



Monday
LESSONS
Grade 5
March 30th – April 3rd, 2020

Monday, March 30th

English Language Arts

- Learning Activity:
 - Spalding: 4 new words (Lessons)
 - Literature: Chapter 1 of *The Wonderful Wizard of Oz* (Lessons)
 - Composition/Grammar: practice identifying types of verbs (Printing Optional)
- Instructions:
 - Spalding: 2 dictations on lined paper
 - Literature: We are beginning a new book: L. Frank Baum's *Wonderful Wizard of Oz*. You will find each chapter copied in the packet; if you would like to read an illustrated version, please feel free to download a PDF from this website: <http://www.gutenberg.org/files/43936/43936-h/43936-h.htm> Today, read the first chapter, then answer the question on a separate piece of lined paper.
 - Composition/Grammar: Complete worksheet: identify the underlined verbs in each sentence. Remember, "state of being" verbs are types of linking verbs; you may mark them as either a linking verb or a state-of being verb. (Answer Key may be found in Parent Resources and Keys)

Mathematics

- Learning Activity: math journal prompt, interactive math fact, divide by tenth practice (Lessons)
- Instructions: Answer the journal prompt with thoughtful, complete sentences. Write an example to go with your explanation. Next, illustrate or represent the given math fact three ways. Last, copy and complete the decimal division problems. Each of these should be done on lined paper. (Answer Key may be found in Parent Resources and Keys)

History

- Learning Activity: Westward Expansion Before the Civil War Ch. 4 (Printing Optional)
- Instructions: Read and complete Ch. 4 and answer questions.

Art

- Learning Activity: Still life exercise – line and contour. (Lessons)
- Instructions: Using the photograph of the still life, create a linear drawing of the three objects, closely detailing their positioning and scale.

P.E.

- Learning Activity: Activity Square
- Instructions:
 - Create 12 step square
 - Move around square using different movement skills
 - Practice then use watch to time activity to find the fastest time.
 - Repeat for a total of 5 sets of 5 laps
 - Sequence
 - First Lap - run then 5 jumping jacks
 - Second Lap - skip then 5 sit ups
 - Third Lap - hop one foot, switch feet on each side then - 3 push ups
 - Fourth Lap - jump feet together then 5 squat jumps
 - Fifth Lap - sprint full speed

Spalding:



Archway Classical Academy, Cicero
Spalding Homework 3-5

Grade: 5 Week: Q4W2 Day of Week: Monday (Mon/Tue/Wed)

First - The Parent will: Read the word and example sentence.

Then - The Student will: Discover the spelling as learned in classroom

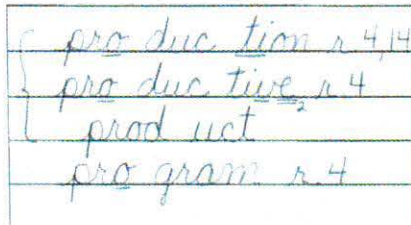
1. Repeat the word
2. Determine the base word (and affix, if applicable.)
3. Show syllables with fists.
4. Show sounds with fingers.

Next - The Parent will: Refer to instructional tips, I.T., if needed

Then - The Student will: 1. Write the word in syllables while saying it aloud.

2. Mark the word from the beginning for analysis as shown on first sheet.

After first dictation, there will be 2 more dictations to practice each word.



Monday Words:

prod uct – *The store sells an excellent product.*

pro duc tive – *Be productive while working from home.* (Base word: product ending “ive”, write product and add “ive” to write productive. Mark “o” add Rule 4 to indicate “o” says its name at the end of a syllable. Mark “v” once and “e” twice add 2 by mark on “e” to indicate job 2.)

pro duc tion – *The cars are on the production line.*

(Base word: product ending “on”, write product and change the “t” to “ti” and add the ending on to write production. Mark “o” add Rule 4 to indicate “o” says its name at the end of a syllable. Mark “ti” add Rule 14 to indicate “ti” says *sh* at the beginning of a syllable.)

pro gram – *The athletic program is excellent.*

(Mark “o” add Rule 4 to indicate “o” says its name at the end of a syllable.)

ELA

Literature:

The Wonderful Wizard of Oz

Chapter 1: The Cyclone

Dorothy lived in the midst of the great Kansas prairies, with Uncle Henry, who was a farmer, and Aunt Em, who was the farmer's wife. Their house was small, for the lumber to build it had to be carried by wagon many miles. There were four walls, a floor and a roof, which made one room; and this room contained a rusty looking cookstove, a cupboard for the dishes, a table, three or four chairs, and the beds. Uncle Henry and Aunt Em had a big bed in one corner, and Dorothy a little bed in another corner. There was no garret at all, and no cellar--except a small hole dug in the ground, called a cyclone cellar, where the family could go in case one of those great whirlwinds arose, mighty enough to crush any building in its path. It was reached by a trap door in the middle of the floor, from which a ladder led down into the small, dark hole.

When Dorothy stood in the doorway and looked around, she could see nothing but the great gray prairie on every side. Not a tree nor a house broke the broad sweep of flat country that reached to the edge of the sky in all directions. The sun had baked the plowed land into a gray mass, with little cracks running through it. Even the grass was not green, for the sun had burned the tops of the long blades until they were the same gray color to be seen everywhere. Once the house had been painted, but the sun blistered the paint and the rains washed it away, and now the house was as dull and gray as everything else.

