Fifth Grade
ELA Academic Packet

Student

School_____

Week 2
April 6 -April 10, 2020

Please follow your teacher's instruction on use and return of packets.
Por favor siga las instrucciones de su maestro sobre el uso y la devolución de los paquetes.
Tanpri swiv enstriksyon pwofesè w sou jan pou w itilize ak retounen pakè yo.
Por favor, siga as instruções do professor sobre o uso e o retorno dos pacotes

Orange County Public Schools

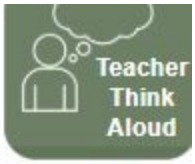
OCPS Distance Learning Packet
Grade 5 ELA
Week of Monday, April 6th

Day	Standard	Instructions
Monday	Understanding Characters Determining the theme of a text.	● Read and review the skills slides. ● Read *John Henry and the Steam Drill.* ● Answer the questions: *How did John Henry respond to his challenge? What is the theme of the story?*
Tuesday	Understanding Characters Determining the theme of a text.	● Read *Paul Bunyan*. ● Answer the questions: *How did Paul Bunyan respond to his challenge? What is the theme of the story?*
Wednesday	Comparing Stories and Themes	● Read and review the skills slides. ● Reread *John Henry and the Steam Drill* and *Paul Bunyan* ● Complete the graphic organizer to compare the stories including the themes.
Thursday	Informative/Explanatory Essay	● Review and break down the writing prompt. ● Read both texts on Endangered Animals then annotate the text for evidence. ● Plan your essay using the graphic organizers.
Friday	Informative/Explanatory Essay	● Write your essay. ● Edit and revise your essay.
Daily: Read a book of your choice for 30 minutes.		

****If your child needs assistance, please contact your child's teacher.**

Monday

Theme



Turn to your partner and discuss what theme is, and how you determine the theme of a story.

The theme tells a message from the author that we can apply to everyday life. It is based on the text. The main character may learn a lesson in the story, which helps us to figure out the theme.

Remember:

- **Themes are lessons the text explains, develops, and explores.**
  - **There can be more than one.**
  - **A theme may be implicitly or explicitly stated.**
  - **A theme is a "real world" idea.**
  - **Themes are based on the details in the text, but are explained as a general concept or lesson that one applies to life.**
  - **An example of a theme is "Do unto others as you would want done unto you."**

How did John Henry respond to the challenge?

Thinking about how he responded to the challenge, what is the theme of the story?

Name _____ Date _____

John Henry and the Steam Drill

In the nineteenth century, hundreds of miles of railroad tracks were laid 12
through West Virginia. Thousands of workers, called steel drivers, were hired to 24
build the tracks. Using only their strength and a sledgehammer, the men drilled 37
steel spikes and pounded huge steel nails to lay the tracks. 48

In songs and stories, John Henry was known as the best and strongest steel 62
driver in the country. No one knows whether he was a real person or a made-up 78
character. Some experts think the tales and ballads are based on the life of a real 94
steel driver. 96

The best-known tall tale about John Henry begins with a challenge. His boss 109
asks him to compete in a contest against a machine called a steam drill. The 124
steam drill was a new invention. Some thought it could do the work of four men. 140

John Henry wasn't afraid of anything or anyone. He was more than eight-feet 153
tall and made of pure muscle. He knew he was stronger than any machine. So he 169
accepted the challenge and assured his boss that he could win. 180

Before long, news of the contest spread throughout West Virginia. Onlookers 191
came from all over to watch a man compete against a machine. 203

When the whistle blew, the contest began. The steam drill was turned on. 216
John Henry lifted his 20-pound sledgehammer into the air. It came down with an 230
enormous CRASH! 232

All the other steel drivers waited and watched. They had entrusted all their 245
hopes in this one man. Again and again, John Henry kept driving steel. Again and 260
again, the steam drill kept drilling. All day and all night, John Henry swung his 275
hammer harder and faster. 279

Suddenly, the contest was over. The steam drill had broken down! 290
The onlookers cheered! One man had beaten a machine! 299

Paul Bunyan

The news spread quickly. A gigantic baby boy had been born in the state of Maine. People said he weighed 50 pounds at birth and ate five dozen eggs every day. But the strangest thing about this baby was his beard! His mamma had to comb it with a pine tree every day. The name of this baby was Paul Bunyan—the greatest logger who ever lived.

Growing up, Paul was so big that his shirt buttons were made out of wagon wheels. His thick beard was like a forest. Some people say that a family of bears could sleep in that beard during the winter. When it came time for Paul to leave his home state of Maine, he set out with his pet, a huge blue-ox named Babe.

"Babe, it is time for us to explore the vast region called the North Woods," said Paul. "We are going to invent logging!"

At that time, America was filled with forests. For miles and miles all you could see were trees as thick as a green carpet. Paul and Babe set out to clear timber along the northern border of the United States. The pioneers who were moving there needed wood to build houses, churches, and barns. Paul and Babe settled near the Big Onion River in Minnesota.

"Timmm-berrrr!" shouted Paul who could take down ten white pines with a single swing of his ax. He would then load the bundled trees onto

Babe's back. After that, he sent his timber down the Onion River to the sawmill.

"Look, Babe, this river is as crooked as a tree branch. Let's straighten it out!" said Paul. So Babe grabbed one end of the river and shook it up and down until it was a straight line.

This made Paul think about hiring more loggers to help him cut down trees. He posted advertisements all over the North Woods. Of course, all of the loggers were required to be ten feet tall. Over 1,000 men applied and Paul hired them all.

One of the first things Paul and Babe did for the new men was dig some large holes that they filled with water. This provided drinking water for everyone. Today we call those holes the Great Lakes.

One winter was especially cold for the loggers. They refer to it as the Hard Winter in the North Woods. It was so cold that the loggers' feet were frostbitten. Paul scratched his beard as he tried to think of how to overcome this problem.

"Have the men grow their beards down to the ground. Then they can knit their beards into socks for their feet. That will keep them warm," Paul told his foreman.

Today Paul and Babe have retired from the logging business. But Paul's cough still sounds like thunder. If Babe jumps up and down, an earthquake may shake the ground. Yet everyone agrees that there will never be anyone as strong or as mighty as the great Paul Bunyan.

DID YOU KNOW?

The five Great Lakes—Erie, Huron, Michigan, Ontario, and Superior—contain 20% of the world's fresh water.

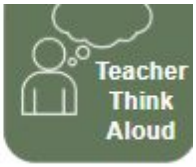
Tuesday

How did Paul Bunyan respond to the challenge?

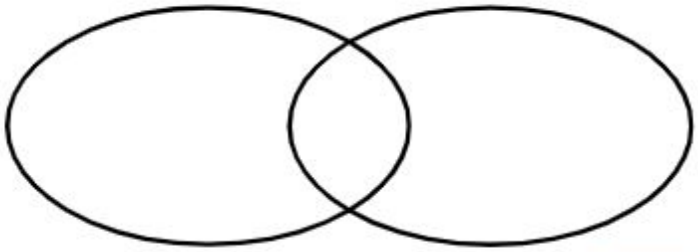
Thinking about how he responded to the challenge, what is the theme of the story?

Wednesday

Compare and Contrast



- ★ When we read two texts from the same genre, we can begin to think about how they are alike and different.
- ★ When the stories have similar themes and topics, we are going to focus on how they approached those themes and topics by comparing and contrasting them.



A theme is a message from the author that can be applied to everyday life.

Another way to compare is to use a three column chart.

Text 1	Both	Text 2
This is where information that is only in text 1 should be. This would be a way that the text is **different** from the second text.	This is where information that is in **both** texts should be. This would be a way that the texts are **similar.**.	This is where information that is only in text 2 should be. This would be a way that the text is **different** from the first text.

John Henry and the Steam Drill	*Both Texts*	*Paul Bunyan*

Common Theme:

How does "Paul Bunyan" approach the theme?

How does "John Henry and the Steam Drill" approach the theme?

America's Bird Soars

U.S. Fish and Wildlife Service
Bald eagle

The bald eagle is flying high! This majestic bird clawed its way back from the edge of **extinction**, or dying out.

In the middle of the 20th century, the number of bald eagles in the United States was declining rapidly. Thus, the species was put on the nation's list of endangered species. By 2008, however, the bald eagle was no longer considered to be endangered.

Trouble Ahead

In the early 1700s, bald eagles were a common sight. There were about half a million of those birds living in what is now the United States.

Over time, their population fell dramatically. In the early 1960s, a very low amount of bald eagles remained.

What caused the number to drop? Hunting and the use of harmful chemicals sprayed on crops were largely to blame. Those chemicals poisoned the birds and their eggs.

Pollution also contributed to the problem. Bald eagles often became sick after eating fish from polluted waters.

In addition, the bald eagles' **habitat** was being destroyed as people cut down trees to build roads and homes. A habitat is a place in nature where an animal makes its home.

Population Boom

Thanks to laws that helped protect bald eagles and banned harmful chemicals, the birds made a comeback. In 2007, the population of bald eagles living in the United States reached about 20,000. Although some threats still exist, the future continues to look hopeful for bald eagles.

Conservation, or protection, efforts have helped their survival. "There is no doubt that it is the single best conservation story the United States has had," bald eagle expert Bryan Watts told *Weekly Reader*.

A National Symbol

In 1782, the bald eagle was made the national bird of the United States. The nation's founders chose the bird because it symbolized freedom, strength, and courage. At the time, some people disagreed about the choice for the national bird. Benjamin Franklin, for example, thought the turkey would make a better choice because it was "a much more respectable bird."

The Koala Search

By Chris Jozefowicz

Chris Jozefowicz

***WR News* heads down under to find out what scientists are doing to save Australia's koalas.**

Koalas are pictured everywhere in Australia—on cleaning products, on boxes of chocolate, on sports team jerseys. Yet the animals live only in pockets along the east coast.

The **marsupials** once inhabited the entire coastline. (A marsupial is a mammal that typically carries its young in a pouch.)

The koala population dropped after farmers cut down many of the forests where koalas lived and hunters killed the animals for their fur.

By the early 1900s, "koalas were basically shot out of south Australia," says **ecologist** Bill Ellis. An ecologist is a scientist who studies the relationships among living things and their environments.

I recently joined Ellis and his team in a forest on St. Bees Island, 19 miles off the northeastern coast of Australia, with eight other volunteers. The island is a natural laboratory, yielding findings that may help protect koalas elsewhere on the continent.

Tree Tags


Chris Jozefowicz

The volunteers combed the island for koalas in the blue gum trees. When we found a koala, we gathered information about the trees in the area.

Blue gum is a species of eucalyptus tree in which the furry leaf eaters spend most of their time. Eucalyptus trees are native to Australia, and their leaves are the main food source for koalas. Although koalas can walk on the ground, they are better suited for life in the **canopy,** the high cover of branches and leaves in a forest.

Goat Trouble?

What has Ellis's research told him so far? The St. Bees population seems to be healthy. Yet Ellis wonders whether the koalas might be heading for hard times. The island is overrun with wild goats, and Ellis thinks the goats are eating the small blue gum trees.

Without those trees, the koalas will run out of food in the future. Ellis hopes more research will help him understand how to protect the blue gums—and the koalas that depend on them. "I think that's what everyone is trying to do—to make a difference," Ellis says.

Name _____

Directions: Bald eagles and koalas are dropping in numbers. Write to explain the reasons for the threats to bald eagles and the threats to koalas. Use evidence from the text to support your answer.

Manage your time carefully so that you can:

- read the passages
- plan your response in the box below
- write your response
- revise and edit your response

PLAN

Thursday

Prompt: *Bald eagles and koalas are dropping in numbers. Write to explain the reasons for the threats to bald eagles and koalas. Use evidence from the texts to support your response.*

Planning Page

Friday

Fifth Grade
Math Academic Packet

Student

School_____

5

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Week 2
April 6-April 10, 2020

Orange County Public Schools

Fifth Grade Recommended Pacing

Day	Skill	Page
Monday	**Unit Cubes and Solid Figures**	463-466
Tuesday	**Unit Cubes and Solid Figures**	P229-P230
Wednesday	**Understand Volume**	467-470
Thursday	**Understand Volume**	P231-P232
Friday	**Unit Cubes and Solid Figures** **Unit Cubes** **or** **Understand Volume** **Volume of Irregular Figures**	R94 R95 or E94 E95

If your student needs assistance with any of the content presented in these lessons, please contact their teacher. All Orange County Public School teachers are committed to supporting our students throughout this distance learning experience. Thank you for all that you do to maintain a strong School/Home connection!

Orange County Public Schools

Name _____

Unit Cubes and Solid Figures

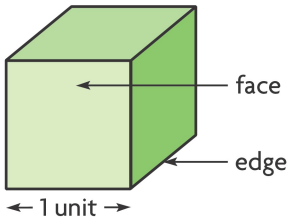
Essential Question What is a unit cube and how can you use it to build a solid figure?

Investigate

You can build rectangular prisms using unit cubes. How many different rectangular prisms can you build with a given number of unit cubes?

Materials ■ centimeter cubes

A **unit cube** is a cube that has a length, width, and height of 1 unit. A cube has _____ square faces. All of its faces are congruent. It has _____ edges. The lengths of all its edges are equal.



A. Build a rectangular prism with 2 unit cubes.

Think: When the 2 cubes are pushed together, the faces and edges that are pushed together make 1 face and 1 edge.

- How many faces does the rectangular prism have? _____
- How many edges does the rectangular prism have? _____

B. Build as many different rectangular prisms as you can with 8 unit cubes.

C. Record in units the dimensions of each rectangular prism you built with 8 cubes.

Dimensions		

So, with 8 unit cubes, I can build _____ different rectangular prisms.

