After reading, choose an activity to complete.

Talk About Reading	Write About Reading	Play With Words
● How do you draw an inference from a NF text? ● What is an inference you can make based on this text? ● What specific words or details can help you explain your inference? ● Can you show in your text where the author says those details?	**Write Your Own Version** Choose an event that took place in your non-fiction text. Make yourself a character and write a fictional narrative about your experiences during that part of the text. Be sure to include your interaction with the other characters.	**Word Web** Choose 4 or more of the choices below to create a web about a word from your text. ● List the part of speech, draw a picture, write the definition, list synonyms, list antonyms, determine word parts, determine types of vowel sounds in the word, determine the number of syllables, list related words
● What are the most important events in the text? What specific details from the text support your answer? ● How does the speaker in the text stand on the topic? ● How would you summarize the text using specific details?	**Become the Author** Choose a section of the text where you could add more information. Add your own knowledge about the topic by creating a new text box, glossary, diagram, or other text feature. Consider adding a subheading and include your own paragraph!	**Word Riddle** Create a riddle with 3 clues that would allow other readers to guess a word from your text. Example: ● This word has the prefix ____. ● This word rhymes with ____ . ● A synonym for this word is ___ . ● This word has __ syllables. ● This word means ___ .
● What are some of the "key words" in the text? ● How do the key words help you better understand? ● Where in the text does the author give clues to help the reader understand the meaning of a word or phrase?	**Main Idea/Details** Choose a section of the text you are most interested in. Summarize it in 4 sentences. Clarify what that part of the text is mostly about (main idea) and provide at least 3 details that would support it.	**Prefix/Suffix** Choose a word from the text that has a prefix (re-, un-, pre-, dis-) and/or suffix (-able, -ious, -er, -ness). Make a list of all the other words you can think of that has the same prefix or suffix. Think about what all of these words have in common? How does the prefix or suffix impact that?

Create: **Create a Game**

Create a board game that follows the theme of your text. If reading about animals consider making the game board look like their habitat. If reading about a historical event consider making the game board look like a setting from that time. Create a deck of cards with short questions about the book for the players to answer. Be sure to create rules to follow while playing and provide a way for players to check their answers. (Maybe include a page number to refer to in the text to check answers?) Clarify what it takes to win and how to keep score.

The Ecosystem of the Forest

ReadWorks.org

Photo by Keith Jonson on Unsplash

Even if it doesn't look like it, all living things constantly interact with their environment. For instance, every time you take a breath, you get oxygen from the air, and every time you breathe back out, you release carbon dioxide into the world around you. Both oxygen and carbon dioxide are vital gases that different organisms can use. You, a human, need the oxygen for energy and need to get rid of the carbon dioxide, because it's a waste matter.

Just like us, all other organisms take something from their environment while putting waste back into it. When several kinds of organisms interact with each other in one particular area, it's called an ecosystem. In the forest, living beings (plants, animals, insects, fungi and bacteria) all interact with each other and with the soil and water to form the forest's specific kind of ecosystem.

So, how does it work? Every organism in the forest can be put in one of three categories. Depending on which category they're in, they'll interact with each other and the forest's resources in a different way. The categories are producer, decomposer and consumer. Let's look at each one.

Producers are living things that can make their own energy out of non-living resources all around them like, oxygen and water. They're also known as autotrophs. Autotrophs do not need to kill anything in order to eat. Plants and algae, for example, are producers. In the forest's ecosystem, the trees, shrubs and moss are all producers. They turn water and sunlight into the energy they need to live and grow, through a process called

photosynthesis. And remember that carbon dioxide you expelled as waste matter? Well, for plants, carbon dioxide is a vital gas. It is used to help aid with the process of photosynthesis.

Like producers, decomposers don't need to kill another living being to obtain food. However, they differ from producers because they still need to get their nutrients from other organisms or from waste matter expelled by other organisms. Usually they eat dead animals and plants. Bacteria and certain kinds of fungi are examples of decomposers. They're very important because by helping break down dead organisms, they actually provide energy to living ones.

