



Friday
PRINTING OPTIONAL
Grade 5
March 30th – April 3rd, 2020

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!

Friday, 4/3	<ul style="list-style-type: none"><input type="checkbox"/> I spent between 80-90 minutes on the daily activities.<input type="checkbox"/> I read all directions before I asked for more help.<input type="checkbox"/> If required, I wrote all of my answers in complete, cursive sentences. I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.<input type="checkbox"/> My handwriting is neat and can be read by both me and another adult.<input type="checkbox"/> I read for at least 20 minutes today.<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.<input type="checkbox"/> I asked my parents to review my work and sign-off here once all of it was completed for the day. <p style="text-align: center;">x</p>
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Grammar:

Explanation: Some sentences have two independent clauses (which would make them compound sentences), but they also contain a dependent clause. We call these sentences “**compound-complex sentences.**”

EX: The family went to the store, and they saw that fruit was on sale.

“The family went to the store” and “they saw” are both independent clauses. “That fruit was on sale” is the dependent clause.

Because it contains at least two independent clauses and at least one dependent/subordinate clause, it is a compound-complex sentence.

Directions: Identify the clauses (independent or dependent) in each sentence. Underline independent clauses once and dependent clauses twice. Then, mark if the sentence is simple, compound, complex, or compound-complex.

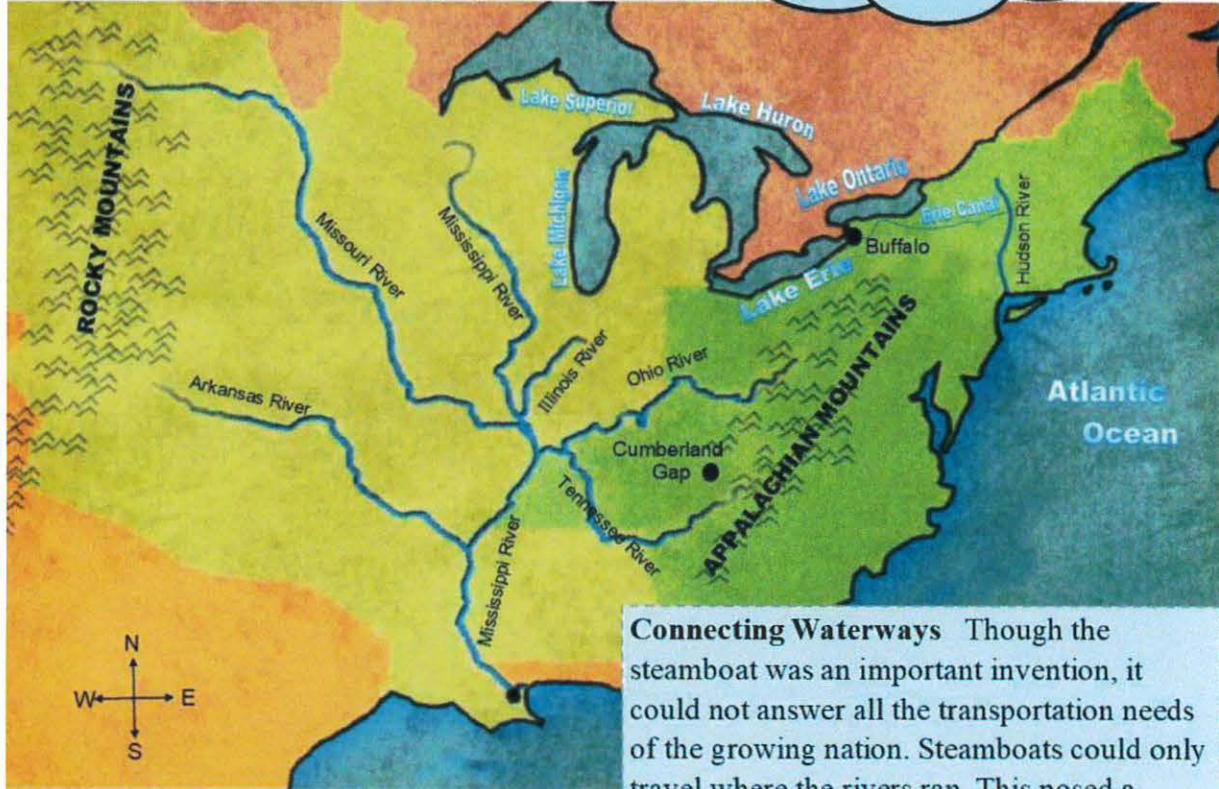
1. After breakfast, we started school.
2. Before Dorothy left, she packed a basket of bread.
3. Jack and Jill wanted to go outside, but they did not go because it was too dark outside.