MATHEMATICAL PRACTICES

Math Talk **Describe** the different rectangular prisms that you can make with 4 unit cubes.

Draw Conclusions

1. **Explain** why a rectangular prism composed of 2 unit cubes has 6 faces. How do its dimensions compare to a unit cube?

_____

_____

_____

2. **Explain** how the number of edges for the rectangular prism compares to the number of edges for the unit cube.

_____

_____

3. **Describe** what all of the rectangular prisms you made in Step B have in common.

_____

_____

Make Connections

You can build other solid figures and compare the solid figures by counting the number of unit cubes.

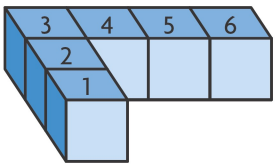


Figure 1

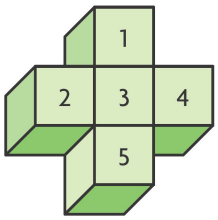


Figure 2

Figure 1 is made up of _____ unit cubes.

Figure 2 is made up of _____ unit cubes.

So, Figure _____ has more unit cubes than Figure _____.

- Use 12 unit cubes to build a solid figure that is not a rectangular prism. Share your model with a partner. Describe how your model is the same and how it is different from your partner's model.

_____

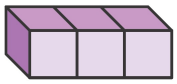
_____

Name _____

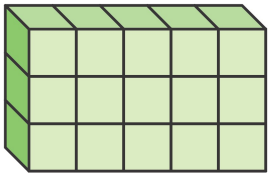
Share and Show

MATH BOARD

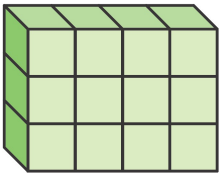
Count the number of cubes used to build each solid figure.



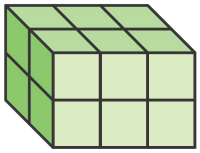
1. The rectangular prism is made up of _____ unit cubes.

2. 

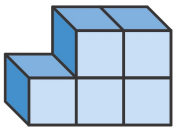
_____ unit cubes

3. 

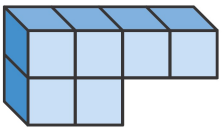
_____ unit cubes

4. 

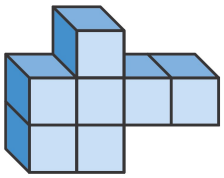
_____ unit cubes

5. 

_____ unit cubes

6. 

_____ unit cubes

7. 

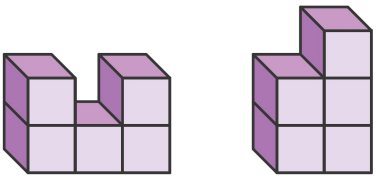
_____ unit cubes

8. **Write Math** How are the rectangular prisms in Exercises 3–4 related? Can you show a different rectangular prism with the same relationship? **Explain**.

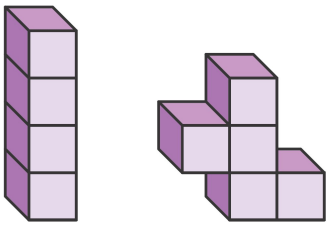
_____

_____

Compare the number of unit cubes in each solid figure. Use < , > or =.

9. 

_____ unit cubes ◯ _____ unit cubes

10. 

_____ unit cubes ◯ _____ unit cubes

Connect to Art

Architecture is the art and science of designing buildings and structures. An architect is a person who plans and designs the buildings.

Good architects are both artists and engineers. They must have a good knowledge of building construction, and they should know how to design buildings that meet the needs of the people who use them.

The Cube Houses of Rotterdam in the Netherlands, shown at the top right, were built in the 1970s. Each cube is a house, tilted and resting on a hexagon-shaped pylon, and is meant to represent an abstract tree. The village of Cube Houses creates a "forest".

The Nakagin Capsule Tower, shown at the right, is an office and apartment building in Tokyo, Japan, made up of modules attached to two central cores. Each module is a rectangular prism connected to a concrete core by four huge bolts. The modules are office and living spaces that can be removed or replaced.

Use the information to answer the questions.

11. There are 38 Cube Houses. Each house could hold 1,000 unit cubes that are 1 meter by 1 meter by 1 meter. Describe the dimensions of a cube house using unit cubes. Remember that the edges of a cube are all the same length.

_____

_____

12. H.O.T. The Nakagin Capsule Tower has 140 modules, and is 14 stories high. If all of the modules were divided evenly among the number of stories, how many modules would be on each floor? How many different rectangular prisms could be made from that number?

_____

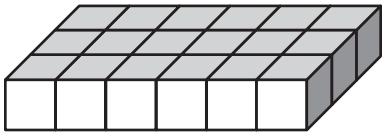
FOR MORE PRACTICE:
Standards Practice Book, pp. P229–P230

Name _____

Unit Cubes and Solid Figures

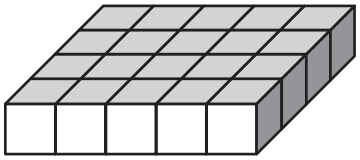
Count the number of cubes used to build each solid figure.

1.



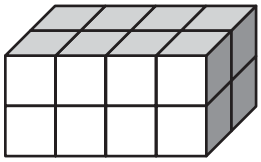
18 unit cubes

2.



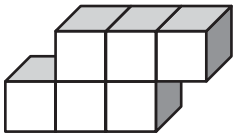
_____ unit cubes

3.



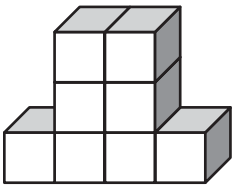
_____ unit cubes

4.



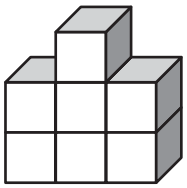
_____ unit cubes

5.



_____ unit cubes

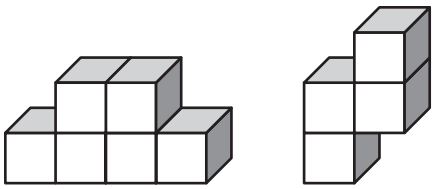
6.



_____ unit cubes

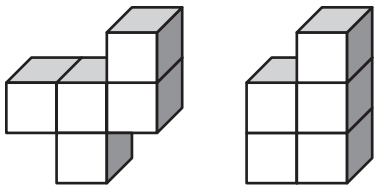
Compare the number of unit cubes in each solid figure. Use <, >, or =.

7.



_____ unit cubes ◯ _____ unit cubes

8.



_____ unit cubes ◯ _____ unit cubes

Problem Solving REAL WORLD

9. A carton can hold 1,000 unit cubes that measure 1 inch by 1 inch by 1 inch. Describe the dimensions of the carton using unit cubes.

_____

_____

_____

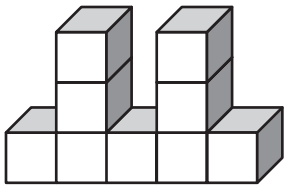
_____

10. Peter uses unit cubes to build a figure in the shape of the letter X. What is the fewest unit cubes that Peter can use to build the figure?

_____

Lesson Check

1. Cala stacked some blocks to make the figure below. How many blocks are in Cala's figure?



Ⓐ 7
Ⓑ 8
Ⓒ 9
Ⓓ 10

2. Quentin has 18 unit cubes. How many different rectangular prisms can he build if he uses all of the cubes?

Ⓐ 4
Ⓑ 6
Ⓒ 8
Ⓓ 18

Spiral Review

3. In what shape are the lateral faces of a pyramid? **(Lesson 11.5)**

Ⓐ triangle
Ⓑ square
Ⓒ rectangle
Ⓓ hexagon

4. The Arnold family arrived at the beach at 10:30 A.M. They spent $3\frac{3}{4}$ hours there. What time did they leave the beach? **(Lesson 10.7)**

Ⓐ 1:15 P.M.
Ⓑ 2:15 P.M.
Ⓒ 3:15 P.M.
Ⓓ 3:45 P.M.

5. Which of the following is always true about a parallelogram? **(Lesson 11.3)**

Ⓐ All sides are congruent.
Ⓑ All angles are congruent.
Ⓒ It has 4 right angles.
Ⓓ Opposite sides are congruent.

6. The tire on Frank's bike moves 75 inches in one rotation. How many rotations will the tire have made after Frank rides 50 feet? **(Lesson 10.4)**

Ⓐ 2
Ⓑ 8
Ⓒ 12
Ⓓ 24

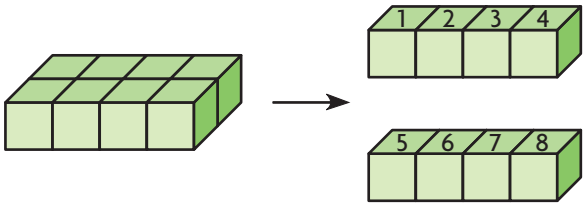
Name _____

Understand Volume

Essential Question How can you use unit cubes to find the volume of a rectangular prism?

Investigate

CONNECT You can find the volume of a rectangular prism by counting unit cubes. **Volume** is the measure of the amount of space a solid figure occupies and is measured in **cubic units**. Each unit cube has a volume of 1 cubic unit.



The rectangular prism above is made up of _____ unit cubes

and has a volume of _____ cubic units.

Materials ■ rectangular prism net A ■ centimeter cubes

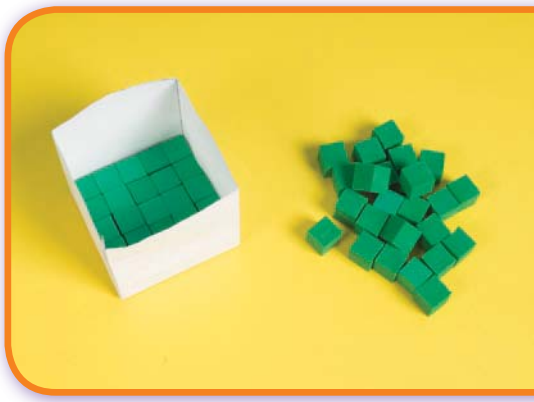
A. Cut out, fold, and tape the net to form a rectangular prism.

B. Use centimeter cubes to fill the base of the rectangular prism without gaps or overlaps. Each centimeter cube has a length, width, and height of 1 centimeter and a volume of 1 cubic centimeter.

- How many centimeter cubes make up the length of the first layer? the width? the height?

  length: _____ width: _____ height: _____

- How many centimeter cubes are used to fill the base? _____



C. Continue filling the rectangular prism, layer by layer. Count the number of centimeter cubes used for each layer.

- How many centimeter cubes are in each layer? _____
- How many layers of cubes fill the rectangular prism? _____
- How many centimeter cubes fill the prism? _____

So, the volume of the rectangular prism is _____ cubic centimeters.

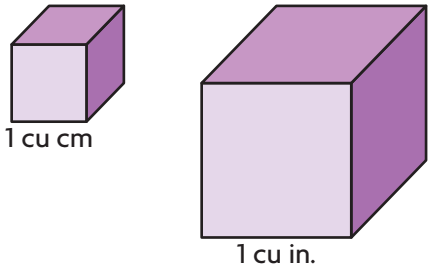
Draw Conclusions

1. **Describe** the relationship among the number of centimeter cubes you used to fill each layer, the number of layers, and the volume of the prism.

2. **Apply** If you had a rectangular prism that had a length of 3 units, a width of 4 units, and a height of 2 units, how many unit cubes would you need for each layer? How many unit cubes would you need to fill the rectangular prism?

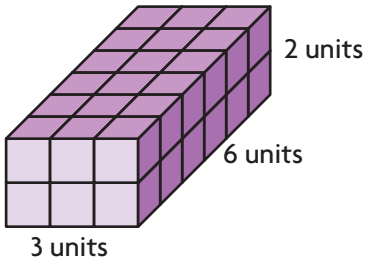
Make Connections

To find the volume of three-dimensional figures, you measure in three directions. For a rectangular prism, you measure its length, width, and height. Volume is measured using cubic units, such as cu cm, cu in., or cu ft.



- Which has a greater volume, 1 cu cm or 1 cu in.? **Explain**.

Find the volume of the prism if each cube represents 1 cu cm, 1 cu in., and 1 cu ft.



_____ cu cm

_____ cu in.

_____ cu ft

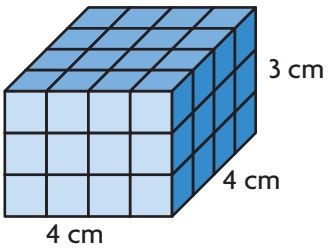
- Would the prism above be the same size if it were built with centimeter cubes, inch cubes, or foot cubes? **Explain**.

Name _____

Share and Show

Use the unit given. Find the volume.

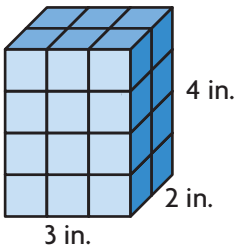
1.



Each cube = 1 cu cm

Volume = _____ cu _____

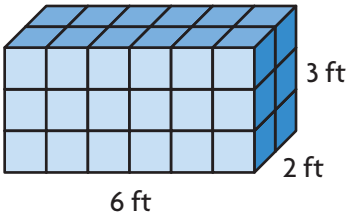
2.



Each cube = 1 cu in.

Volume = _____ cu _____

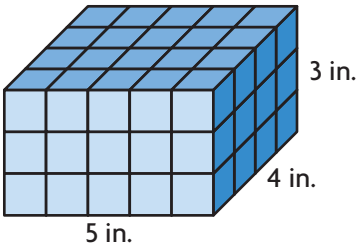
3.