Consumers are the living beings that need to eat other organisms to survive. You may have heard about this group as being "at the top of the food chain." They're also known as heterotrophs. Humans are heterotrophs who eat both plants and animals to live. In the forest, a deer eating plants, a wolf hunting deer, a hawk eating rodents, and rodents eating both bugs and plants, are all examples of the ecosystem's consumers. As you can see, carnivores, omnivores and herbivores are all different kinds of heterotrophs. It doesn't matter which kind of organism they eat; as long as they eat other organisms to survive, they're consumers/heterotrophs.

So, now that you know each type of player, how does the ecosystem's cycle work? Well, when an organism dies and its body decomposes, bacteria go to work. Let's imagine the dead organism is a deer. Bacteria obtain energy from the deer's body, while helping it decompose efficiently. When the deer's body breaks down, because of the work done by the bacteria, it returns to the soil. This is important for the earth, because the carcass actually gives vital energy back to the environment. It makes the soil rich in nutrients for plants to grow there. Grasses, flowers and trees then grow in that soil and get the energy they need, along with energy from the sun and water. The water also filters through the soil, which is necessary for the forest's flowers and trees to be able to take it up through their roots. Heterotrophs, like deer, eat those plants to get their energy, and other heterotrophs, like wolves, eat the deer for their energy.

As you can see, in a forest ecosystem or any kind of ecosystem, every being interacts with other beings. What's important to remember is that each part of the ecosystem is as important as another. Without soil, there'd be no plants. With no plants, there'd be no deer, rodents or certain kinds of insects. And without tiny microbes (remember, the decomposers), animals and plants would die without their bodies being returned to the earth. Because forests cover about a quarter of the total land surface of the world, keeping their ecology balanced is important for the entire earth.

Building the English Colonies

In the 1500s, Spain conquered Mexico and Central and South America. The Spanish accumulated a great fortune in gold and silver from their American colonies. Indeed, the main purpose of many Spanish colonies was to find gold and silver and send these precious metals back to Spain.

The English were also interested in acquiring wealth, but preferred to do so by setting up permanent settlements. They wanted colonies where people would farm, fish, cut timber, and harvest the other resources of the region.

Building colonial settlements was expensive. The English kings and queens did not want to spend the money. Instead, they gave grants of land to well-to-do people or businesses, called joint-stock companies, to build the colonies.

In 1585, Sir Walter Raleigh established the first English colony in North America. Raleigh sent a group of men to Roanoke Island, off the coast of modern-day North Carolina. Unfortunately, Raleigh's colonists grew discouraged and they returned to England.

In 1587, Raleigh sent a second group to the island. This time, women and children traveled with the men. He hoped that a community of families would stay there.

The colony got off to a good start. A baby girl, Virginia Dare, was the first English child born in the land that would become the United States. But in 1590, a supply ship reached the colony and found that everyone had disappeared without a trace. All that was left was one word carved on a tree. The colony that Raleigh founded is remembered as the "Lost Colony."

In 1607, a joint-stock company called the London Company started a colony at Jamestown, Virginia. Jamestown was the first permanent English settlement in North America. At first, the colony struggled. Then the Powhatan Confederacy, Native Americans indigenous to the area, came to the colony's rescue. The Confederacy was made up of about thirty Native American groups that shared the same language, called Algonquian. It was named for the chief who governed it. Members of the Powhatan Confederacy taught the colonists how to grow tobacco, a crop that was native to North America and unknown in Europe. Growing tobacco was a big success. Tobacco quickly became a cash crop for the colonists.

Then in 1620, the Pilgrims settled at Plymouth. These colonists wanted religious freedom. Ten years later, the Puritans formed the Massachusetts Bay Company and settled in Boston.

During the 1600s, the English settled on land along most of the Atlantic coast. This land belonged to various Native American groups, who were often forced to find new places to live. The English also built colonies on islands in the West Indies in the Caribbean Sea.

These English colonies survived and prospered. By 1700, English colonies stretched from the fisheries of Newfoundland to the sugar plantations of the Caribbean.

