

# ANSWER KEYS

Monday

Math:

Would You Rather prompt- Accept answers that are justifiable.

Assuming you sell all cookies, the situation that only costs \$6 to make the cookies would be more profitable. 30 cookies at 50 cents per cookie is \$15, 30 cookies for \$15 altogether is the same overall money received, but spending only \$6 versus \$8 means you made \$9 profit versus \$7 profit.

KenKen

+-

1-	4+	2
<b>3</b>	<b>1</b>	<b>2</b>
<b>2</b>	<b>3</b>	2-
3+		
<b>1</b>	<b>2</b>	<b>3</b>

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2-		1-	2-
<b>3</b>	<b>1</b>	<b>4</b>	<b>2</b>
3-	7+		
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>4</b>	<b>3</b>	<b>2</b>	2-
2	3-		
<b>2</b>	<b>4</b>	<b>1</b>	<b>3</b>

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Interactive Math Facts:

Repeated Addition  
 $8 \times 7 = 7+7+7+7+7+7+7+7$

Equal Groups

Meaning  
 8 groups of 7 = 56

Array / Area Model

Repeated Subtraction  
 $63 - 9 =$   
 $54 - 9 =$   
 $45 - 9 =$   
 $36 - 9 =$   
 $27 - 9 =$   
 $18 - 9 =$   
 $9 - 9 =$   
 $0$

Equal Groups

Meaning  
 63  
 split into  
 9  
 equal parts  
 =  
 7

Array / Area Model

Accept any reasonable word problems that reflect the math fact.

Literature:

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

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

*Answers will vary.*

- What is the conflict of this passage?

*Two women argue over who is the true mother of the living baby. They go to King Solomon to resolve their argument.*

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

*King Solomon suggests cutting the baby in two parts. He knows that the true mother will love the baby enough to spare it. He determines that the true mother is the one who does not want the baby to be killed.*

Tuesday

Math:

Decimal prompt-

- 1) Students should mention place value when describing the process of comparing decimals and should mention starting on the left-most digits, then moving to the right if those digits are the same. All answers should be in complete sentences and include an example.
- 2) Mistakes can be made if we compare different place values or forget about the “invisible zeroes” to the right of existing digits. For example, let’s say we compare 0.32 to 0.302. Sometimes students will think of this as 32 thousandths vs. 302 thousandths. But in reality if we add the invisible zero to the thousandths place, we are really comparing 320 thousandths to 302 thousandths.

KenKen-

+ - × ÷			
<sup>3</sup> ×	1	<sup>2</sup> ÷	2
<b>3</b>	<b>1</b>	<b>4</b>	<b>2</b>
1	<sup>12</sup> ×	3	<sup>8</sup> +
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<sup>2</sup> ÷	<sup>1</sup> -	2	1
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
2	4	<sup>1</sup>	3
<b>2</b>	<b>4</b>	<b>1</b>	<b>3</b>

+ - × ÷				<b>Challenging</b>
<sup>1</sup> -	2	<sup>3</sup> -	<sup>6</sup> +	
<b>3</b>	<b>2</b>	<b>4</b>	<b>1</b>	
<sup>2</sup> ÷	<sup>12</sup> ×	1	3	
<b>2</b>	<b>4</b>	<b>1</b>	<b>3</b>	
4	1	3	2	
<sup>2</sup> -	3	<sup>2</sup> ÷	4	
<b>1</b>	<b>3</b>	<b>2</b>	<b>4</b>	
21-12		www.kenken.com		

Decimal review-

C, D, D, A, A, D, C, B, B, A, D, C, A, B, C, B

Interactive Math Facts- see Monday for examples. There are multiple ways to show the fact with a picture.

Literature:

1. What strange event happens during King Belshazzar’s feast? How does the king respond?

*During the king’s feast, the fingers of a hand appear and write a message on the wall that the king cannot understand. The frightened and astonished king calls his men and offers rewards to whomever can interpret the writing, but no one can.*

2. What suggestion does the queen make to King Belshazzar?

*The queen suggests that Daniel be called to interpret the mysterious handwriting on the wall.*

Grammar: see attached key

Wednesday

Math:

Would you rather- Accept any justifiable answers. Assuming the child wants a cheaper price for the 18 Reese's eggs, the deal with 97 cents and buy 2 get 1 free is a better deal. It ends up costing \$11.64, whereas the packs of 6 costs \$12.00.