Each cube = 1 cu ft

Volume = _____ cu _____

4.

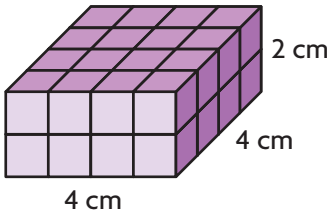


Each cube = 1 cu in.

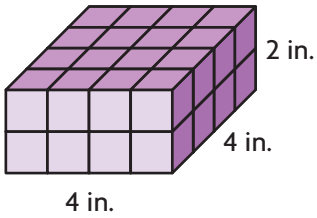
Volume = _____ cu _____

Compare the volumes. Write <, >, or =.

5.



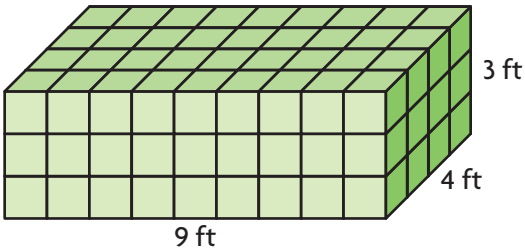
Each cube = 1 cu cm



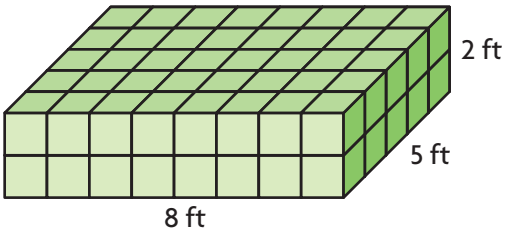
Each cube = 1 cu in.

_____ cu cm ◯ _____ cu in.

6.



Each cube = 1 cu ft



Each cube = 1 cu ft

_____ cu ft ◯ _____ cu ft

Problem Solving REAL WORLD

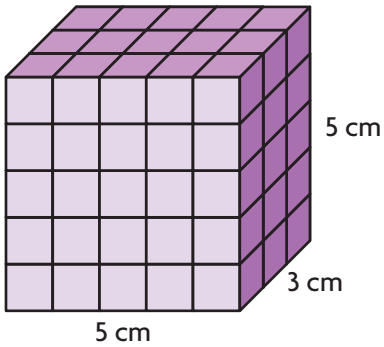
SHOW YOUR WORK

7. **What's the Error?** Jerry says that a cube with edges that measure 10 centimeters has a volume that is twice as much as a cube with sides that measure 5 centimeters. **Explain** and correct Jerry's error.

8. H.O.T. Pattie built a rectangular prism with cubes. The base of her prism has 12 centimeter cubes. If the prism was built with 108 centimeter cubes, how many layers does her prism have? What is the height of her prism?

9. A packing company makes boxes with edges each measuring 3 feet. What is the volume of the boxes? If 10 boxes are put in a larger, rectangular shipping container and completely fill it with no gaps or overlaps, what is the volume of the shipping container?

10. **Test Prep** Find the volume of the rectangular prism.



Each cube = 1 cu cm

Ⓐ 25 cubic feet

Ⓑ 25 cubic meters

Ⓒ 75 cubic meters

Ⓓ 75 cubic centimeters

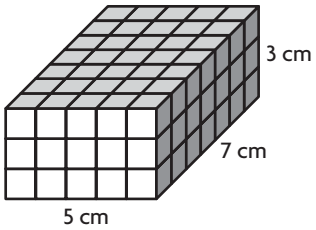
FOR MORE PRACTICE:
Standards Practice Book, pp. P231–P232

Name _____

Understand Volume

Use the unit given. Find the volume.

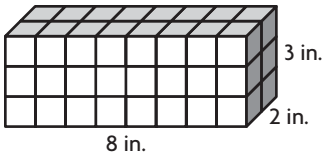
1.



Each cube = 1 cu cm

Volume = 105 cu cm

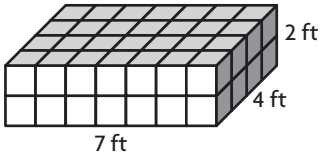
2.



Each cube = 1 cu in.

Volume = _____ cu _____

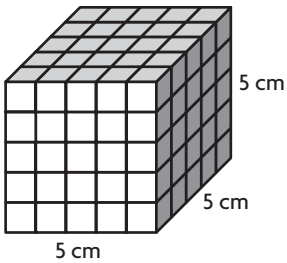
3.



Each cube = 1 cu ft

Volume = _____ cu _____

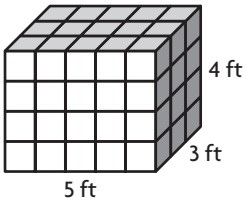
4.



Each cube = 1 cu cm

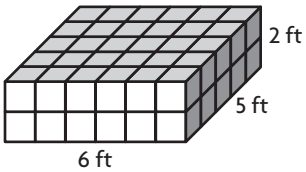
Volume = _____ cu _____

5. Compare the volumes. Write <, >, or =.



Each cube = 1 cu ft

_____ cu ft ◯ _____ cu ft



Each cube = 1 cu ft

Problem Solving REAL WORLD

6. A manufacturer ships its product in boxes with edges of 4 inches. If 12 boxes are put in a carton and completely fill the carton, what is the volume of the carton?

_____

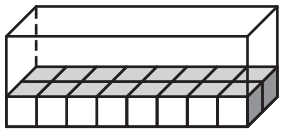
7. Matt and Mindy each built a rectangular prism that has a length of 5 units, a width of 2 units, and a height of 4 units. Matt used cubes that are 1 cm on each side. Mindy used cubes that are 1 in. on each side. What is the volume of each prism?

_____

_____

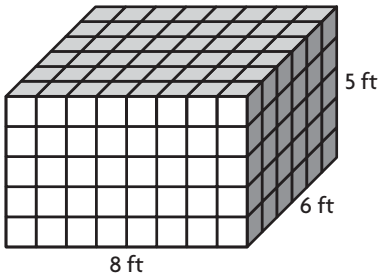
Lesson Check

1. Elena packed 48 cubes into this box. Each cube has edges that are 1 centimeter. How many layers of cubes did Elena make?



Ⓐ 2
Ⓑ 3
Ⓒ 4
Ⓓ 8

2. What is the volume of the rectangular prism?

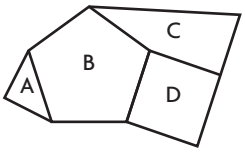


Each cube = 4 cu ft

Ⓐ 40 cubic inches
Ⓑ 40 cubic feet
Ⓒ 240 cubic inches
Ⓓ 240 cubic feet

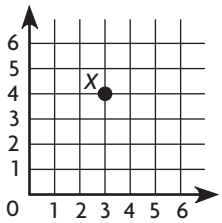
Spiral Review

3. Juan made a design with polygons. Which polygon in Juan's design is a pentagon? **(Lesson 11.1)**



Ⓐ Figure A
Ⓑ Figure B
Ⓒ Figure C
Ⓓ Figure D

4. Which ordered pair describes the location of point *X*? **(Lesson 9.2)**



Ⓐ (3, 4)
Ⓑ (4, 3)
Ⓒ (4, 4)
Ⓓ (3, 3)

5. What is the least number of acute angles that a triangle can have? **(Lesson 11.2)**

Ⓐ 0
Ⓑ 1
Ⓒ 2
Ⓓ 3

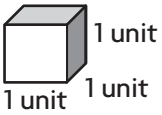
6. Karen bought 3 pounds of cheese to serve at a picnic. How many ounces of cheese did Karen buy? **(Lesson 10.3)**

Ⓐ 24 ounces
Ⓑ 32 ounces
Ⓒ 36 ounces
Ⓓ 48 ounces

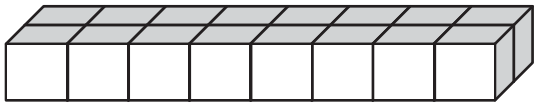
Name _____

Unit Cubes and Solid Figures

A **unit cube** is a cube that has a length, width, and height of 1 unit. You can use unit cubes to build a rectangular prism.



Count the number of cubes used to build the rectangular prism.



The length of the prism is made up of __8__ unit cubes.

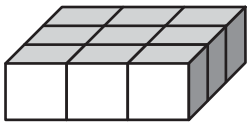
The width of the prism is made up of __2__ unit cubes.

The height of the prism is made up of __1__ unit cube.

The number of unit cubes used to build the rectangular prism is __16__.

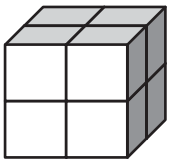
Count the number of unit cubes used to build each solid figure.

1.



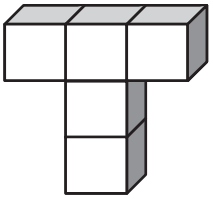
_____ unit cubes

2.



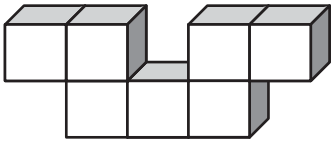
_____ unit cubes

3.



_____ unit cubes

4.



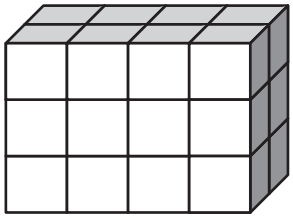
_____ unit cubes

Name _____

Understand Volume

The **volume** of a rectangular prism is equal to the number of unit cubes that make up the prism. Each unit cube has a volume of 1 cubic unit.

Find the volume of the prism. 1 unit cube = 1 cubic inch



Step 1 Count the number of unit cubes in the bottom layer of the prism.

There are __4__ unit cubes that make up the length of the first layer.

There are __2__ unit cubes that make up the width of the first layer.

There is __1__ unit cube that makes up the height of the first layer.

So, altogether, there are __8__ unit cubes that make up the bottom layer of the prism.

Step 2 Count the number of layers of cubes that make up the prism.

The prism is made up of __3__ layers of unit cubes.

Step 3 Find the total number of cubes that fill the prism.

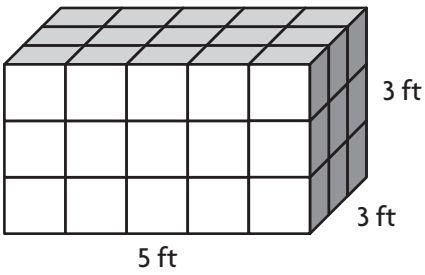
Multiply the number of layers by the number of cubes in each layer.

$3 \times 8 =$ __24__ unit cubes

Each unit cube has a volume of 1 cubic inch. So, the volume of the prism is 24×1, or __24__ cubic inches.

Use the unit given. Find the volume.

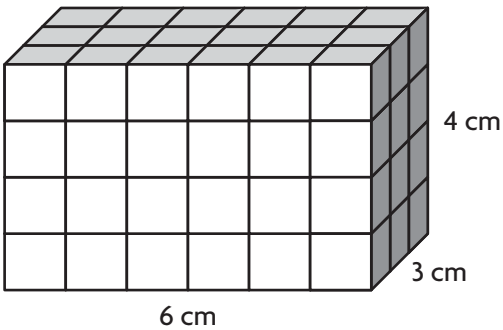
1.



Each cube = 1 cu ft

Volume = _____ cu _____

2.



Each cube = 1 cu cm

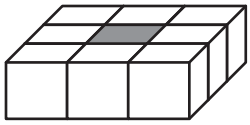
Volume = _____ cu _____

Name _____

Unit Cubes

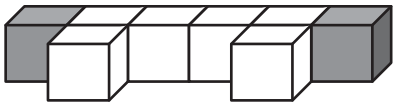
For each solid figure, write the fraction of unit cubes that are shaded. Write each fraction in simplest form. Assume that cubes you cannot see are not shaded.

1.



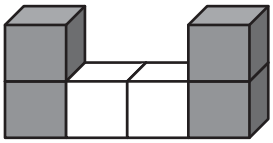
_____

2.



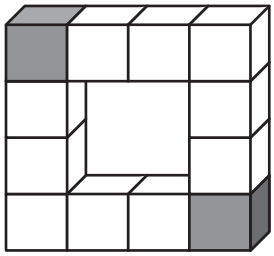
_____

3.



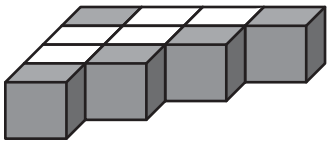
_____

4.



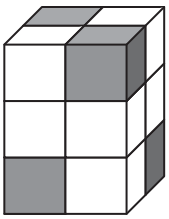
_____

5.



_____

6.



_____

7. Stretch Your Thinking In the fraction you wrote for Exercise 1, what does the denominator represent?

_____

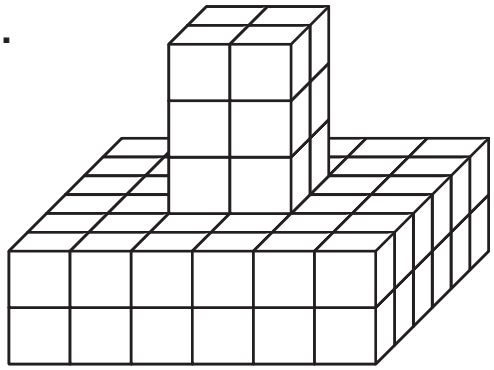
_____

Name _____

Volume of Irregular Figures

Use the unit given. Find the volume.