HISTORY

CHAPTER 5: CANALS AND RAILROADS

Before you begin,  and think...

What are some of the improvements made in American transportation learned about in Chapter 4?



Connecting Waterways Though the steamboat was an important invention, it could not answer all the transportation needs of the growing nation. Steamboats could only travel where the rivers ran. This posed a problem for people settling in the area between the Appalachian Mountains and the Mississippi River, where the rivers run mainly north and south.

Anyone wishing to send goods east or west still had to rely on overland travel, which was slow, expensive, and often dangerous. Getting across the Appalachian Mountains posed an even bigger problem.

Other than the Cumberland Gap, there are only a few lowland areas that pass through the mountains. One such place is in the northern part of New York State. Rather than build a road there, however, DeWitt Clinton, who was the Mayor of New York City and the Lieutenant Governor of the State, had another idea. Why not build a canal—a waterway that would connect Lake Erie with the Hudson River?



Underline the name of the man who had the idea to build a canal from Lake Erie to the Hudson River

Hard Work

A canal would allow farmers near the Great Lakes to ship their corn, wheat, and hogs to Albany by water. From Albany, the goods could be shipped down the Hudson River to New York City.

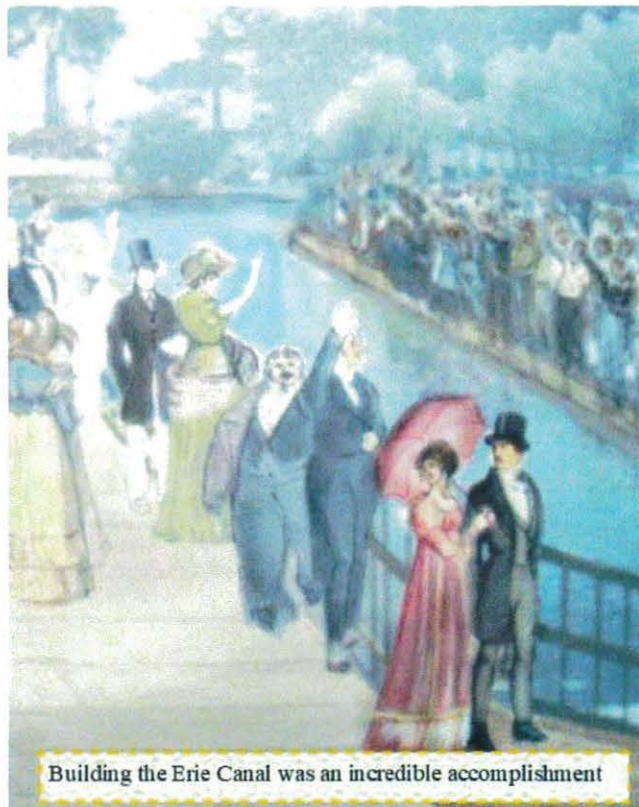
Clinton's proposal was breathtaking. Several canals had already been built in the United States. The longest, however, was only twenty-seven miles long. Clinton's canal, later called the Erie Canal, would be 363 miles long. That would make it the longest canal ever built in the United States!



