

# Week 4/13-17

This document is  
formatted to 8.5 x 11

Hello FVE 5th and  $\frac{4}{5}$  families,

One piece we heard clearly was a desire to have:

- All activities organized in 1 document
- A “daily” schedule or at least an outline of how a student might complete the important activities while maintaining the 90 minutes of learning per day schedule.  
Note: you as a family still have the ability to choose when to complete activities

This was our attempt at meeting those two suggestions. This document is organized:

- Page 2: 5th grade and  $\frac{4}{5}$  schedule and includes a big picture outline of the day’s activities. OSPI recommends 4th and 5th graders spend 90 minutes per day on learning activities.
- Page 3-4: Math activities
- Page 5-7 : ELA activities
- Page 8: Science/Social Studies activities in depth description

The items that will receive teacher feedback (noted with Important sign) this week are:  
Math: iReady, Tangy Tuesday, Khan Academy quizzes, Google Classroom simplifying fractions quiz

ELA: AR goals, Context Clues quiz

Sci/SS: Tuesday response (Google assignment) and Push/Pull Google Slide



Most other activities have built in keys or ways of checking student work.

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4 5 Split

	Monday	Tuesday	Wednesday	Thursday	Friday
MATH	Khan video & assignment: Greatest Common Factor  iReady	Tangy Tuesday  Khan multiplying fractions	Math Millionaire game  iReady	Khan - finish and improve greatest common factor and multiplying fractions  Finish Tangy Tue.	Google classroom Quiz - simplifying fractions
ELA	Video - background  Review context clues  Ch 1 "I Survived"	Review figurative language  Ch 2 & 3 "I Survived"	Ch 4, 5 "I survived"  Group share on Google Classroom	Ch 6, 7, & 8 "I Survived"	Ch 9 & 10 "I Survived"  Context Clues Quiz
SCIENCE/ SOC STUDIES	Science: Space distances P1 Video: Solar System 101 & Curiosity	Science: Space distances P2 Respond: Google Classroom	Social Studies: Push/Pull why people move	Social Studies: Push/Pull why people move	Social Studies: 13 colonies doodle notes P1
OTHER	<i>TBD - The district is working on a schedule for Zoom meetings that will span all grade levels. We will keep you updated as we hear more.</i>				

# 5th Grade Math Activities

**Important symbol next to the lessons make them a priority. We will be giving 1 on these core activities**



**Focus for the week:**

- **Fractions:** Review simplifying fractions and multiplying fractions  
Learning objective: 5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction
- **Problem solving:** Tangy Tuesday puzzles

**Monday:** Review Greatest common factor and simplify fractions

1. **Log into Khan Academy** for today's assignments watch videos /do practice

- Video: [Greatest Common Factor explained](#)
- assignment: [greatest common factor](#)

For more on GCF watch the U tube videos

How to simplify fractions Math is fun link <https://www.youtube.com/watch?v=aNQXhknSwrI>

Number rock video simplify fractions <https://www.youtube.com/watch?v=U-1KjIJAA6M>

2. **Start IREADY** lessons for week (goal to complete 1-3 lessons a week) **ASSIGNMENT for feedback**



**Tuesday:** problem solving and multiply simplify fractions

1. **Tangy Tuesday Pack 2** This week's puzzles [Number Buddies](#) and [Digit Detective](#)

**Directions:**

- watch tutorial on how to solve this week's puzzles **Number Buddies and Digit Detective** (hint if you can't see anything scroll up and click on the puzzle type you want more information about)
- Tutorials link <https://gregtangmath.com/tutorials#slideShowIframe>
- Open puzzle link [Puzzles links](#)
- Level E <https://gregtangmath.com/puzzlepack/download2019/01tt25.pdf>
- Print and solve [NUMBER BUDDIES and DIGIT DETECTIVE](#) puzzles only
- Log into Google classroom and find assignment for [Tangy Tuesday Digit Detective](#) (No quiz this week for number buddies)
- Enter answers and **submit quiz by Thursday DAY** **ASSIGNMENT for feedback**



2. **Log into Khan Academy** for today's assignments watch videos and do practice

Khan video [multiply 2 fractions 5/6 x 2/3 and simplify](#)

khan assignment [practice multiplying fractions](#) **ASSIGNMENT for feedback**



- Use your math spiral to record your work, If you do not find your answer remember to **simplify** **Need more help** try this tutorial from Khan academy: Multiplying fractions review <https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-multiply-fractions/a/multiplying-fractions-review>