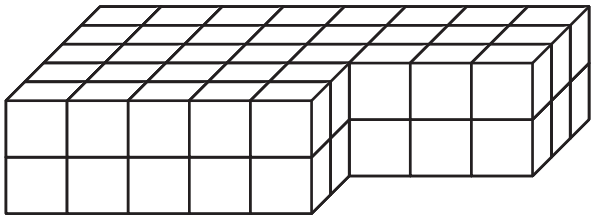
1.



Each cube = 1 cu cm

Volume = _____

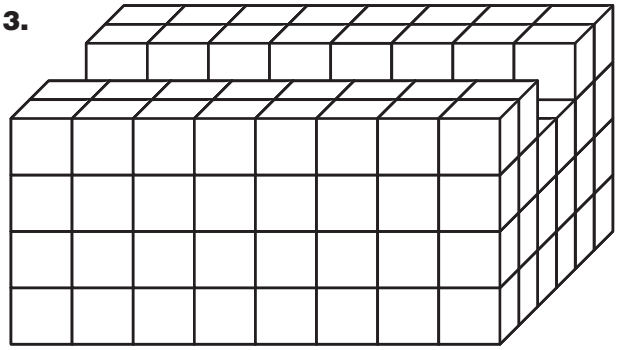
2.



Each cube = 1 cu in.

Volume = _____

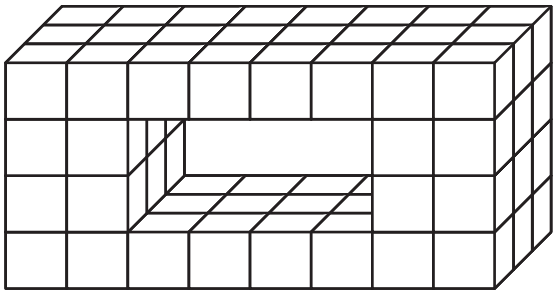
3.



Each cube = 1 cu ft

Volume = _____

4.



Each cube = 1 cu yd

Volume = _____

5. Write Math Explain how you found the volume of the figure in Exercise 4.

_____

_____

_____

_____

_____

_____

Fifth Grade
Science Academic Packet

Student

School_____

5

Please follow your teacher's instruction on use and return of packets.
Por favor siga las instrucciones de su maestro sobre el uso y la devolución de los paquetes.
Tanpri swiv enstriksyon pwofesè w sou jan pou w itilize ak retounen pakè yo.
Por favor, siga as instruções do professor sobre o uso e o retorno dos pacotes

Week 2
April 6-April 10, 2020

Orange County Public Schools

Fifth Grade Recommended Pacing

Day	Skill	Page
Monday	**Big Idea 17: Interdependence** **Animal Environment Activity** **Study Island: Topic 5d. Energy in Ecosystems**	3-5
Tuesday	**Big Idea 17: Interdependence** **Animal Adaptations** **Study Island: Topic 5d. Energy in Ecosystems**	6-7
Wednesday	**Big Idea 17: Interdependence** **Animal Adaptations** **Study Island: Topic 5d. Energy in Ecosystems**	8-9
Thursday	**Big Idea 17: Interdependence** **Animal Adaptations** **Study Island: Topic 5d. Energy in Ecosystems**	10-11
Friday	**Big Idea 17: Interdependence** **Plant Adaptations** **Study Island: Topic 5d. Energy in Ecosystems**	12-13

*If your student needs assistance with any of the content presented in these lessons, please contact their teacher. All Orange County Public School teachers are committed to supporting our students throughout this distance learning experience. Thank you for all that you do to maintain a strong School/Home connection!

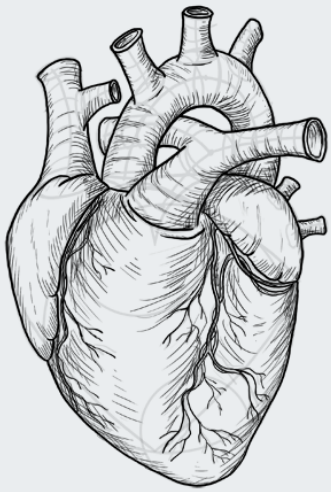
Monday Day 1

Orange County Public Schools

Bell Ringer:

Answer the question to review content from earlier this year.

The heart is an organ of the human body that is mainly composed of muscle. What function does the heart perform?



A. air exchange

B. pumps blood

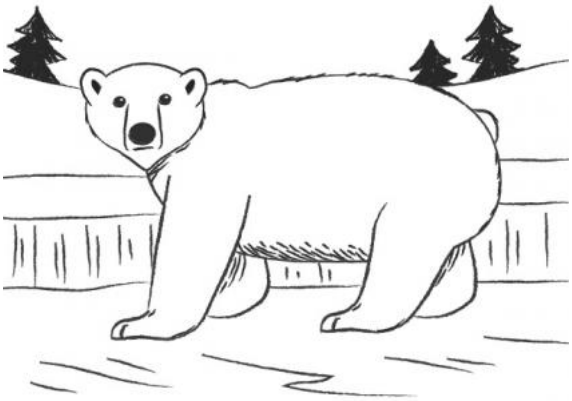
C. growth and repair

D. energy production

Probe:

Use your prior knowledge to answer the question for this scenario.

Polar bears live in the cold Arctic. They grow a coat of thick fur to stay warm. Two friends were at a zoo in Florida. The zoo had a polar bear exhibit. They wondered how the polar bear could live in Florida where it is very warm. This is what they said:



Suzanne: The polar bear will try to adapt by growing less fur.

Milo: The polar bear will not try to adapt by growing less fur.

Who do you agree with the most? Explain why you agree.

_____

_____

_____

Animal Environment **Activity:**

Directions: Examine the chart by inspecting each environment's temperature, precipitation, plants, and animals. For each environment, select one animal listed and describe a few specific qualities the animal possesses which help it to thrive in that particular environment.

Environments	Graphic	Temperature	Precipitation	Plants	Animals
Desert		hot or cold	scarce to low	cactus, yucca, agave, shrubs	lizards, snakes, rodents, spiders (often nocturnal)
Tundra		cold	low	lichens, grasses and mosses	polar bears, wolves, foxes, caribou
Grassland		varied	low to moderate	grasses (few or no trees)	antelope, buffalo, zebras, coyote, elephants, giraffes
Rain forest		typically warm	high	palms, ferns, big leaf evergreens	colorful birds, many insects, monkeys, snakes, bats
Wetland		hot or cold	high	grasses, mangrove, wild rice, cranberries	alligators, deer, variety of birds, snakes
Ocean		hot or cold	varied	seaweed, kelp, sea grass, algae	whales, dolphins, crabs, fish, lobsters, sharks, manatees

Desert:

Tundra:

Grassland:

Rain Forest:

Wetland:

Ocean:

Tuesday Day 2

Orange County Public Schools

Bell Ringer:

Answer the question to review content from earlier this year.

Plants have stems that function to provide support. This organ in plants is most similar to which of the following in humans?

A. the skin

B. the heart

C. the skeleton

D. the intestines

Reading **Passage:**

Read the following information.
Answer the related questions.

An organism is a specific living thing. Examples of organisms include: plants, animals, bacteria, and fungus. Scientists estimate there could be as many as 100,000 different organisms on Earth. An ecosystem includes all of the living organisms and nonliving things in a specific environment. Within an ecosystem each organism has a specific place it calls home. This is called a *habitat*.

Animal structural adaptations are adjustments to internal or external physical structures which help an animal live in their environment. When an environment changes, the organism that is best adapted to the change will be the one that survives. Without food, animals cannot survive. All animals have adapted to have structures that allow them to get food and take that food into their bodies. For example, sharks have a strong sense of smell that allows them to locate food, and they have teeth that allow them to attack their prey. Pelicans have enormous, pouched bills that they can expand to scoop fish up out of the ocean or other body of water.

Most animals can move from place to place. This allows them to look for food and water and to avoid being eaten by other animals. All animals have special structural adaptations that help them move. For example, ducks have webbed feet that allow them to be able to swim in the water and catch insects and small fish there. Rabbits, frogs, and kangaroos have powerful hind legs, which they use for jumping.

Adaptations also help animals to find shelter. For example, woodpeckers have sharp beaks that allow them to tunnel through trees and make hollows. They make their nests in these hollows. Squirrels and many other kinds of animals that cannot fly also live in trees. These animals often have claws that allow them to climb the trees easily.

Adaptations also help plants and animals to protect themselves. One method of protection is *camouflage*, which is when the animal's appearance helps it to blend into its environment. Some birds, insects, lizards, frogs, and other animals have special skin or outer covering that camouflages them and makes them hard for predators to see. Some animals have adapted to their environment by copying well adapted organisms. An adaptation in which an animal is protected by its resemblance to an unpleasant animal is called *mimicry*.

Questions: Fill in the chart to answer how these physical adaptations help these organisms survive in their environments.

Physical (Structural) Adaptation	How it Helps the Organism Survive
Giraffes have long necks	
Emperor penguins have thick layers of blubber	

Exit Slip:

How does a hummingbird's beak help it to meet its basic needs?

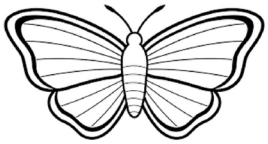
A. The beak helps the bird to fly.

B. The beak scares away predators.

C. The beak allows the bird to swim fast

D. The beak allows the bird to eat the nectar out of flowers

Look at the two moths to the right. Which moth would be best adapted to surviving in an environment full of dark-colored plants?
Why?



Moth A

Moth B

_____

_____

Look at the two pictures to the right. The snake on the left is a coral snake. Coral snakes are venomous. They have the second-strongest venom of any snake. The snake on the right is a king snake. A king snake is non-venomous. How does mimicry help the king snake?

Coral snake

king snake

_____

_____

Wednesday Day 3

Orange County Public Schools

Bell Ringer:

Answer the question to review previous content from earlier this year.

Which organ absorbs most of the nutrients from our food?

A. stomach

B. esophagus

C. small intestine

D. large intestine

Reading **Passage:**

Read the following information. Then complete the accompanying activity.

Animals have adapted to have behaviors that help them survive in their environments. There are many different environments on Earth, and many different types of animals live in most of these environments. An animal behavioral adaptation is an adjustment in an animal's behavior which helps an animal survive in their environment. These behaviors are used to protect them from predators, help them survive seasonal changes, or help them capture prey.

Animals that live in very warm climates, such as deserts, have behaviors that help keep them from getting dangerously hot. Many desert animals are active only at night, when the temperatures have dropped. For example, a gecko, which lives in desert areas of the southwestern United States, stays in its burrow during very hot parts of the day. It comes out in search of food during the night, when it is much cooler. Many animals live in areas where the weather changes from season to season. All of the wild animals in areas with very cold winters have behaviors that help them to survive the cold. For example, flying birds such as the tundra swan move to warmer parts of the world to avoid the colder weather of winter. This is called migrating.

Many animals are predators. That means that they hunt and eat other kinds of animals for food. But many predators are also prey, because they are eaten by other kinds of animals. All prey animals have behaviors that help protect them from predators. For example, when opossums, like the ones shown below, feel threatened by a predator, they roll over onto their backs and appear to be dead. Predators usually attack only live animals, so they leave the "dead" opossums alone.

Just as prey animals have behaviors that help defend them against predators, predators have behaviors that help them hunt prey more successfully. For example, many kinds of wild cats stalk their prey. This means that they hide in trees, tall grass, or close to the ground and stay very still or move only very slowly. They watch for a prey animal to come near, and then they move very quickly from their hiding spot and attack the prey animal.

Inherited behaviors are not learned or experienced. They are instead passed down from parents to their offspring. These behaviors can include survival skills. The most common is called an instinct. It is a certain way of acting an animal is born with and does not have to learn.

Inquiry Activity - **From Birth or Learned?**

Directions: Complete each part of the inquiry activity. Preview the question about the natural world and then, make your prediction. For each of the behaviors listed, write whether you think it is present from birth or learned for humans. Answer the related questions after finishing the activity.

Think About It: What behaviors are present at birth? What behaviors are learned?

Make a prediction: How can you tell the difference between a learned behavior and one that is present from birth?

_____

_____

Carry Out an Investigation: For each of the behaviors, write from birth or learned in the box below behavior.

Blinking	Writing your Name	Hiccupping	Playing Soccer	Tying Your Shoes	Falling Asleep	Reading

Questions:

For the behaviors listed as learned, why do you think that?

_____

For the behaviors listed as from birth, why do you think that?

_____

Exit Slip:

What is a learned behavior?

_____

What is an instinct?

_____

What is mimicry?

_____

Thursday Day 4

Orange County Public Schools

Bell Ringer:

Answer the question to review content from earlier this year.

Which answer BEST describes the purpose of the liver in the human body?

A. The liver mixes blood and oxygen.

B. The liver cleans toxins from the blood.

C. The liver removes excess fluids from the body.

D. The liver stores large quantities of blood and oxygen.

Inquiry Activity - **Survival - Structural Adaptations:**

Directions: You will model an animal that is on the hunt. You will use your observations to construct an argument about which animal color was harder to identify. For this activity, you will need three pieces of paper. The directions mention using yellow and brown, but substitute for any colors you have available. Two pieces need to be the same color, while the third piece of paper is a different color. You will need a partner (sibling, parent, guardian) to help with this activity.

Write a *Prediction:* Does matching the color of the environment help an animal survive?
Write a prediction in the form of an "If....,then...." statement.

_____

_____

Materials: Three Sheets of Paper (2 the same color, e.g. red, and 1 a different color, e.g. white), timer, scissors (if not available, you can use hands to tear the paper)

1. Cut 20 small squares out of one of the sheets of yellow paper.
2. Cut 20 small squares out of a sheet of brown paper.
3. Spread out all 40 squares onto the second sheet of yellow paper.
4. Have a partner time you for 30 seconds. When your partner says, "go," pick up as many squares as you can one at a time from the yellow paper.
5. Record your data in the table below.