KenKen-

<b>7+</b> 4	3	<b>5+</b> 2	<b>1-</b> 1
<b>3+</b> 1	<b>3-</b> 4	3	2
2	1	<b>7+</b> 4	3
<b>5+</b> 3	2	<b>3-</b> 1	4

<b>24×</b> 3	4	<b>2÷</b> 1	2
2	<b>3-</b> 1	4	<b>3</b> 3
<b>6+</b> 1	3	2	<b>12×</b> 4
<b>2÷</b> 4	2	3	1

Menu activity answers-

- \$12.10
- \$0.40
- \$15.40
- 12
- \$0.29

Mental math answers-

- 32
- 9000
- 3.4
- 9
- 0.9
- 0.9
- 5
- 50
- 0.06
- 0.86

Literature:

1. Daniel interprets the meaning of the message written on the wall. What does the message mean?

*According to Daniel, the writing means that God is bringing King Belshazzar's kingdom to an end, that the king is found wanting, and that his kingdom will be divided and given to the Medes and Persians.*

2. At the end of this passage, what happens to King Belshazzar?

*At the end of this passage, King Belshazzar is killed.*

Thursday

Math:

Word problem prompt: Accept any reasonable answers. Challenge them to think of a problem or situation that is realistic.

KenKen-

<sup>3+</sup> <b>2</b>	<sup>8+</sup> <b>4</b>	<b>1</b>	<sup>3</sup> <b>3</b>
<b>1</b>	<b>3</b>	<sup>2-</sup> <b>4</b>	<b>2</b>
<sup>7+</sup> <b>3</b>	<sup>3+</sup> <b>1</b>	<b>2</b>	<sup>3-</sup> <b>4</b>
<b>4</b>	<sup>1-</sup> <b>2</b>	<b>3</b>	<b>1</b>

<sup>3-</sup> <b>1</b>	<sup>2÷</sup> <b>4</b>	<b>2</b>	<sup>3</sup> <b>3</b>
<b>4</b>	<sup>6×</sup> <b>2</b>	<b>3</b>	<sup>3+</sup> <b>1</b>
<sup>3</sup> <b>3</b>	<sup>3-</sup> <b>1</b>	<b>4</b>	<b>2</b>
<sup>5+</sup> <b>2</b>	<b>3</b>	<sup>3-</sup> <b>1</b>	<b>4</b>

Estimating Multiplication w/Decimals Answers:

A, B, A, D, C, D, D, C, D, B, D, B

Interactive math facts: See Monday for more examples, email Mrs. Barnes if you still have questions.

Literature:

1. Under King Darius, Daniel is appointed as a high official. Why do the other high officials want to find fault in Daniel?

*Daniel is set above all of the other officials because of his excellent spirit. Due to their jealousy, the other officials want to find a fault or a complaint against Daniel.*

2. What is the plan that the officials come up with in order to get Daniel in trouble? Why does King Darius decide to throw Daniel in the lions' den?

The officials advise to the king that he make a law saying that no one can worship any other god and must only worship King Darius for 30 days. Because Daniel continues praying to God, the officials now have a complaint against him. King Darius throws Daniel in the lions' den because he had previously agreed to the ordinance.

3. What does the king wish for Daniel as he throws him in the den?

*The king wishes that God will deliver Daniel from the lions.*

Grammar: See attached key.

Friday

Math:

Would You Rather prompt- Accept justifiable answers. The 50 feet per second is just over 3 miles per hour. Their answer could depend on if they want to go fast or slow.

KenKen-

<sup>8+</sup> <b>1</b>	<b>3</b>	<sup>2</sup> <b>2</b>	<sup>6+</sup> <b>4</b>
<sup>7+</sup> <b>3</b>	<b>4</b>	<sup>6+</sup> <b>1</b>	<b>2</b>
<b>4</b>	<b>2</b>	<b>3</b>	<sup>2-</sup> <b>1</b>
<sup>2</sup> <b>2</b>	<sup>3-</sup> <b>1</b>	<b>4</b>	<b>3</b>

<sup>2÷</sup> <b>2</b>	<sup>3</sup> <b>3</b>	<sup>3-</sup> <b>1</b>	<b>4</b>
<b>4</b>	<sup>2÷</sup> <b>2</b>	<sup>7+</sup> <b>3</b>	<sup>1</sup> <b>1</b>
<sup>2-</sup> <b>3</b>	<b>1</b>	<b>4</b>	<sup>6×</sup> <b>2</b>
<b>1</b>	<sup>2÷</sup> <b>4</b>	<b>2</b>	<b>3</b>