**Wednesday:** game day /teacher check in/ I Ready

## 1. Math Millionaire game

**materials needed:** scratch paper, computer, laptop, tablet or phone



**Directions:**

- Open link (or copy and paste into browser)

<http://www.math-play.com/Multiplying-Fractions-Millionaire/Multiplying-Fractions-Millionaire.html>

- only click on the orange Play button** *not the big green start now button* You do not need to install an app to play this game

- Play the game a few times to get your highest score possible

- Finish IREADY Math lessons** (goal to complete 1-3 lessons a week) **ASSIGNMENT for feedback**



- Teacher check in** Log into google classroom or Zoom meeting to get help on lessons

**Thursday:** finish up lessons and turn in assignments

- Log into Khan academy Finish lessons and improve score to 70% or higher**

- greatest common factor

- practice multiplying fractions **ASSIGNMENT for feedback**



- Log into Google Classroom finish and submit**

- Tangy Tuesday Digit Detective **ASSIGNMENT for feedback**



**Friday Test**

- Log into Google Classroom**

- take Simplify Fractions test** **ASSIGNMENT FOR feedback**



# ELA Lessons for Week of April 13<sup>th</sup> – April 17<sup>th</sup>

**The what for the week:** This week we will start a mini unit about tsunamis. As part of this unit you will listen to and complete a reading activity packet on the book “I survived the Japanese Tsunami”, which we will begin this week. **For each day this week please go through and complete each learning activity in the order that they are listed.** Each day’s worth of lessons should take about 30 minutes to complete.

## Learning Goals for the week:

- ➔ Understand and practice how to use context clues to determine the meaning of unknown words
- ➔ Identify figurative language and understand their meanings
- ➔ Make inferences about main characters in the story using evidence to support your thinking
- ➔ Summarize a chapter of a text
- ➔ Determine Cause and Effect

**NEW AR GOALS:** Please set new AR goals for the month of April! This should be a **minimum of 1 chapter book and 1 NF book** (NF books can be found on GetEpic 😊)



## Monday:

**Materials & Resources:** Computer – to access BrainPop, GetEpic & Google Classroom, ELA spirals (or paper of some kind)

**Part 1: Building Background:** In preparation for reading “I Survived the Japanese Tsunami” view the National Geographic video using the following link:

<https://video.nationalgeographic.com/video/news/00000144-0a26-d3cb-a96c-7b2f4fde0000>

- As you watch write down some of the effects/impacts you see that the tsunami had on Japan – do this in your ELA spiral where you put reading activities, or you can use any piece of paper.
- Post and share one effect you saw that surprised you on Google Classroom (See the post that say’s Tsunami Effects/Impacts)

**Part 2: Review context clues:** This will help you while reading and completing the vocabulary activity in the “I Survived the Japanese Tsunami” comprehension packet.

- **Brainpop Login:** FabFalcons2020      **Password:** FabFalcons2020
- **Watch the short context clues video for review**  
<https://www.brainpop.com/english/studyandreadingskills/contextclues/>
- **Test your knowledge by taking the quiz**

*Part 3 continues on next page →*

**Part 3: Start listening to “I survived the Japanese Tsunami” on GetEpic. Your teacher should have assigned the book to you under her classroom code.**

- Before you listen, if you can print the “I Survived...” [Novel Activities Packet](#). If you can't, you can simply write your answers in your ELA spirals or on any paper or notebook that you have. You can also try typing them in the google doc.
- Listen to chapter 1.
- Complete the activities from the packet that apply to chapter 1 – Chapter summary with sketch, Vocabulary, add any character traits, (NOTE: Skip the Figurative language questions for today only! You will complete the questions for chapter 1 tomorrow.)

## Tuesday

**Part 1: Figurative Language/Author’s Message:**

- Read and Review the Google Docs slides about figurative language and author’s craft.
- At the end of the slide show are images – try and create your own figurative language sentences to match the image. This will help you answer the figurative language questions in the “I Survived...” packet.
- Log in to google classroom to find the figurative language google slide assignment
- View/Listen to one of the following figurative language songs from YouTube:
  - <https://www.youtube.com/watch?v=98l2gZh-2X0>
  - <https://www.youtube.com/watch?v=AnGXGalpQQU&list=PLfbydr9aUsPt9jyLkPob2yIsXUFagxgNS&index=2>
  - <https://www.youtube.com/watch?v=a1J-4gVswhk&list=PLfbydr9aUsPt9jyLkPob2yIsXUFagxgNS&index=1>

