

Student Resources and Materials

Monday

MATH



**Would You Rather...**

Sell a batch of 30 cookies for 50 cents each with a cost to make of \$8? **OR** Sell a batch of 30 cookies altogether for \$15 with a cost to make of \$6?



Show the calculations and mathematical thinking you used to make your choice:

Justify your choice with math in 2-3 complete sentences:

---

---

---

---

---

---

---

---

## How to play KenKen

1. Fill in each square with a single number. In a 3x3 grid, use the numbers 1 through 3. In a 4x4 grid, use the numbers 1 through 4. In a 5x5 grid, use the numbers 1 through 5...and so on.
2. Do not repeat numbers in any individual row or column. For example, in a 3x3 grid, each column and each row should be filled in with the numbers 1, 2, and 3, with no duplication.
3. Each heavily outlined set of squares is called a “cage.” The numbers in each cage must combine (in any order) to produce the target number indicated in the top corner by using the mathematical operation next to the target number.
4. A number may be repeated within a cage as long as it is not in the same row or column. (ie in a an “L” shaped cage)

### HINTS

1. First fill in single box cages, called “freebies,” with the number in the top left corner.
2. Note the candidates (all possible numbers for each square) for each remaining square and then determine the correct numbers by math, logic, and process of elimination.
3. Each puzzle has one unique solution.

+-	4+		1-
		6+	
3			

Let’s try this simple one! This is a 3x3, and it only has addition or subtraction. After you’ve tried yourself, see the explanation and *possible* steps below.

+-	4+		1-
		6+	
3	3		

First, I would see that the cage in the bottom left is a “freebie” and fill in that box with a 3. Next, I see that the rest of the bottom row needs a 2 and a 1. I’m not sure which order they are in (but I’ll make myself a note of the possible solutions), but since I know that cage must add up to 6 (because the cage says 6+), I know the very middle box of the puzzle must be a three. I know this is reasonable since that column and row do not have any other 3s.

+-	4+		1-
	2	1	
	1	6+	
3	3		

Next, I decide to tackle the top left cage with the 4+ in it. I know the left column can’t have any more 3s in it, so the other two must be a 2 and 1. In order to add up to 4, I would need to add 1 more to the 2 and 1. This tells me that the top middle box of the puzzle must be a 1. Furthermore, the top left box of the puzzle must be a 2 so that that row won’t have duplicate 1s. That leaves another 1 in the left middle box of the puzzle.

+-	4+		1-
	2	1	3
	1	6+	
3	3		2

Lastly, the middle column needs a 2, so I fill that in at the bottom middle spot, and the top row must have a 3 in its last spot. That leaves only a possible 1 in the bottom right box and a 2 in the last remaining box. My last cage that says 1- says that I have to subtract the two numbers in a way that will result in a 1. If I subtract 2 from 3, I have 1, so I know that is logical. All my rows and columns have a 1, a 2, and a 3 without any duplicates!

Your puzzles for Monday:

+ -

1-	4+	2
		2-
3+		

21-3 [www.kenken.com](http://www.kenken.com)

Now let's try a 4x4! Each row and each column will include a 1, a 2, a 3, and a 4 with no duplicates.

+ -

2-		1-	2-
3-	7+		
			2-
2	3-		

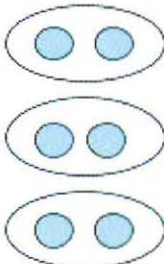
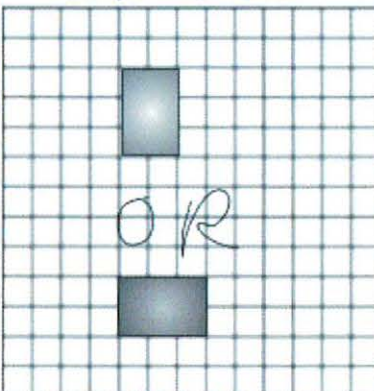
21-9 [www.kenken.com](http://www.kenken.com)

Interactive Math Fact Instructions (multiplication and division)

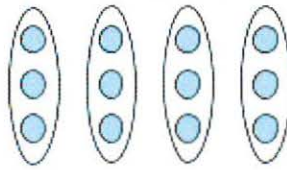
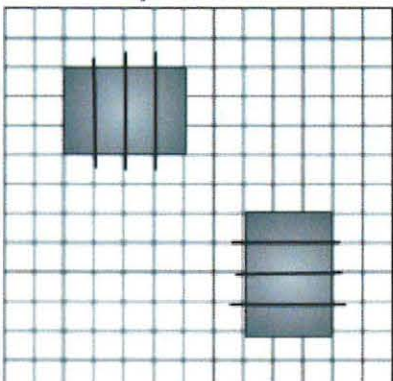
We can show our understanding of math facts in a variety of ways!