These colonies were built on strong trade connections. They became home to people who were looking for wealth, religious freedom, and unlimited opportunities for themselves and their children.

5th Grade Math Choice Board

April 20 - May 1

The activities below can be used by all students in grades K-5 in addition to the grade level work provided. Please note additional challenges for older students. The choice board is meant to be a fun way to explore math at home. Enjoy!

Create a math board game. Make sure your game has directions, math questions, and all materials needed to play it. Try out your game with someone at home.	**Go on a shape hunt.** Look for shapes around you at home. Gather 10 objects and identify their shapes (can be 2D or 3D). Sort the shapes in some way. Share your thinking with someone at home.	**Write a story problem to go along with your daily reading.** Read a story or a chapter out of a book you've been reading. Write one math problem to go along with the story or chapter you read.
Measure a room at home. Use at least two different *creative* measuring tools. For example, how many shoes long is the room? How many pieces of paper long is it? Compare the lengths. For students in grades 4-5, calculate the perimeter and area of the room.	**Write a math song.** Write a math song to explain a math concept. Your song could be about shapes, fractions, graphing, addition, subtraction, multiplication, or division. Perform your song for your family. You may even choose to send your teacher a recording of your song.	**Cook something with an adult.** While you cook, think about all the math skills you are using. Write and solve one math story problem related to your experience.
Create a graph. Create a graph using items you find in your house. Your graph should have a title, a number scale, and at least two categories. Category examples: -Articles of clothing (# of t shirts and # of long sleeve shirts) - Types of books on your bookshelf	**Create a daily schedule.** Make sure your schedule has the start time and end time as well as what activity you are going to do at that time. For students in grade 3-5, find the elapsed time of the different activities in your schedule.	**Write a word problem with an answer of 2.** Use any operation and any problem type you want. Just make sure the answer to your problem's question is 2. **Challenge:** Can you write another problem using a different operation and/or a different problem type? Don't forget two-step & compare problems!

5th Grade Math Practice

April 20 - May 1

<table>
<tr>
<td>1
Place Value</td>
<td>
Use 1, 5, 7, and 3 to complete these inequalities. Use each digit only once per problem. There may be more than one correct answer.

1) _____ _____ _____ . _____ > 450

2) _____ _____ . _____ _____ < 30

3) 4 . _____ < _____ . _____ < _____ . 6

4) 1 . _____ > 1. _____ 9 > 0. _____ _____

Challenge: Can you find other solutions for each problem?
</td>
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<tr>
<td>2
Operations with Decimals</td>
<td>
Dr. Allwell mixed 12.35 g of chemical A, 10.04 g of chemical B, and 6.36 g of chemical C to make 5 doses of medicine.

1) About how much medicine did she make, in grams? Estimate the amount of each chemical by rounding to the nearest tenth of a gram before finding the sum. Show all your thinking.
2) Find the actual amount of medicine mixed by Dr. Allwell. What is the difference between your estimate and the actual amount?
3) How many grams are in <u>one</u> dose of medicine? Explain your strategy for solving this problem.
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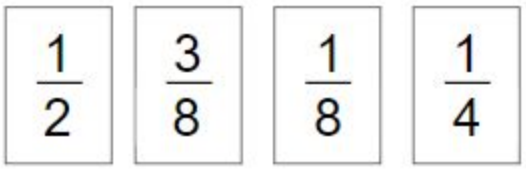
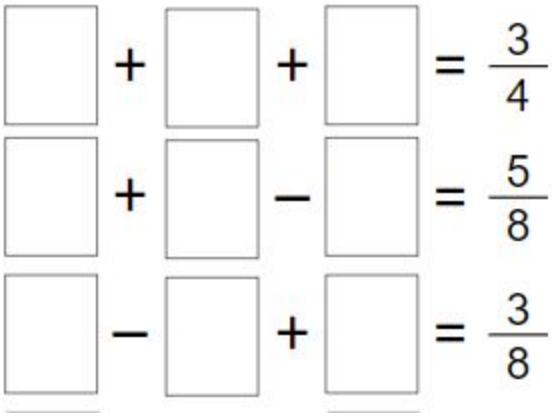
<tr>
<td>3
Multiplication</td>
<td>
UCPS recently printed remote learning materials for all students. Use the table below to help you solve the following problems.