	Number of Yellow Squares Collected	Number of Brown Squares Collected
Me		
My Partner		

6. Switch roles with your partner, and repeat steps 3-5.

Questions:

Did you and your partner pick up more yellow squares or more brown squares?

Which squares were camouflaged? How did this help them "survive"?

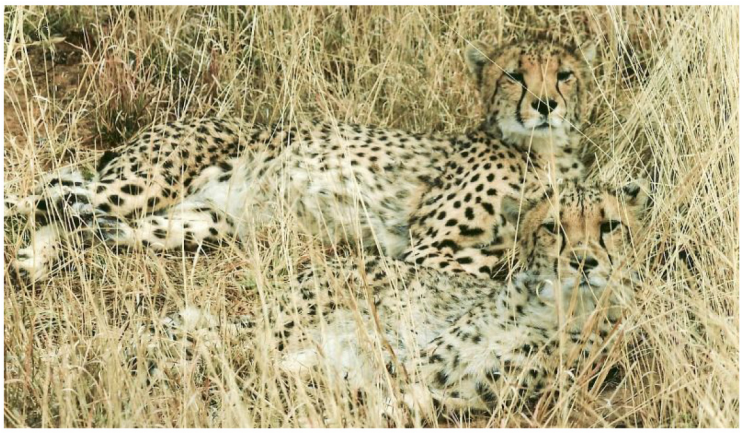
Predict what would happen if you threw the yellow and brown squares onto a piece of brown paper.

Based on the results of your testing, what color rabbit would you want to be if you were in a full-grown cornfield? Explain your answer.

Based on the results of your testing, what color rabbit would you want to be if you were in the field without plants and only soil? Explain your answer.

Exit Slip:

Observe the picture below. How do cheetahs benefit from camouflage?



Orange County Public Schools

Bell Ringer:

Answer the question to review content from earlier this year.

What happens to the unusable food materials (waste) in the human body during digestion?

A. They are stored in the liver.

B. They are stored in the pancreas.

C. They are removed from the body through the liver.

D. They are removed from the body through the large intestine.

Reading **Passage:**

Read the following information.
Answer the related questions.

All plants have special structures that help them survive in their environments. Why does a cactus look different from a lemon tree? It is because every plant has physical features that help the plant live in the environment where it grows wild. For example, cacti live in the desert, so they have thick, fleshy bodies that are specially adapted for saving water. Lemon trees don't usually live in deserts, so they don't need to have special structures to save as much water.

Smooth, waxy leaves or stems can help a plant keep water inside during very hot, dry weather. It can also help keep plants from freezing during cold winters or allow them to dry quickly in wet areas, where fungus could grow quickly and harm the plants. Leaves can be large on plants that live in very dim light. This is so that there is a lot of leaf surface to catch as much sunlight as possible. In places where there is a lot of sunlight, leaves tend to be much smaller.

Long roots can help keep a tree or plant from being blown over by the wind. If the roots are close to the surface, they can also help the plant quickly take in water from strong rain. If the roots are deep, they can help a tree or plant reach water buried deep underground.

No plant lives forever. So, reproducing is very important for the survival of the plant species. Some plants reproduce by making seeds. Making and spreading seeds does not help any one plant stay alive, but it helps make sure that other plants of the same kind can grow from the seeds and live. Seeds found in fruit are usually spread by animals when the animals eat the fruit and then deposit the seeds in another location, along with their waste

Pollination is required for reproduction in many types of plants. In the pollination process, pollen must be transferred from male flowers, cones, or other reproductive structures to the female ones. Seeds then form from the fertilized female reproductive structures. Birds and insects often carry pollen from one plant to another. Many plants have flowers in different colors and shapes that are designed to attract certain birds or insects so that pollen is transferred between flowers.

Special structures such as thorns or spines protect a plant from animals that would eat it. Cacti need spines because animals looking for water in the desert would eat the cacti if they were not covered with sharp spines.

Questions: Answer the following question(s) after reading the passage.

How does a plant having brightly colored petals help it survive in an environment?

_____

_____

How does the physical structure of a plant have large leaves help it survive?

_____

_____

Exit Slip:

Plants in the desert tend to have small, hard leaves that are coated to prevent water loss. Plants in the rainforest tend to have large leaves with pointed tips that slope down to promote water runoff. How have these leaf adaptations helped these plants to survive in their environment?

A. The large leaves help provide shade for plants in sunny areas.

B. The small leaves help the desert plants remain cool during hot summer days.

C. The small leaves make it easier for the plant to survive in windy desert climates.

D. The small leaves help plants in dry places retain water and plants in wet areas repel water.

Some plants have structures or features that protect them from harm. If a plant has bitter-tasting leaves, what would this most likely protect the plant against?

A. caterpillars that would eat the plant

B. cold weather that would cause the plant to freeze

C. hot weather that would cause the leaves to dry up

D. people who would pick the plant for its pretty flowers

Adaptations are important for the survival of both animals and plants. A plant such as the cactus has many adaptations that help it survive in its environment. A cactus' roots are long, but close to the surface of the ground, and they cover a large area. What is the possible advantage that this root system offers the cactus?

A. It doesn't help the cactus at all.

B. It makes the cactus look pretty.

C. It makes getting water easier and quicker for the cactus.

D. It makes getting water harder and slower for the cactus.

Elementary

Visual & Performing Arts Packet

Student School_____

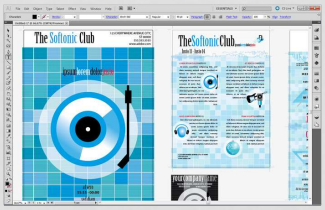
Please follow your teacher's instruction on use and return of packets.
Por favor siga las instrucciones de su maestro sobre el uso y la devolución de los paquetes.
Tanpri swiv enstriksyon pwofesè w sou jan pou w itilize ak retounen pakè yo.
Por favor, siga as instruções do professor sobre o uso e o retorno dos pacotes

Week 2
April 6-10 2020

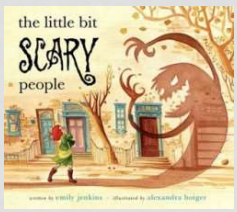
Orange County Public Schools

ART CAREERS

WHAT DO ARTISTS CREATE?



Illustrator



Game Designer

Architect

Furniture Designer

Clothing Designer

Name
_____ Teacher_____

Directions: Draw an example of each of what each art career may create in the correct box.

Illustrator

An artist that creates artwork for books and magazines.

Game Designer

An artist who designs a variety of games.

Architect

An artist who plans and designs buildings.

Art Careers

What do artists create?

Furniture Designer

An artist who designs furniture.

Clothing Designer

An artist who designs clothing.

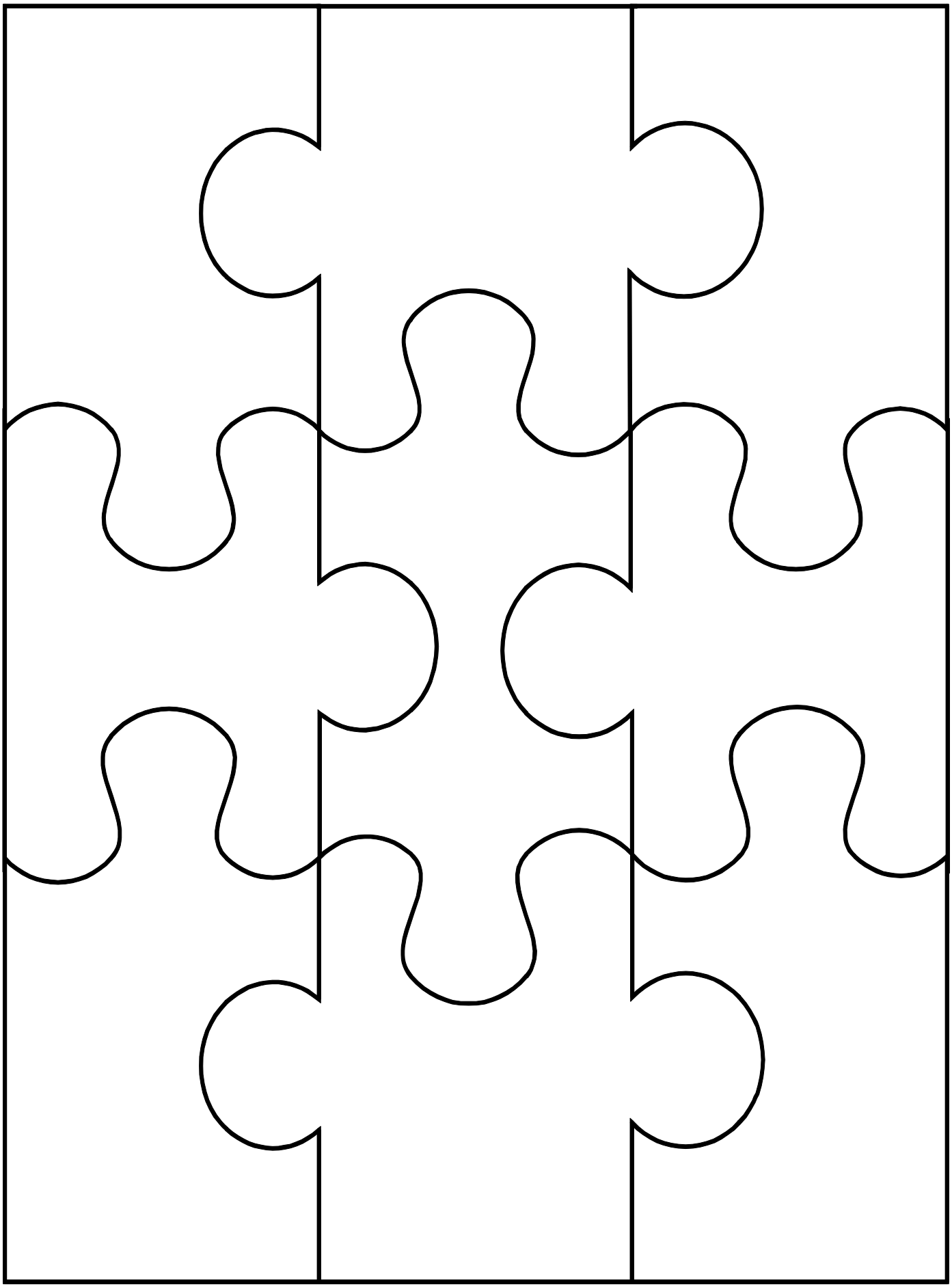
Art Teacher

An artist that teaches art.

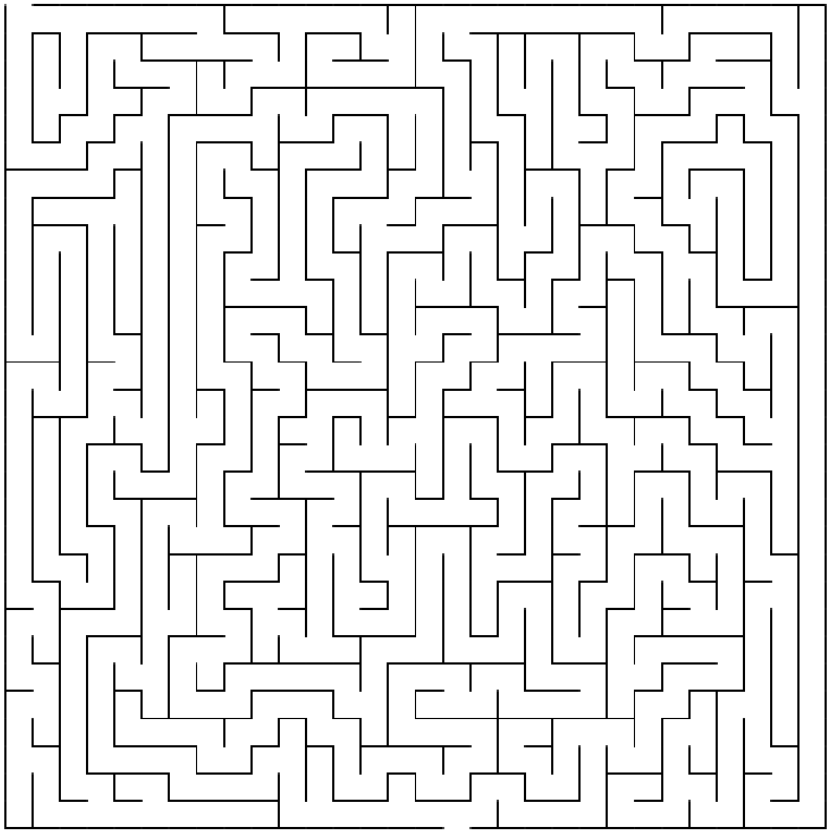
Animator

An artist that designs animated images for film, television, and games.

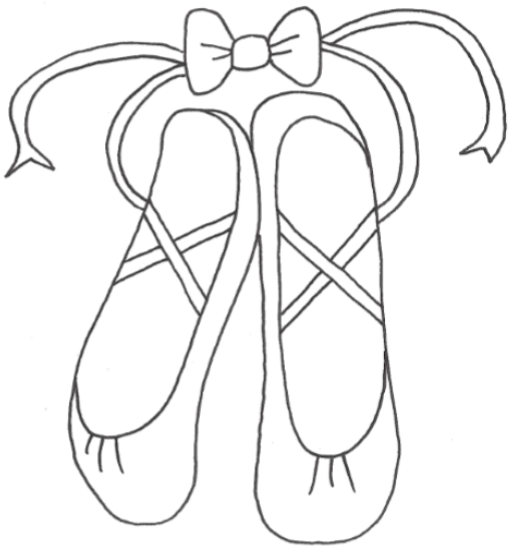
Work with a family member or friend to create a design in each of the puzzles pieces. Be sure to work together to create the design. Cut out the pieces to make your own puzzle if you can.