See examples:

$2 \times 3$

<b>Repeated Addition</b> $2 \times 3 = 2 + 2 + 2$	
<b>Equal Groups</b> 	<b>Meaning</b> <u>3</u> groups of <u>2</u> = <u>6</u>
<b>Array / Area Model</b>	
	

$12 \div 4$

<b>Repeated Subtraction</b> $12 \div 4$ $= 12 - 4$ $= 8 - 4$ $= 4 - 4$ $= 0$	<b>Equal Groups</b> 	<b>Meaning</b> $\frac{12}{4}$ split into $\frac{4}{}$ equal parts $=$ $\frac{3}{}$
<b>Array / Area Model</b>		
		

Illustrate the following math fact using the chart. Refer to the examples above for guidance. Then, write a word problem that could represent that math fact.

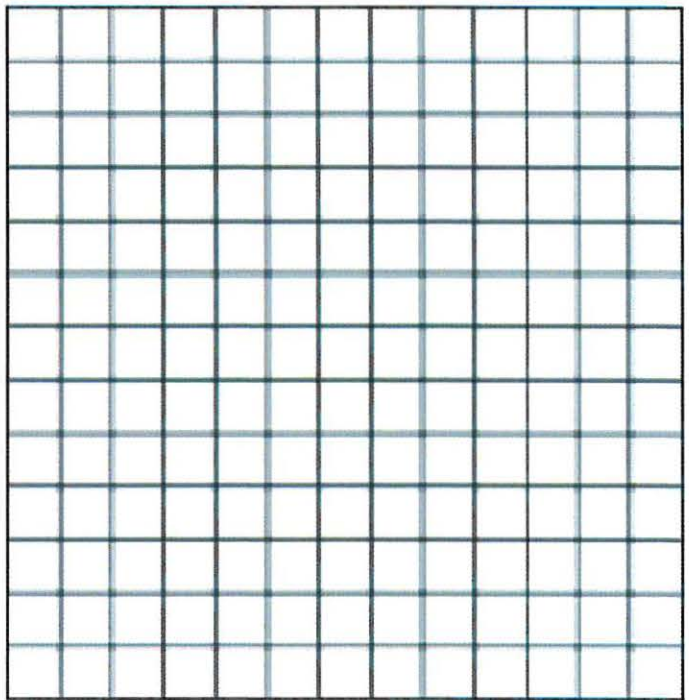
$$8 \times 7$$

**Repeated Addition**

**Equal Groups**

**Meaning**  
\_\_\_\_\_ groups of \_\_\_\_\_ = \_\_\_\_\_

**Array / Area Model**



Write a word problem to represent this math fact:

---

---

---

---

$$63 \div 9$$

**Repeated  
Subtraction**

**Equal Groups**

**Meaning**

\_\_\_\_\_

split into

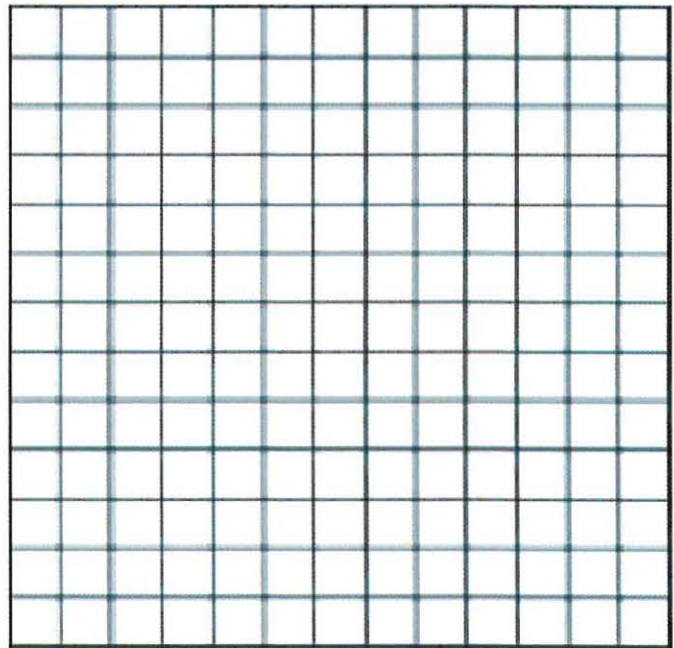
\_\_\_\_\_

equal parts

=

\_\_\_\_\_

**Array/ Area Model**



Write a word problem to represent this math fact:

---

---

---

---

**ELA**

**Literature: Solomon's Wisdom - 1 Kings 3:16-28**

Please read the Bible passage and then answer the following questions in complete sentences.