<table>
<tr><th>Grade Level</th><th>Number of Pages Per Packet</th><th>Number of Students at Einstein Elementary</th></tr>
<tr><td>K</td><td>165</td><td>96</td></tr>
<tr><td>1</td><td>148</td><td>85</td></tr>
<tr><td>2</td><td>191</td><td>90</td></tr>
<tr><td>3</td><td>114</td><td>88</td></tr>
<tr><td>4</td><td>125</td><td>97</td></tr>
<tr><td>5</td><td>137</td><td>92</td></tr>
</table>
1) For which grade level did Einstein Elementary print the greatest number of pages? Explain your thinking.
2) How many more pages did Einstein Elementary print for kindergarten than first grade?
3) How many total pages did Einstein Elementary print for students in grades 3-5?
</td>
</tr>
</table>

4 Multi-Step Problems Involving Division	1) A rectangular playground has an area of 3,780 square meters. a) If the width of the rectangle is 35 meters, find the length.  b) If a school wanted to put a fence around the playground that cost $4 per meter, what would the total cost of the fence be? 2) Mrs. Baker sold 156 cupcakes at a food fair. The cupcakes were sold in boxes of "a baker's dozen," which is 13. She sold all the cupcakes at $15 per box. How much money did she receive? 3) It takes Juwan exactly 35 minutes by car to get to his grandmother's apartment. The nearest parking area is a 4-minute walk from her apartment. One week, he realized that he spent 5 hours and 12 minutes traveling to her apartment and then back home. How many **round trips** did he make to visit his grandmother?
5 General Problem Solving	Use the clues to solve each number puzzle. <u>Puzzle 1</u> Clue 1: I am divisible by 12 Clue 2: I am less than 100. Clue 3: The digit in my ones place is half the digit in my tens place. Clue 4: The sum of my digits is 12. What number am I? _____ <u>Puzzle 2</u> Clue 1: I am a multiple of 3. Clue 2: I am between 120 and 150. Clue 3: The sum of my digits is 6. Clue 4: I am even. What number am I? _____ *Challenge: Write your own number puzzle for a family member to solve.*
6 Adding and Subtracting Fractions and Mixed Numbers	1) Madison spent $\frac{1}{4}$ of her money on a shirt and $\frac{2}{5}$ of her money on new shoes. What fraction of Madison's money has been spent? What fraction of her money is left? 2) Carlos wants to practice piano 2 hours each day. He practices piano for $\frac{3}{4}$ hour before school and $\frac{7}{10}$ hour when he gets home. How many hours has Carlos practiced piano? How much longer does he need to practice before going to bed in order to meet his goal? 3) Marco jogged around the lake in 1 $\frac{1}{4}$ hour. William jogged the same distance in $\frac{5}{6}$ hour. How much longer did Marco take than William, in hours? 4) Andre sold $\frac{3}{4}$ gallon of lemonade. Dwight sold some lemonade, too. Together, they sold 1 $\frac{5}{12}$ gallons. Who sold more lemonade, Andre or Dwight? How much more?

7 Adding and Subtracting Fractions and Mixed Numbers	Use the following fractions to make each equation below true. Use each fraction only once per problem. *There may be more than one correct answer.*   *Challenge: Write your own problem for a family member to solve.*
8 Multiplying Fractions	1) Santino bought a $\frac{3}{4}$ pound bag of chocolate chips. He used $\frac{2}{3}$ of the bag while baking. How many pounds of chocolate chips did he use while baking? 2) A newspaper's cover page is $\frac{5}{8}$ text, and photographs fill the rest. If $\frac{2}{5}$ of the text is an article about endangered species, what fraction of the cover page is the article about endangered species? 3) Mrs. Santos made 60 cookies for a bake sale. She sold $\frac{2}{3}$ of them and gave $\frac{3}{4}$ **of the remaining cookies** to the students working at the sale. How many cookies did she have left?
9 Dividing Fractions by Whole Numbers and Whole Numbers by Fractions	1) A principal orders 8 sub sandwiches for a teachers' meeting. She cuts the subs into thirds and puts the mini-subs onto a tray. How many mini-subs are on the tray? 2) Zachary delivers newspapers. He always puts $\frac{3}{4}$ of his weekly earnings in his savings account and then divides the rest equally into 3 piggy banks for spending at the snack shop, the arcade, and the subway. What fraction of his earnings does Zachary put into each piggy bank? 3) Jake has $\frac{1}{6}$ of a birthday cake left over. He wants to share the leftover cake with 3 friends. What fraction of the original cake will each of the 4 people receive?