Dance Maze



Lucy the ballerina has lost her ballet shoes and can't do her dance exam. Can you help Lucy through the maze to find her ballet shoes so she can do her exam?



Name: _____ Teacher: _____

Directions: Match the dance items below.

TUTU

COSTUMES

TAP SHOES

JAZZ SHOES

POINTE SHOES

Name: _____ Teacher: _____

Directions: Circle the dancers pictured below.

Dance

Since ancient times, people have danced. Cave and rock paintings from as far back as 3300 B.C. show people dancing. People have danced for ritual, for celebration, and also just for fun!

Every culture has its own dance styles, and its own reasons for dancing. In ancient Greece, citizens would dance to honor gods and celebrate events. Ancient Egyptian women danced at funerals to express sadness. It was around Renaissance times that dance became something that people did for enjoyment.

In the 1600s, King Louis XIV of France enjoyed ballet, which helped make it popular with the public. Pretty soon, people were going to the theater to watch people dance, and it became into a true performing art. Now, there are all different styles of dance, from jazz to tap to hip-hop to salsa…and that's just in the Western world. All over the globe, there are countless styles of dancing, and countless reasons for it.

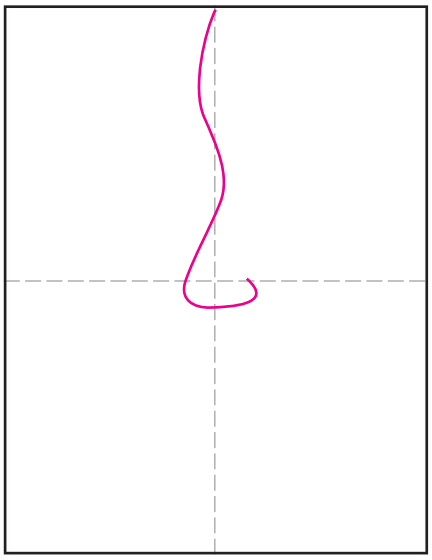
Make up a dance to a favorite song. Draw each step in the boxes below.

Now make up a dance that tells a story. Pick a favorite book or a famous fairy tale.

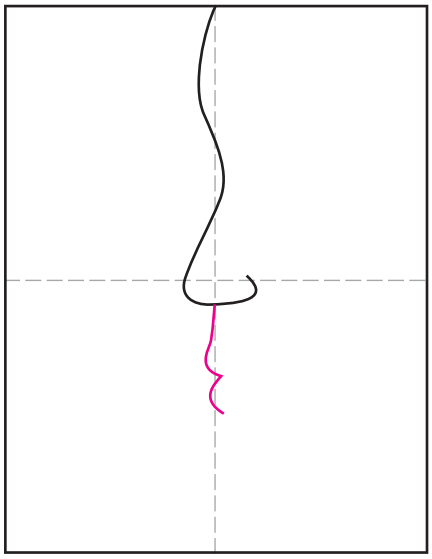
Name: _____ Teacher: _____

Directions: Make a dance that is 8 counts long. Draw your dance steps in each of the boxes below.

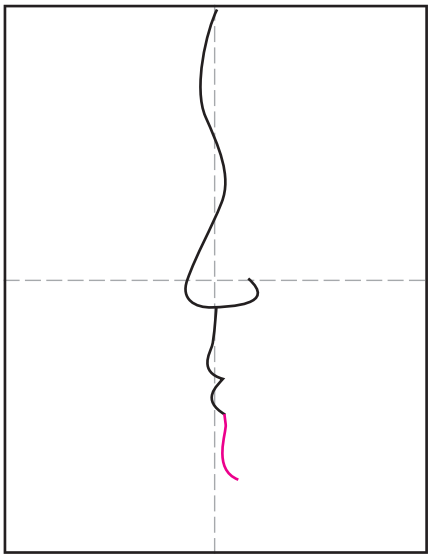
Draw a Cubism Portrait



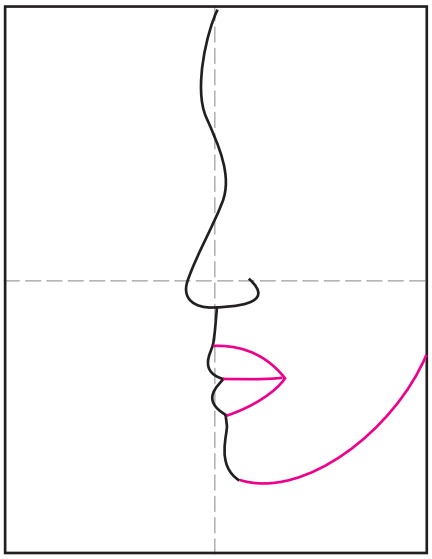
1. Make fold lines. Start top profile.



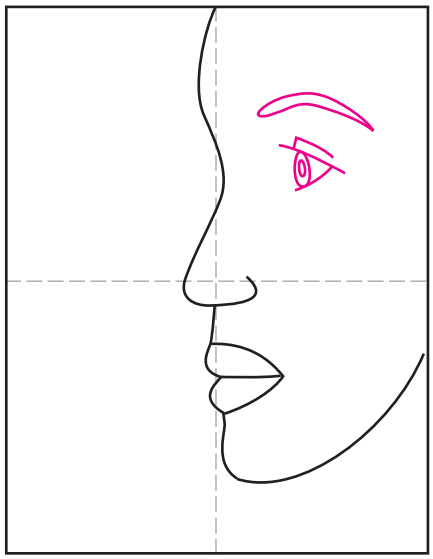
2. Continue down through lips.



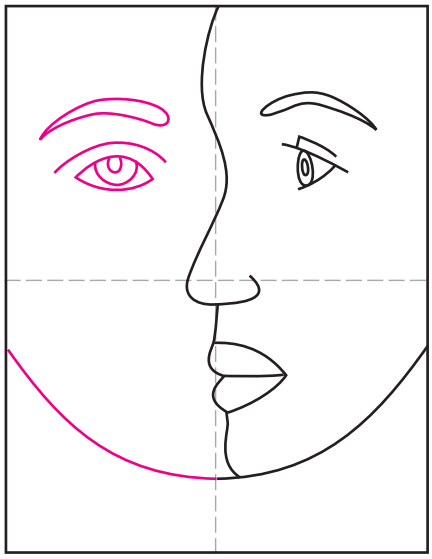
3. Draw chin.



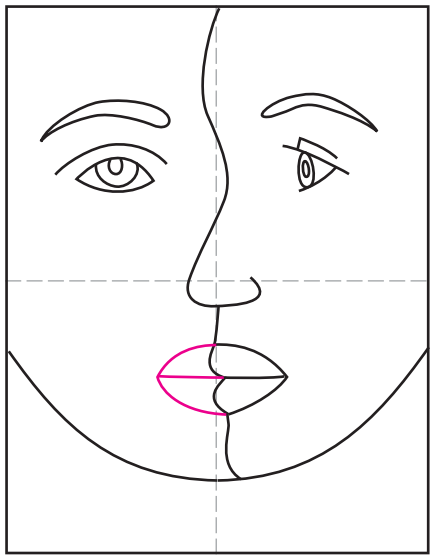
4. Continue chin line. Add lips.



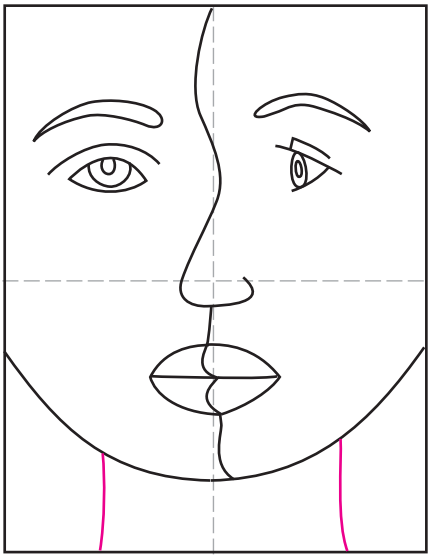
5. Add profile eye and brow.



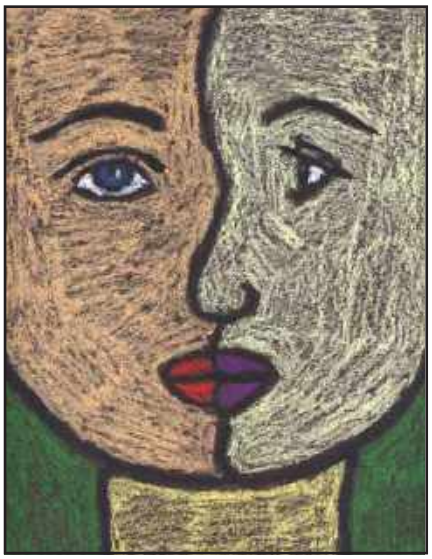
6. Draw left chin line and eye.



7. Add left mouth.



8. Complete with neck lines.



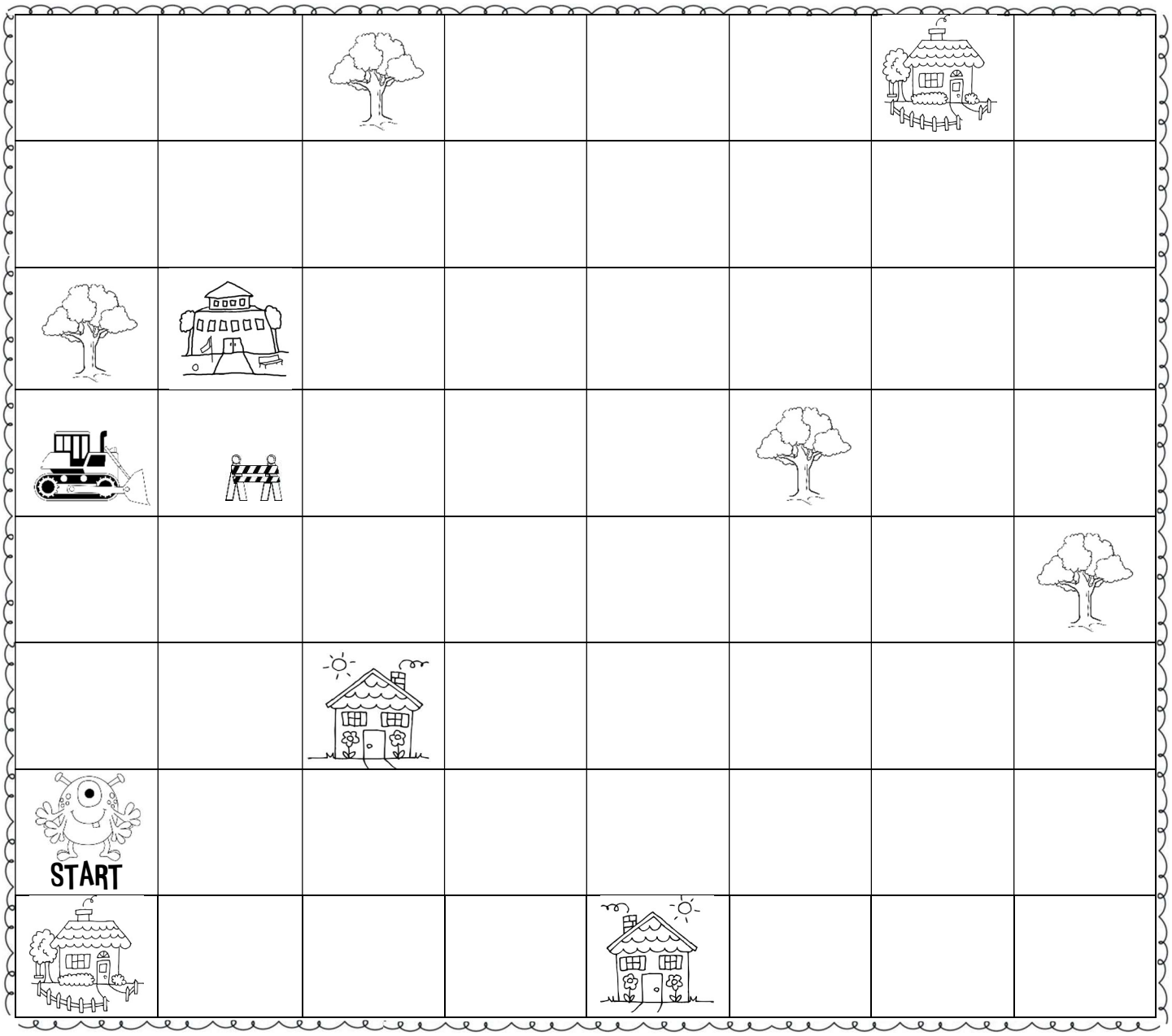
9. Trace heavily with black pastel, and fill in with lots of bright colors.

FOCUS ON: NOTE VALUES

Name: _____

Music rhythms are written as notes. A note is the number of beats a sound is held out. Use your knowledge of note values to show the path the Monster should take to get to school.