Worksheet answers-

- |                    |                    |
|--------------------|--------------------|
| 1. <u>10</u>       | 11. <u>5,638</u>   |
| 2. <u>100</u>      | 12. <u>852,600</u> |
| 3. <u>793.1</u>    | 13. <u>332.96</u>  |
| 4. <u>547.579</u>  | 14. <u>75,878</u>  |
| 5. <u>95,413.2</u> | 15. <u>754.129</u> |
| 6. <u>8,213.5</u>  | 16. <u>10</u>      |
| 7. <u>75,360</u>   | 17. <u>443.389</u> |
| 8. <u>1,000</u>    | 18. <u>1,000</u>   |
| 9. <u>929.2</u>    | 19. <u>35,797</u>  |
| 10. <u>1,000</u>   | 20. <u>151.37</u>  |

Mental math answers-

600

570

1.36

15

4

25

25

10

0.72

0.72

Literature:

1. What happened to Daniel in the lions' den? How did this happen?

*Daniel remains unharmed in the lions' den. Because he prayed and trusted God, the angel of the Lord closed the mouths of the lions, and Daniel was spared. King Darius brings Daniel out of the den.*

2. In 5-7 sentences, summarize the two chapters of Daniel that you read (chapters 5 and 6).

*Answers will vary*

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:

**Foreground**, **middle ground** 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 **Dürer** 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 **symmetry**. Other examples of this include bees, butterflies, and some letterforms (M,O,T,W). Write five letterforms that are **not** examples of this: \_\_, \_\_, \_\_, \_\_, and \_\_. (**any asymmetrical letterform**)



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 of 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.

Tuesday - grammar key

1. Harry <sup>HV</sup> had not <sup>HV</sup> been listening <sup>AV</sup> very carefully.

Harry | had been listening  
not

2. The lamp <sup>AA</sup> (with the crooked shade) <sup>OP</sup> leaned <sup>A.V.</sup> against the wall.

The | lamp | leaned | against | wall  
the | crooked | shade

3. Throw @ rope (to me)

→ (you) Throw @ rope (to me)

(you) | Throw | rope  
to | me

Thursday - grammar key

1. (In my opinion) Daniel is brave.

Daniel | is | brave  
In | opinion

2. Walt Whitman is a poet, and he wrote a poem (about Lincoln).

Walt | Whitman | is | poet  
he | wrote | poem | about | Lincoln

3. She laughed after he told the joke.

She | laughed  
after | he | told | joke  
OR  
she | laughed  
he | told | joke

## Parsing Rules

<u>Subject</u>	<u>underline once</u>
<u>verb</u>	<u>underline twice; write "AV", "HV" or "LV" over it depending on whether it's an action helping or linking verb</u>
<u>adjective</u> <u>article adjective</u>	<u>circle; draw an arrow to the noun it describes. Write "A" over article adjectives</u>
<u>Adverbs</u>	<u>Box; draw an arrow to the word it describes</u>
<u>Predicate nominative</u> <u>PN</u> <u>PA</u> <u>Predicate adjective</u>	<u>Write "PN" or "PA"; draw an arrow back to what it remains</u>
<u>Direct object</u> <u>DO</u>	<u>Write "DO" above it</u>
<u>Indirect object</u> <u>(prepositional phrase)</u>	<u>Write "IO" above it</u>
<u>Prepositional phrase</u>	<u>underline the preposition; write markers as normal; write "OP" over the object of the preposition; put it all in parenthesis</u>
<u>Prepositional phrase</u>	<u>Parse and diagram like adjectives</u>
<u>Coordinating conjunctions</u>	<u>Write "CC" over them</u>
<u>Subordinating conjunctions</u>	<u>write "SC" over them</u>

## Example diagrams

<u>Interjection or Direct address</u>	
<u>Subject</u>	<u>direct object</u>
<u>Article</u>	<u>adjective</u>
<u>adjective</u>	<u>adverb</u>
<u>adverb</u>	<u>adverb</u>
<u>Subject</u>	<u>Linking verb</u>   <u>Predicate Nom. or Adj.</u>
<u>Subject</u>	<u>Helping verb + Action verb</u>   <u>direct object</u>
	<u>indirect object</u>   <u>Preposition</u>   <u>obj. of the prep</u>   <u>adjective</u>
<u>Sub. 1</u>	<u>Verb</u>   <u>direct object</u>
<u>Subject 2</u>	<u>Verb</u>   <u>direct object</u>
<u>Sub</u>	<u>verb 1</u>   <u>adverb</u>
	<u>verb 2</u>
<u>Subject</u>	<u>verb</u>   <u>direct object</u>
	<u>adjective</u>
<u>Subject</u>	<u>Linking verb</u>   <u>PN or PA</u>