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10 Working with Fractions	Cut out and use the fraction cards below to play at least one game of fraction war with a partner. Fraction War (addition, subtraction, or multiplication) ● Before the game begins, decide which operation you'd like to practice. ● Deal out all the cards, giving each player an equal number of cards. ● At the start of each round, each player should turn over two cards. ● The player with the **greatest** sum, difference, or product collects all of the cards. ● Keep playing until one player has all of the cards.

$\frac{1}{2}$	$\frac{1}{3}$	$\frac{2}{3}$	$\frac{1}{4}$
$\frac{3}{4}$	$\frac{1}{5}$	$\frac{2}{5}$	$\frac{3}{5}$
$\frac{4}{5}$	$\frac{1}{6}$	$\frac{5}{6}$	$\frac{1}{8}$
$\frac{3}{8}$	$\frac{5}{8}$	$\frac{7}{8}$	$\frac{1}{10}$
$\frac{3}{10}$	$\frac{7}{10}$	$\frac{9}{10}$	$\frac{1}{12}$
$\frac{5}{12}$	$\frac{7}{12}$	$\frac{11}{12}$	1

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5th Grade Math

ANSWER KEY

1 - Place Value	*__Answers may vary.__ Sample answers provided below. 1) 5 3 7. 1 > 450 2) 1 3 . 7 5 < 30 3) 4. 1 < 5. 3 < 7. 6 4) 1. 7 > 1. 5 9 > 0. 3 1
2 - Operations with Decimals	1) 12. 4 + 10.0 + 6.4 = 28.8 grams 2) 28.75; 28.8- 28.75 = 0.05 gram 3) 28. 75 ÷ 5 = 5.75 grams
3 - Multiplication	1) 2nd grade; Explanations may vary, but could include estimation 2) 15,840 - 12,580 = 3,260 pages 3) 10,032 + 12,125 + 12,604 = 34,761 pages
4 -Multi-Step Problems Involving Division	1) a. 108 meters b. $1,144 (Perimeter is 286, 286 X $4) 2) 156 ÷ 13 = 12 X 15= $180 3) 35 + 4 = 39 minutes each way 5 hr. 12 min= 312 minutes 312 ÷ 39 = 8 one way trips 8 ÷ 2 = 4 round trips
5 - General Problem Solving	1) 84 2) 132
6 - Adding and Subtracting Fractions and Mixed Numbers	1) $\frac{13}{20}$ spent; $\frac{7}{20}$ left 2) $1\frac{9}{20}$ hours practiced (1 hour, 27 minutes); Needs to practice $\frac{11}{20}$ hour more (33 min) 3) $\frac{10}{24}$ or $\frac{5}{12}$ hour 4) Andre sold more; Dwight sold $1\frac{5}{12} - \frac{3}{4} = \frac{8}{12}$. $\frac{8}{12}$ is less than Andre's amount of $\frac{3}{4}$
7 - Adding and Subtracting Fractions and Mixed Numbers	1) $\frac{3}{8} + \frac{1}{8} + \frac{1}{4}$ (Note: the order may vary) 2) $\frac{1}{2} + \frac{3}{8} - \frac{1}{4}$ (Note: the order of the first two fractions may vary) 3) $\frac{1}{2} - \frac{1}{4} + \frac{1}{8}$ (Note: the order of the last two fractions may vary)
8 - Multiplying Fractions	1) $\frac{6}{12}$ or $\frac{1}{2}$ pound 2) $\frac{10}{40}$ or $\frac{1}{4}$ of the page 3) Ms. Santos had $\frac{1}{3}$ of the 60 cookies left, which is 20. She gave $\frac{3}{4}$ of 20, which is 15, away. That leaves her with 20-15, or 5, cookies.
9 - Dividing Fractions by Whole Numbers and Whole Numbers by Fractions	1) 24 mini subs 2) $\frac{1}{12}$ of his earnings ($\frac{1}{4} \div 3$) 3) $\frac{1}{24}$ of the cake