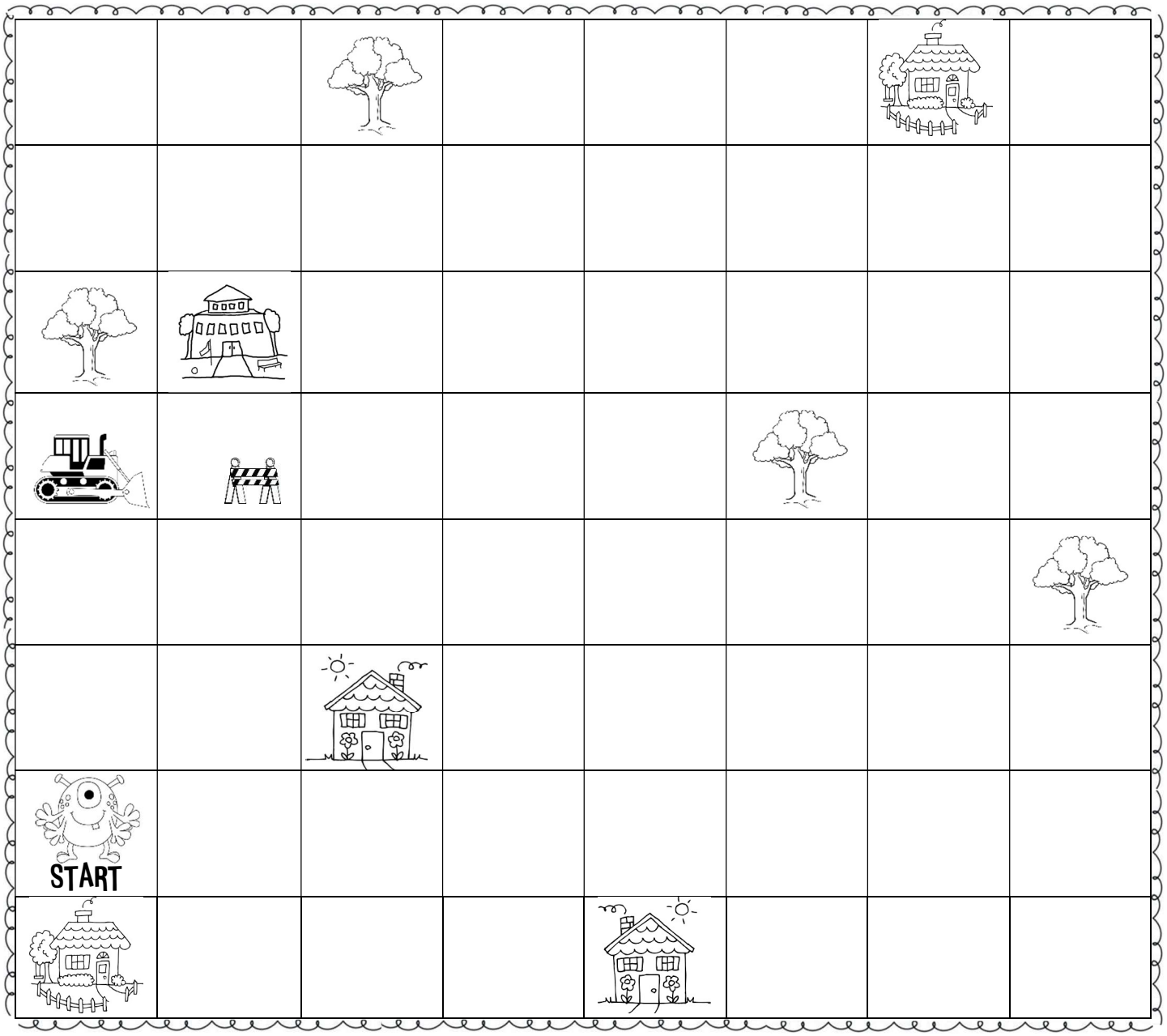
Each box on the map equals one beat of sound.



Cheerio the Monster started their day by grabbing their backpack and going up one **half note**.
Then, they went to the right for a **whole note**, and then down three **quarter notes**.
Cheerio met up at a friends house, and started going right for a **half note**.
Cheerio and their friend played hopscotch going up the road and moved up two sets of **eighth notes**.
The bell was going to ring soon... they had to move fast! They ran up one **whole note**.
Without time to spare, the friends turned left and took a **dotted half note** to the next road.
Looking both ways, they moved down one **quarter note**.
Just in time for the first school bell, the friends went to the left for a set of **sixteenth notes**.

How many beats did Cheerios adventure to school take? _____

Remember, each box on the map equals one beat of sound.



Create your own path for Cheerio using the note and rest values below.
Read your rhythm path to a friend or family member.

Set of Sixteenth Notes - One Beat		Dotted Half Note - Three Beats	
Set of Eighth Notes - One Beat			
Quarter Note - One Beat		Quarter Rest - One beat	
Half Note - Two Beats		Half Rest - Two beats	
Whole Note - Four Beats		Whole Rest - Four beats	

FOCUS ON: TEMPO

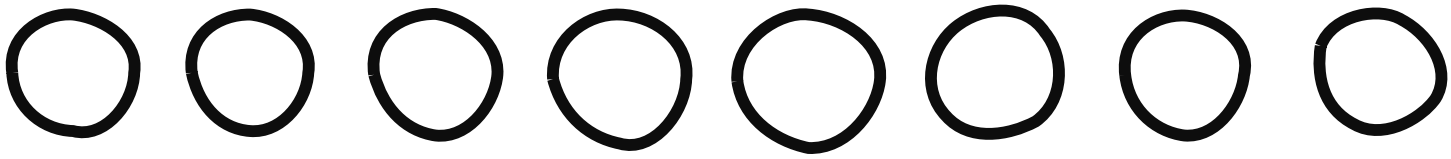
Name: _____

Tempo is the element of music that changes the speed of the music.
Today you are going to experiment with three different tempos.

To play this game, you will need the help of a timer set to 10 seconds or a family member who can count to ten for you.

In each challenge, your goal is to tap all of the circles from left to right with a steady beat.
Try not to get to the last dot before the countdown is over!
Keep trying until you and the timer end perfectly together.

TEMPO 1 – ADAGIO / SLOW



TEMPO 2 – MODERATO / MEDIUM

TEMPO 3 – ALLEGRO / FAST

Reflection:

How many circles do you think you would need to touch for a Presto (Very Fast) tempo?

Which tempo was the most difficult to end at 10 seconds?

Can you think of any songs that match these tempos?

Have your parent or guardian sign below as proof that you completed the challenge.

Parent Signature: _____

Looking at a play

Kid's Theatre and Plays Worksheet

Imagine that *The Three Little Pigs* story is made into a play. Fill in the blanks to answer the questions using these phrases:

the three pigs	*farmland*
the pigs build their houses	*the wolf*
Mother Pig	*Mother tells the pigs to move out,*
the wolf can't blow the brick house down	

1. Who are the characters in the play? _____,

   _____, and _____

2. What is the setting? _____

3. What are 3 events that tell the story of *The Three Little Pigs*? List them in order.

a. _____

_____

b. _____

_____

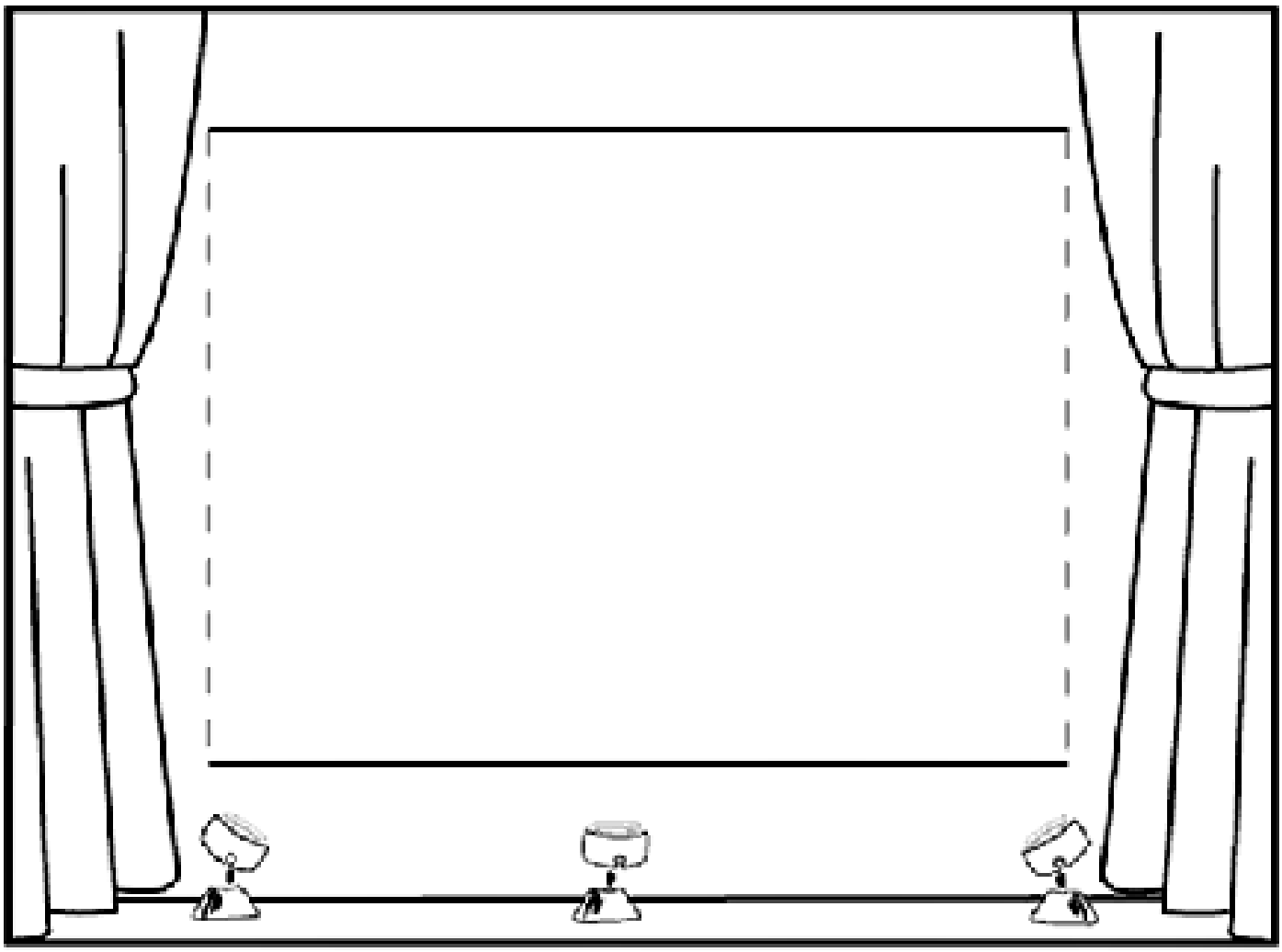
c. _____

_____

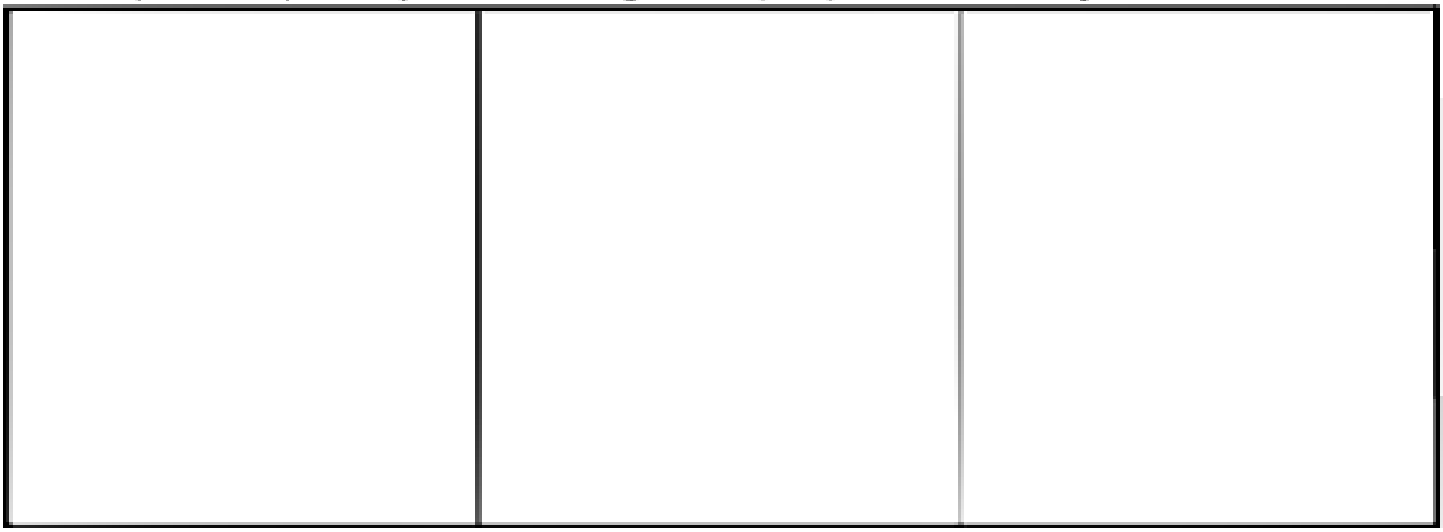
Drama Theatre

Create your own play!
Decorate the frame and cut out. Cut a slit along the dotted lines. Don't cut the whole inside square out.

FRAME



Draw a picture in each box to show the scenes in your play or performance. Cut out the strip and slide through the frame. Tell the story as you pull the strip through the frame. Photocopy several STRIP copies and tape more picture boxes together if your performance is long.



What is creative drama?