Circle the length of the Erie Canal

The canal was a challenge to build without modern tools, such as chain saws, steam shovels, and bulldozers. Every tree along the route had to be cut down by hand. All of the dirt had to be dug by thousands of workers, one shovelful at a time.

Many people felt that the canal was an impossible task. Even Thomas Jefferson, who was always interested in new ideas, said that Clinton's idea was "little short of madness." Despite such opinions, work on the Erie Canal began in 1817. Eight years later, the job was finished. People came to celebrate.





Circle the year work on the Erie Canal was begun.

Underline the number of years it took to complete the Canal

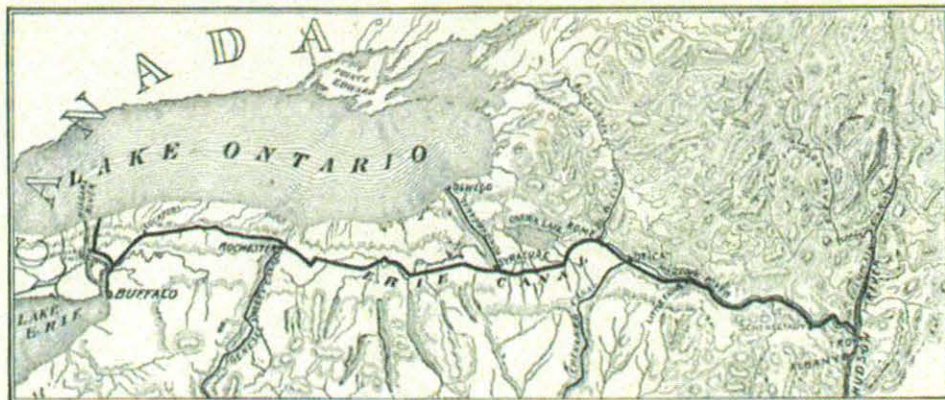
Part of the celebration included a fleet of boats that sailed the length of the Erie Canal. The boats were pulled by mules walking on a path alongside the canal. The boats set out from Buffalo at the western end of the canal on October 26, 1825. Clinton, who was now the Governor of New York State, rode on the first boat with two red, white, and blue barrels filled with water from Lake Erie. The fleet arrived in New York Harbor eight days later. The governor dramatized the great accomplishment by dumping the barrels of fresh water from the Great Lakes into the salt water of the Atlantic Ocean.

The Erie Canal was an instant success. Goods that had previously cost one dollar to ship overland from Buffalo to New York City could now be sent for less than a dime—and in half the time. Increased trade caused Buffalo to grow from a small town into a large city. New York City became the largest city in the young nation.

Other states rushed to copy the success of New York with east-west canals of their own. Even though none was as successful as the Erie Canal, these canals also encouraged settlement in the West.



1. What impact did the building of the Erie Canal have on Westward settlement?



A Map of the Country Traversed by the Erie Canal
Prepared under the supervision of the author, Mr. F. C. Clarke

MUSIC

Examine the 3 samples at the top of the page. Notice that there are 2, 3, or 4 beats per/measure depending on the time signature. In exercise 1 below, add notes to complete the number of beats necessary to complete each measure. In exercise 2, draw bar lines after every 2 beats, and in exercise 3, draw rests to complete each measure.

$\frac{2}{4}$, $\frac{3}{4}$, & $\frac{4}{4}$

Remember what you have learned about time signature:

The upper number of a time signature indicates how many beats are allowed in each measure.

The lower number of a time signature indicates what type of note receives one beat.

$\frac{2}{4}$ — beats per measure
 $\frac{4}{4}$ — ♩ gets 1 beat

A musical staff in 2/4 time signature. It contains six measures. The first measure has two quarter notes. The second measure has two quarter notes. The third measure has a quarter note followed by a half note. The fourth measure has a quarter note followed by a quarter rest. The fifth measure has a quarter note followed by a quarter rest. The sixth measure has two quarter notes. Below the staff, the counting is: [1 2] 1 2 (1) 2 [1 2].