5th Grade Science Choice Board

April 20 - May 1

Choose 1-2 activities each week to complete to review the Human Body, Genetics, and Energy & Matter units.

Draw a Diagram

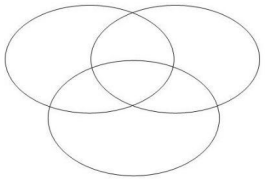
- Choose a body system (Muscular, Skeletal, Respiratory, Circulatory, Nervous, or Digestive) and draw a diagram.
- Be sure to label the parts of the system

T-Chart

- Create a t-chart. Label one side "Unicellular" and the other "Multicellular."
- List at least 5 organisms that belong underneath each category. You could walk around your backyard to help you with ideas.
- At the bottom of the t-chart, explain the difference between the 2 types of organisms.

Compare 3 Body Systems

Use a Venn Diagram like the one below to compare three different body systems.



The middle or overlapping parts should include what the systems have in common. The outside portions of each circle would include differences of each system.

Lastly, explain in writing how each system works together to keep the functions of the body running smoothly.

Create a Comic Strip

- Draw a 2 x 3 table so that you have 6 boxes.
- Create a story about a family that has a set of identical twins.
- Include vocabulary terms like: hereditary, inherited, traits, and characteristics.

Title of Comic Strip

Persuasive Writing

Write a persuasive essay convincing someone of which family member you inherited most of your traits from.

Include an introduction paragraph with a topic sentence, 3 body paragraphs with different reasons supporting your topic sentence, and a conclusion paragraph that restates your topic sentence.

Sketch a New Animal

List the traits of 2 different animals. (Example: large ears for elephants, long necks for giraffes). Combine some of these traits and then sketch your new animal. Be sure to name it! Then, explain why you gave the new animal these specific traits that will help them survive in their environment.

Crossword Puzzle

Choose 10 Energy & Matter vocabulary words. Use these words to create a crossword puzzle. Use the definition as the clue to locate the word.

Lego Experiment

Calculate the mass of 10 different individual Lego pieces. Then, combine the pieces to create a design of your choice. Determine the new mass of your design. Describe in writing what you have discovered about how matter relates to mass and why you know this is true.

Conduction, Convection, and Radiation

Makes 3 columns on a piece of paper. Label them "Conduction," "Convection," and "Radiation." Explore your house and yard to find examples of these types of heat transfer around you in your everyday life.

5th Grade Social Studies Choice Board

April 20 - May 1

Choose 1-2 activities to complete each week to review your Social Studies knowledge.

Reader's Theater Create a script for a play that details the Boston Tea Party. Include stage directions, a cast of characters, and dialogue.	**Battle Map** Design a map that shows at least five significant battles from the American Revolution. Label each battle on the map and include a caption that explains the significance of each battle.	**Crossword Puzzle** Create a crossword puzzle that includes important vocabulary words related to the American Revolution. Your puzzle should include the vocabulary words listed below: *Amendment, Boycott, Colonist, Congress, Independence, Liberty, Loyalist, Patriot, Representation, Revolution, Taxation, Treaty* Your clues should define or describe each vocabulary word
Trading Cards Design a set of four trading cards that highlight key people from the American Revolution. On the front of the card, give the name of a key person and a picture. On the back of the trading card, describe in one paragraph the significance of this person in the American Revolution.	**Declaration of Independence** Pretend you are a patriot in the American Revolution. Draft your own version of the Declaration of Independence. List five reasons in your declaration that explain why America is declaring its freedom from the British. Use your knowledge of colonial conflicts and issues to decide your reasons.	**Venn Diagram** Compare and contrast loyalists and patriots. List five facts for loyalists, five facts for patriots, and five facts that describe what they have in common.
We the People Create a visual of what the words "We the People" in the United States Constitution personally means to you. Include a one paragraph explanation of the visual you created.	**Melting Pot** This year, you have studied how different groups of people have immigrated to the United States over time. Our country has often been described as a "melting pot" of different cultures and ethnicities. Explain if you think this description is accurate or not in one paragraph. Make sure you give evidence to support your answer.	**Visualizing Social Studies** Read the article "Immigration -- Ellis Island: The Hunt for Alois Hanousek". Create three drawings that show images that came to mind when you were reading the article. Write 1-2 sentences explaining each image.