1. In 2-3 sentences, summarize the plot of this passage.

---

---

---

---

---

---

---

2. What is the conflict of this passage?

---

---

---

---

---

---

---

3. How does King Solomon resolve this conflict? Do you think it illustrates his wisdom? Why or why not?

---

---

---

---

---

---

---

---

---

---

**Poetry:**

1. Summarize what this poem is about in 4 sentences or less:

---

---

---

---

---

---

---

---

2. Who might “the captain” be in this poem? Remember, during the Civil War history unit we read this poem and identified the captain as Abraham Lincoln. What words in this poem suggest that this poem is about a war and a fallen leader? List at least 4 words below:

---

---

3. Memorize lines 1-2

**Spalding:**

This week we are reviewing commonly missed words. Monday through Wednesday, you will complete 3 dictations, just like regular homework. A parent or sibling will say each word and a sentence using it, you will write the word for spelling, in its syllables and with markings. After dictating and writing the ten words, check your markings, make corrections, and cover that list until you have done this 3 times. Thursday, you will write all 30 words once.

See attached list of Spalding words to complete today’s assignment.

## **HISTORY**

Read and complete chapter 1 and journal entry from attached documents.

## **ART**

## **PE**

### Learning Activity 1: Aerobic Activity (12 minutes)

Instructions: Continuous running, skipping, walking. This can be done with a ball such as soccer / basketball dribbling or just random movement. This can also be achieved by riding a bike or hiking if that is a possibility.

### Learning Activity 2: Strength Training (6 minutes)

Instructions: Push ups - 3 push ups per set repeated 3 times. Focus on straight body and elbows bent, allowing the chest to drop to 3 inches from ground.

Instructions: Sit ups - 10 sit ups per set repeat for 3 sets. Lie on ground with feet flat on ground and knees up, hands by side of head. Best if someone can anchor feet in place

### Learning Activity 3: Balance (5 minutes)

#### Instructions: Hopscotch

- Use chalk to draw a hopscotch pattern on the ground or use masking tape on the floor.
- Create a diagram with eight sections and number them.
- Each player has a marker such as a stone, bottlecap, shell, button, etc.
- For younger children simply hopping across the single versus double squares can provide hours of fun.
- The first player stands behind the starting line to toss his or her marker in square one.
- Hop over square one to square two and then continue hopping to square eight, turn around, and hop back again.
- Pause in square two to pick up the marker, hop in square one, and out.
- Then continue by tossing the stone in square two.
- All hopping is done on one foot unless the hopscotch design is such that two squares are side-by-side.
- Then two feet can be placed down with one in each square.
- A player must always hop over any square where a marker has been placed.
- Getting out: A player is out if the marker fails to land in the proper square, the hopper steps on a line, the hopper loses balance when bending over to pick up the marker and puts a second hand or foot down, the hopper goes into a square where a marker is, or if a player puts two feet down in a single box.
- The player puts the marker in the square where he or she will resume playing on the next turn, and the next player begins.

Hello 5<sup>th</sup> grade artists! I hope you are having fun during the extended Spring Break. I want you to continue thinking about the master works we have been studying so I created this page for you to read and work on while you are away from school. All you need is a pencil, a straight edge (ruler, edge of a book or cereal box, anything sturdy and straight) and your knowledge from this academic year.



We started the academic year talking about and observing line in this pen and ink drawing. Who was the artist that created this drawing in 1888? Circle the correct answer : Matisse      Van Gogh      Durer

You will remember that when we were practicing pen and ink, we spoke a lot about the artist showed space by drawing objects in different sizes. There are three grounds we can identify. Write the missing ones below:

\_\_\_\_\_, \_\_\_\_\_, and background.



After recreating our version of “View from the Wheatfields”, we started studying self-portraits. The German artist that created the self-portrait on the left was named Albrecht \_\_\_\_\_ and he lived from 1471-1528, creating detailed and realistic images such as “Young Hare”, “Little Owl” and my favorite, “Great Piece of Turf”. When we looked at this self-portrait, we started to learn about a key element that describes balance, known in the art room as s\_\_\_\_\_. Other examples of this include bees, butterflies, and some letterforms (M,O,T,W). Write five letterforms that are **not** examples of this: \_\_, \_\_, \_\_, \_\_, and \_\_.



Many of us were working on a still life project for the third quarter. If you weren't, you were drawing Venus's face from Sandro Botticelli's famous painting, “The Birth of Venus” and a few of you opted to work on “School of Athens”, painted by Raphael. The example of a still life on the left, was done by your 5<sup>th</sup> grade friends. It is an excellent example of scale, proportion and spatial relationships. The artist has a wonderful understanding of color.

We also created a drawing of a hallway. **One-point perspective** is a drawing method that shows how things appear to get smaller as they get further away, converging towards a single 'vanishing point' on the horizon line. It is a way of drawing objects upon a flat piece of paper (or other drawing surface) so that they look three-dimensional and realistic.