$\frac{3}{4}$ — beats per measure
 $\frac{4}{4}$ — ♩ gets 1 beat

A musical staff in 3/4 time signature. It contains six measures. The first measure has three quarter notes. The second measure has a quarter note followed by a half note. The third measure has a quarter note followed by a quarter rest. The fourth measure has a quarter note followed by a quarter rest. The fifth measure has a quarter note followed by a quarter rest. The sixth measure has a quarter note followed by a quarter rest. Below the staff, the counting is: 1 2 3 [1 2] 3 1 (2) 3 [1 3] (3).

$\frac{4}{4}$ — beats per measure
 $\frac{4}{4}$ — ♩ gets 1 beat

A musical staff in 4/4 time signature. It contains six measures. The first measure has four quarter notes. The second measure has a quarter note followed by a half note followed by a quarter note. The third measure has a quarter note followed by a quarter rest. The fourth measure has a quarter note followed by a quarter rest. The fifth measure has a quarter note followed by a quarter rest. The sixth measure has a quarter note followed by a quarter rest. Below the staff, the counting is: [1 2] 3 4 [1 2 3 4] 1 (2) 3 (4) [1 2] (3) (4).

STUDENT ASSIGNMENT

1. There is only one note missing from each measure below. Draw the note on the appropriate beat to complete the measure. Clap the rhythm.

A musical staff in 3/4 time signature. It contains six measures. The first measure has a quarter note on beat 1 and a quarter rest on beat 2. The second measure has a quarter note on beat 1 and a quarter rest on beat 2. The third measure has a quarter note on beat 1 and a quarter rest on beat 2. The fourth measure has a quarter note on beat 1 and a quarter rest on beat 2. The fifth measure has a quarter note on beat 1 and a quarter rest on beat 2. The sixth measure has a quarter note on beat 1 and a quarter rest on beat 2. Below the staff, the counting is: 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3.

2. Draw bar lines in the following music. Write in the counting below the staff. Place the counting of rests in parentheses. For notes longer than one beat, place brackets around the first and last beats in that note. Clap the rhythm.




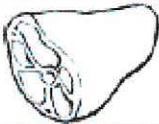





A musical staff in 2/4 time signature. It contains six measures. The first measure has two quarter notes. The second measure has two quarter notes. The third measure has a quarter note followed by a half note. The fourth measure has a quarter note followed by a half note. The fifth measure has a quarter note followed by a quarter rest. The sixth measure has a quarter note followed by a quarter rest. Below the staff, the counting is: [1 2] 3 4 [1 2 3 4] 1 (2) 3 (4) [1 2] (3) (4).

3. There is only one rest missing from each measure below. Draw the rest on the appropriate beat to complete the measure. Clap the rhythm.

A musical staff in 3/4 time signature. It contains six measures. The first measure has a quarter note on beat 1 and a quarter rest on beat 2. The second measure has a quarter note on beat 1 and a quarter rest on beat 2. The third measure has a quarter note on beat 1 and a quarter rest on beat 2. The fourth measure has a quarter note on beat 1 and a quarter rest on beat 2. The fifth measure has a quarter note on beat 1 and a quarter rest on beat 2. The sixth measure has a quarter note on beat 1 and a quarter rest on beat 2. Below the staff, the counting is: 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3.

SPANISH

Activity 2- Unscramble the letters. You can use the vocabulary from Activity 1 on Tuesday.

ORDENA LAS LETRAS		
	z a a a m n n	
	e a o h l d	
	c e e h l	
	r d c e o	
	m a r l a c a	
	o u e v h	
	o u y r g	
	n a p	
	s a n t c r o i s	

Activity 2- Choose the foods you eat, circle the picture matching that food, and write the names in the box.

¡VAMOS A DESAYUNAR!

¿Qué tomo para desayunar?
Ayúdame a elegir los alimentos,
rodea los dibujos y escribe su
nombre en el recuadro