Immigration -- Ellis Island: The Hunt for Alois Hanousek

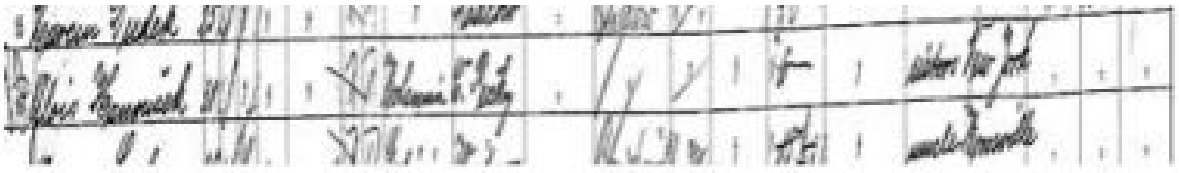
by ReadWorks

No one in my family knew much about Alois Hanousek, my great-grandfather. We knew that he immigrated to the United States in the 1890s. We also knew he came from or near a town in the Czech Republic called Kutna Hora. My family once went to Kutna Hora in search of information. We came home empty-handed.

So far, we had very little information to go on. Both my grandparents on that side of the family have passed away. My father, who is an only child, never knew his grandfather. My sister Rebekah and I were determined to fill in the blank space on our family tree. So, we set out to Ellis Island in New York City. Most immigrants arrived there from 1892 to 1954. We hoped they would have the records we needed to learn more about our family history. To get there, we took a ferry from Battery Park on the southern tip of Manhattan. The ferry sailed past the impressive Statue of Liberty. I imagined how my great-grandfather must have felt when he first saw the majestic lady with the golden torch. Minutes later, we arrived at Ellis Island. I walked in the doors and you could feel the history. The museum had photographs of immigrants everywhere. Some looked weary from their long voyage. Others looked excited. Still others looked sad. As we walked around the building, you could see all the things people brought with them. There was colorful clothing from every part of the world. There were also religious items and family treasures, such as musical instruments. I imagined that these things made it easier to be a stranger in a strange, new land.

Millions of immigrants were processed at Ellis Island. They were given medical exams and reading tests. They were asked countless personal questions, including: "Who paid for your voyage?" "How much money do you have in your possession?" "Do you have more than one wife?" Not everyone got in. Those who were too unhealthy were sent back. Some families were split up, and had to say goodbye to each other in tears.

Eventually, my sister and I arrived at the research center. We sat down at a computer and began searching the records of ship after ship looking for our great-grandfather. At first, we found nothing. Then, my sister had an idea. She began doing searches on names like Yanousek, Lanousek, and Canousek. That is when I saw it! My great-grandfather's name. It was written as "Canousek". It had been spelled incorrectly at Ellis Island. After viewing the ship's records, I could see how the mistake was made. What does it look like to you?



Here is some of the information we got from the document:
Alois was 31 and single when he arrived on April 2nd, 1898.
He was on a ship named the H.H. Keier.
He was a farmer. He had $6 on him.
He was coming to live with his sisters.
He was from Cervene Pesky, a town just outside Kutna Hora.
My sister and I were thrilled. It looks like we will be making another trip to the Czech Republic!