Kid's Theatre and Plays Worksheet

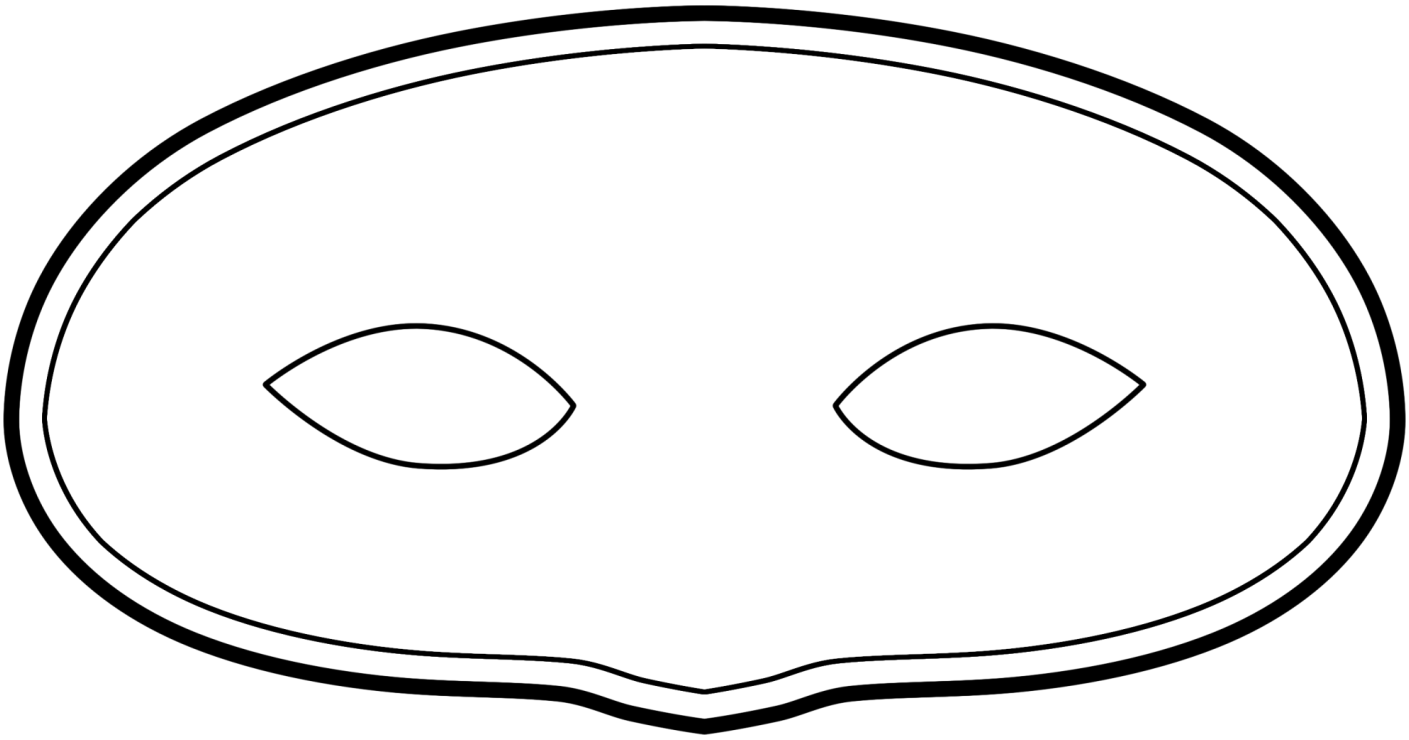
Drama is a play acted out for an audience. A play tells a story with characters. The characters act out the story. They also talk with their actions. A play has a setting and events. The characters wear costumes. There are props used to help tell the story. These props are on the stage. Props can be lots of things like a cardboard building, furniture, or any small things needed in the play.

A. Matching. Draw a line from the drama word to the definition:

1. where the play takes place	audience
2. actors in a play	props
3. another word for drama	characters
4. people who watch the play	play
5. what characters wear in a play	events
6. what happens in a play	costumes
7. different items used in a play	setting
8. what a play tells	stage
9. where the characters act	story

Name: _____ Teacher: _____

Directions: Design your favorite mask.



Name: _____ Teacher: _____

Directions: Design your favorite super hero costume.

Fifth Grade
PE Academic Packet

School_____

Student Name_____

Please follow your teacher's instruction on use and return of packets.
Por favor siga las instrucciones de su maestro sobre el uso y la devolución de los paquetes.
Tanpri swiv enstriksyon pwofesè w sou jan pou w itilize ak retounen pakè yo.
Por favor, siga as instruções do professor sobre o uso e o retorno dos pacotes

Week 2
April 6-April 10, 2020

Orange County Public Schools

Student name:

Classroom teacher name:

FIFTH GRADE PHYSICAL EDUCATION

INSTRUCTIONS

1. Work with a family member to complete these activities in a safe location.
2. Check off each activity you complete on this paper and answer the reflection questions for each day.
3. Return this paper and the answers to the reflection questions to your physical education teacher.
4. At the beginning of each lesson, complete a Mindful Minute. For 60 seconds, clear your mind and only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.
5. Complete a 10-minute warm-up by using exercises that you have done in class.
6. At the end of each lesson, perform slow stretches to cool down.

DAY 1 ACTIVITIES

___ Play a fast song and dance to the music.

___ Review an 8-count beat by stomping your foot 8 times rhythmically four times in a row.

___ Create a Super Hero Dance to an 8-count beat song. Pick 4 different Super Hero movements to include in your dance. Practice the 4 movements for 8 beats each.

___ Ask your family member to add 2 movements.

___ Play music and dance! Repeat the 6 movements throughout the entire song.

___ Teach your dance to family members and invite them to dance with you.

___ Reflection

- How do you feel after you participate in a physical activity you enjoy?

DAY 2 ACTIVITIES

___ Put a quarter, dime, nickel, and penny (or write 25, 10, 5 and 1 cent on four different pieces of paper) in a cup.

___ Pick two coins (pieces of paper) out of the cup and add the totals to determine how many of each of the following to perform star jumps, jog in place with high knees, burpees, scissor jumps, windmills and ask a family member to add 2 more movements. Repeat all 2 times.

___ Remove the quarter (25). Pick two coins (pieces of paper) out of the cup and multiply the numbers to determine how many of each of the activities above to perform. Repeat.

___ Ask family members to play Limbo. Have 2 people hold a broom stick. Take turns going under the stick arching backwards. Lower the stick after each successful pass.

___ Reflection

- What are some lifestyle changes you can make to increase your physical activity after school?

DAY 3 ACTIVITIES

___ During a commercial break, speed walk around your home with a family member.

___ For 60 seconds, perform a Skaters Hop to your right while bringing your left foot behind you with knees bent and body low. Repeat to the left.

___ Ask a family member to help you count:

- Number of times in a row you can hop on your right foot.
- Number of times in a row you can hop on your left foot.
- Number of times in a row you can alternate hopping on left foot and right foot.
- Number of times in a row you can jump up and down in place.
- Number of times in a row you can jump back and forth across a line.

___Reflections

- Add the total number of times you were able to hop and jump.
- How did your legs and lungs feel after you hopping and jumping?

DAY 4 ACTIVITIES

___ Create a sock ball. Ask a family member to help you count the following while balancing on your right foot:

- Number of times you can toss and catch the sock ball to yourself in a row.
- Repeat while balancing on left foot.
- Number of times you can toss and catch using only your right hand.
- Repeat while balancing on left foot and tossing/catching with left hand.

___ Hold each of the following poses for 15 seconds: balance with your feet and hands on the ground and lift one leg; switch and lift the opposite leg; put both feet down and lift one hand; switch and lift the other hand; lift both opposite hand and foot; and switch and lift other hand and foot.

___ Repeat poses while in the crab position.

___ Reflection

- What balancing challenges did you encounter?

DAY 5 ACTIVITIES

___ Put paper plates or paper under your feet, get in the elbow plank position and do the following for 30 seconds each: mountain climbers, in and out feet, both knees to chest

___Tidy Up! Put 10 items on one side of the room. Carry 1 item at a time across the room on your belly while walking like a crab. Then return to the first side of the room by doing an Army Crawl (lay on your stomach resting on your forearms; crawl across the room while dragging your body).

___ Make 2 sock balls. Ask a family member to play catch while throwing one sock ball with your dominant hand. Count how many times you can throw it in one minute. Next, use only your non-dominant hand and count how many times you can throw one sock ball in one minute. Next, try to play catch with two sock balls at the same time. Count how many times you can throw in one minute.

___ Reflection

- Describe ways to appreciate the good physical performance of others.

MY REFLECTIONS

Fifth Grade

English Language Learners
Academic Packet

Student School_____

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Week 2
April 6-April 10, 2020

Orange County Public Schools

Name: _____

Rainforest Explorer

Lesson 107

Paired with *Searching—Advanced*

Written by Nicole Drysdale

Illustrated by Jim Madsen

Lexile®: 900, 689 words

Congratulations! You've been selected to explore the Amazon Rainforest. The Amazon Rainforest is located in South America and is one of the most complex ecosystems on the planet. Because of their wet, warm climates, rainforests can support many types of life. The weather, plants, insects, and animals all work together to keep the forest alive.

Rainforests are divided into four layers—we'll spend a day in each! So pack your bags and get ready to explore the Amazon Rainforest.

Day 1: The River

One of the best ways to get to the forest is by riding a boat down the Amazon River. This river is the second largest in the world—the perfect environment for crocodiles, fish, anacondas, and even river dolphins. During the rainy season, the river floods the forest floor, helping new plants grow.

Be careful of that caiman hiding in the water. Caimans are the largest crocodiles in the Amazon and can grow up to 20 feet long. The caiman hunts fish, birds, reptiles, and rodents. It also eats dead animals, which helps keep the river clean. The caiman's dark, scaly skin provides camouflage for hunting at night.

Day 2: The Forest Floor

Floodwaters carry soil from nearby mountains to the forest floor. This soil carries nutrients that nourish all the trees and plants. This layer of the forest is dark and cool because very little sunlight makes it through the dense trees to reach the floor. But even though the dark, cool environment makes it difficult for plants to grow, we will see a lot of moss and ferns. And since large animals don't often live in this condition, we'll mostly see insects, frogs, and lizards.

Do you notice that path of broken leaves? It was left by a colony of leaf-cutter ants. Many leaves fall from the canopy to the forest floor, where the ants chop the leaves into chunks and carry them to their underground nest. This process helps decompose leaves in the forest.

Name: _____

Day 3: The Understory

Today we're moving up into the young trees and shrubs, called the understory. Here it is humid and dark, so the trees grow large leaves in order to capture tiny bits of light. Vines creep around the trees to climb high so they can reach the light, too. These plants are home to insects, lizards, snakes, and many small creatures.

If you look closely, you may spot a jaguar. The jaguar's fur is spotted, which provides a perfect camouflage among the shrubs and trees. Because they are excellent swimmers, runners, and climbers, jaguars are great hunters. They help keep the animals they hunt from overpopulating the forest.

Day 4: The Canopy

Today we're exploring the warmest and brightest layer. In order to get the most light, the trees here grow tall and straight. Branches grow at the top of the trees and spread out to form a roof over the forest. The canopy is the noisiest layer because three-quarters of all Amazon creatures live here, including birds, lizards, and monkeys.

Do you hear the loud chattering? It's a squirrel monkey. These monkeys spend their days searching for fruits, nuts, bird eggs, and insects to munch on. They are messy eaters and often drop bits of their food. This helps feed the animals that live on the forest floor.

Day 5: The Emergent Trees

Let's explore the very top of the forest today. Here the tallest trees thrust themselves above the canopy. It's very windy, but the trees are rewarded with plenty of sunlight.

You may want to get out your binoculars to see the sun conure sitting up there. The sun conure is one of the few birds that nest in the emergent trees. Sun conures feed on fruits, berries, and seeds. They often drop seeds, which then grow into new plants.

Day 6: Going Home

This is the end of our grand exploration of the Amazon Rainforest. The rainforest is one of the most valuable ecosystems because it is home to over half the world's plant and animal species. From the tiny ants to the magnificent jaguar, each organism fills a specific need in the forest. Maybe you can return one day to explore even more.

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ACCURACY: # of reading errors: _____ (Indep. = 0–14, Instr. = 15–34, Frust. = 35+)
SPEED: To calculate: 36240 ÷ _____ (Reading time in seconds) = _____WPM

Name: _____

Rainforest Explorer

Lesson 107
Paired with *Searching—Advanced*

Discover Story Vocabulary	ecosystem, rainforest, species
Glossary Words	ecosystems, environment, nourish, canopy, decompose, overpopulating, species

Question Type	Question
Effect	What would happen if animals overpopulated the forest? a. There wouldn't be enough leaf-cutter ants to decompose the leaves. b. There wouldn't be enough food for all of them c. There wouldn't be enough water to flood the forest floor.
Inferential	There are different animals in each layer of the rainforest because _____. a. animals hide in the understory b. most animals live in the canopy c. each layer is a separate ecosystem
Vocabulary	Read this sentence from the article: "Bird nests, beehives, and a wide variety of flowers and plants are found here." What does "wide variety" mean? a. not very many kinds b. a lot of different kinds c. too many things

Name: _____

Rainforest Explorer

Lesson 107
Paired with *Searching—Advanced*

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Name: _____

Response Journal

Think about the article ***Rainforest Explorer***.

Write about a place you would like to explore. Explain why you would like to go there. What might you see? What would you discover?

OR

Explain what you learned about three of the layers in the Amazon Rainforest. Include examples and details to support your ideas.

_____

_____

_____

_____

_____

_____

_____

_____

_____

WORDS YOU MIGHT USE

ecosystem	condition	extremely
environment	after awhile	exciting
weather	later on	narrow
nature		