**Part 2: Continue listening to “I survived the Japanese Tsunami” on GetEpic.**

- Listen to chapter 2 and 3.
- Stop at the end of each chapter to complete the activities from the packet that apply to chapter 2/3 –
  - ü Chapter summary with sketch
  - ü Complete Vocabulary for chapter
  - ü Answer chapter figurative language questions
  - ü Add any character traits learned with evidence

## Wednesday

**Part 1: Continue listening to “I survived the Japanese Tsunami” on GetEpic:**

- Listen to chapter 4,5,6.
- Stop at the end of each chapter to complete the activities from the packet that apply to chapters 4&5
- Chapter summary with sketch \*\*\*Complete Vocabulary for chapter \*\*\*Answer chapter figurative language questions \*\*\*Add any character traits learned with evidence

**Part 2: Group Share out on Google Classroom**

- In google classroom post one inference you’ve made about the main character Ben and the evidence from the text to support your thinking for **feedback**.

## Thursday

### Continue listening to “I survived the Japanese Tsunami” on GetEpic:

- o Listen to chapter 6,7,8.
- o Stop at the end of each chapter to complete the activities from the packet that apply to chapters 6,7,8
- o Chapter summary with sketch \*\*\*Complete Vocabulary for chapter \*\*\*Answer chapter figurative language questions \*\*\*Add any character traits learned with evidence

## Friday

### Part 1: Continue listening to “I survived the Japanese Tsunami” on GetEpic:

- o Listen to chapter 9&10.
- o Stop at the end of each chapter to complete the activities from the packet that apply to chapters 9&10
- o Chapter summary with sketch \*\*\*Complete Vocabulary for chapter \*\*\*Answer chapter figurative language questions \*\*\*Add any character traits learned with evidence

### Part 2: Context Clues Quiz on Google Classroom

- o Complete the google form/quiz on determining the meaning of words using context clues. This is to help provide **feedback**.
- o DON'T FORGET to hit SUBMIT when finished 😊




# Science & Social Studies

## Activities Overview & Objectives


(all activities and videos for Mon/Tues/Fri linked on Google Classroom; printables on Google Classroom & Mrs. Nichol's school website) -

### Monday and Tuesday:

Print the [conversion page](#). Follow along with the **Overview Video** on Google Classroom. It is organized by day and will walk students through:

- Solar System 101: <https://safeshare.tv/x/ss5c89517e78479>
- Mars in 1 Minute: Where Does your Curiosity Lead? [Mars in a Minute: Where Does Your Curiosity Lead?](#)
- Part/day 1: Calculate the conversions for the planets' distance from the sun and enter the distances on the [Google form](#).
- Part/day 2: Model the distance for yourself: ideas - use beads on a string OR place pieces of paper down a hallway OR draw it on a sidewalk in chalk OR how will you model the distance? You will need 4.5 m of space to lay it out (just under 15 feet). You can use a ruler throughout or here are sizes for a couple standard items: Across 1 penny is 2 cm, 1 business card or gift card is 9 x 5 cm. Answer the 3 questions in the video- the last question/answer will be typed into a Google Classroom assignment for **feedback**. 

### Wednesday and Thursday:

- On the Google Slide deck (google classroom > classwork > Social Studies), read through the first two slides to understand how to complete the mind map. On your page, brainstorm reasons people move, color code each as a push or pull. Next, read about Colonial America at [https://www.ducksters.com/history/colonial\\_america/thirteen\\_colonies.php](https://www.ducksters.com/history/colonial_america/thirteen_colonies.php) or (if needed; additional information) [http://www.americaslibrary.gov/jb/colonial/jb\\_colonial\\_subj.html](http://www.americaslibrary.gov/jb/colonial/jb_colonial_subj.html) and record 3 reasons people came to the colonies. I will check through slide responses for **feedback**. 

### Friday:

- Download/print the [Doodle notes](#) or set up a section in your notebook for notes. Watch the video presentation on Google Classroom to complete the Doodle Notes. Want another view right away? Look through this [Scholastic resource](#)

**Science Objective for this week:** Create a scaled model in order to determine distances between planets and infer why scientists would want to explore Mars.

**Social Studies objective for this week:** Read and take notes on the 13 colonies to determine reasons why people colonized North America and some similarities and differences between the 13 original colonies (will continue with this next week).