Materials you will need for your at-home project:

1. Three objects from your home that can stay in the same place for the week. (glasses, vases, candlesticks are great for tall items and shells, silverware, books are great for flatter items)
2. A pencil
3. An eraser
4. Ideally a sunlight room but you can use an overhead light too. If the weather is nice, consider sitting outside for this drawing.

Set up your still life so the objects are almost touching, put one partially in front of the other and the third slightly to the side. Can you clearly see all three objects? If not, arrange them until all three are visible. Think about the surfaces of each. Is one dull, one shiny, one rough? Which item is largest, and which is smallest?

On the following page, draw your still life inside the rectangle. Fill the space that I have outlined. Start with light lines and sketch all three items before going over anything with a dark line. Is portrait or landscape orientation best for your still life? You decide. Once everything is sketched, complete your linear drawing (no value, just line). After you have your strong linear drawing, add the value. Use the side of your pencil for better transitions. Think about where the light is hitting your objects, where the shadows are created, whether the materials are translucent or opaque. If you are not familiar with those words, look them up and write down the definitions.

Translucent:

Opaque:

**Daily Rubric:** Give yourself a check mark in each box at the end of each day. Then, give yourself a pat on the back! You did it! Nice work!

Monday, 3/23	<ul style="list-style-type: none"><li><input type="checkbox"/> <input type="checkbox"/> I spent between 120-140 minutes on the daily activities. <input type="checkbox"/></li><li><input type="checkbox"/> I read all directions before I asked for more help. <input type="checkbox"/></li><li><input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences. <input type="checkbox"/> I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage. <input type="checkbox"/></li><li><input type="checkbox"/> My handwriting is neat and can be read by both me and another adult. <input type="checkbox"/></li><li><input type="checkbox"/> I read for at least 20 minutes today. <input type="checkbox"/></li><li><input type="checkbox"/> I put in my best effort today. I am proud of myself, and I know my teacher would be proud of me, too.</li><li><input type="checkbox"/> I asked my parents to review my work and sign-off here once all of it was completed for the day. <span style="float: right;">x _____</span></li></ul>
-----------------	---



Archway Classical Academy, Cicero  
Spalding Homework 3-5

Grade: 5 Week: 94W1 Day of Week: Monday (Mon/Tue/Wed)

Dear Parents,  
Please dictate the following 10 words to your child. Say each word, then say it in a sentence, and then say the word again. Your child writes the *word, markings, and rules*, as seen below. You will then help your child make appropriate corrections, immediately, before moving on to the next word. When you complete all 10 words, your child will need to fold their blank sheet of paper so the words do not show. Repeat this entire process 2 more times, so each word has been practiced a total of 3 times, but the words have never been copied. Thank you!

led
fifth
rea <sup>2</sup> son
friend
near <sup>2</sup> ly r.6
ar <sup>2</sup> range r.29
writ <sup>2</sup> ten r.9
in <sup>2</sup> ter <sup>2</sup> est
plea <sup>2</sup> sant r.11
thi <sup>2</sup> ng <sup>2</sup> fore

Further Instructions:  
Child should label his/her paper with the title *Spalding Homework*, as well as write his/her name, grade/section, and date. The intention of Spalding homework is to practice applying phonogram knowledge and rules to spelling, as well as practice proper letter formation. Please instruct your child to use his/her best handwriting and to re-write any words that were not written with care.

Teacher/Admin Only: (Initial)  
Words written by: \_\_\_\_\_ Proofed by \_\_\_\_\_ Approved by \_\_\_\_\_



Archway Classical Academy, Cicero  
Spalding Homework 3-5

Grade: 5 Week: 94W2 Day of Week: Monday (Mon/Tue/Wed)

Dear Parents,  
Please dictate the following 10 words to your child. Say each word, then say it in a sentence, and then say the word again. Your child writes the *word, markings, and rules*, as seen below. You will then help your child make appropriate corrections, immediately, before moving on to the next word. When you complete all 10 words, your child will need to fold their blank sheet of paper so the words do not show. Repeat this entire process 2 more times, so each word has been practiced a total of 3 times, but the words have never been copied. Thank you!

ad dress r.29
se ver al
the <sup>2</sup> ir
tre <sup>2</sup> as ure
in ves ti gate
cer tain r.2
con fer ence <sup>3</sup>
bus i ness r.24,17
cit izen r.2,24
e lab o rate <sup>5</sup> r.4

Further Instructions:  
Child should label his/her paper with the title *Spalding Homework*, as well as write his/her name, grade/section, and date. The intention of Spalding homework is to practice applying phonogram knowledge and rules to spelling, as well as practice proper letter formation. Please instruct your child to use his/her best handwriting and to re-write any words that were not written with care.

Teacher/Admin Only: (Initial)  
Words written by: \_\_\_\_\_ Proofed by \_\_\_\_\_ Approved by \_\_\_\_\_