When Aunt Em came there to live she was a young, pretty wife. The sun and wind had changed her, too. They had taken the sparkle from her eyes and left them a sober gray; they had taken the red from her cheeks and lips, and they were gray also. She was thin and gaunt, and never smiled now. When Dorothy, who was an orphan, first came to her, Aunt Em had been so startled by the child's laughter that she would scream and press her hand upon her heart whenever Dorothy's merry voice reached her ears; and she still looked at the little girl with wonder that she could find anything to laugh at.

Uncle Henry never laughed. He worked hard from morning till night and did not know what joy was. He was gray also, from his long beard to his rough boots, and he looked stern and solemn, and rarely spoke.

It was Toto that made Dorothy laugh, and saved her from growing as gray as her other surroundings. Toto was not gray; he was a little black dog, with long silky hair and small black eyes that twinkled merrily on either side of his funny, wee nose. Toto played all day long, and Dorothy played with him, and loved him dearly.

Today, however, they were not playing. Uncle Henry sat upon the doorstep and looked anxiously at the sky, which was even grayer than usual. Dorothy stood in the door with Toto in her arms, and looked at the sky too. Aunt Em was washing the dishes.

From the far north they heard a low wail of the wind, and Uncle Henry and Dorothy could see where the long grass bowed in waves before the coming storm. There now came a sharp whistling in the air from the south, and as they turned their eyes that way they saw ripples in the grass coming from that direction also.

Suddenly Uncle Henry stood up.

"There's a cyclone coming, Em," he called to his wife. "I'll go look after the stock." Then he ran toward the sheds where the cows and horses were kept.

Aunt Em dropped her work and came to the door. One glance told her of the danger close at hand.

"Quick, Dorothy!" she screamed. "Run for the cellar!"

Toto jumped out of Dorothy's arms and hid under the bed, and the girl started to get him. Aunt Em, badly frightened, threw open the trap door in the floor and climbed down the ladder into the small, dark hole. Dorothy caught Toto at last and started to follow her aunt. When she was halfway across the room there came a great shriek from the wind, and the house shook so hard that she lost her footing and sat down suddenly upon the floor.

Then a strange thing happened.

The house whirled around two or three times and rose slowly through the air. Dorothy felt as if she were going up in a balloon.

The north and south winds met where the house stood, and made it the exact center of the cyclone. In the middle of a cyclone the air is generally still, but the great pressure of the wind on every side of the house raised it up higher and higher, until it was at the very top of the cyclone; and there it remained and was carried miles and miles away as easily as you could carry a feather.

It was very dark, and the wind howled horribly around her, but Dorothy found she was riding quite easily. After the first few whirls around, and one other time when the house tipped badly, she felt as if she were being rocked gently, like a baby in a cradle.

Toto did not like it. He ran about the room, now here, now there, barking loudly; but Dorothy sat quite still on the floor and waited to see what would happen.

Once Toto got too near the open trap door, and fell in; and at first the little girl thought she had lost him. But soon she saw one of his ears sticking up through the hole, for the strong pressure of the air was keeping him up so that he could not fall. She crept to the hole, caught Toto by the ear, and dragged him into the room again, afterward closing the trap door so that no more accidents could happen.

Hour after hour passed away, and slowly Dorothy got over her fright; but she felt quite lonely, and the wind shrieked so loudly all about her that she nearly became deaf. At first she had wondered if she would be dashed to pieces when the house fell again; but as the hours passed and nothing terrible happened, she stopped worrying and resolved to wait calmly and see what the future would bring. At last she crawled over the swaying floor to her bed, and lay down upon it; and Toto followed and lay down beside her.

In spite of the swaying of the house and the wailing of the wind, Dorothy soon closed her eyes and fell fast asleep.

Question: Describe the setting of the first chapter. Then, list the characters from the first chapter and include a one-sentence description for each character.

MATH

1) Math journal prompt

What happens when you multiply a number by ten? Why? Make sure your explanation works for decimals being multiplied by ten as well. Convince me that your explanation is true in every case! *After* you've answered in a general sense, give at least two examples. Answer in at least 2 sentences.

2) Interactive math fact

On a piece of lined or blank paper, illustrate or represent the math fact 9×4 in three ways. See last week's interactive math fact sheets for ideas. You could illustrate it with an array, equal groups, a picture, repeated addition, or a word problem.

3) Divide by tenths practice

Please copy each equation onto lined paper and fill in the blanks. Hint: turn the equation into an equivalent one where the divisor is a whole number OR convert 0.1 into a fraction.

1) $4 \div 0.1 = \underline{\hspace{2cm}}$

2) $\underline{\hspace{2cm}} \div 0.1 = 72$

3) $56 \div 0.1 = \underline{\hspace{2cm}}$

4) $890 \div 0.1 = \underline{\hspace{2cm}}$

5) $\underline{\hspace{2cm}} \div 0.1 = 3.3$

6) $0.9 \div 0.1 = \underline{\hspace{2cm}}$

7) $0.78 \div 0.1 = \underline{\hspace{2cm}}$

8) $\underline{\hspace{2cm}} \div 0.1 = 91$

ART

This week I am going to provide the image of a still-life, so we (3rd, 4th and 5th grades) will be looking at the same objects, lighting, positioning and composition. The first part of lesson will be observation.

- a. How many cylinders are present?
- b. Which object is in the middle ground?
- c. Are these three objects shapes or forms?
 - i. How do you know that? Tell your pencil or another person.



I want you to draw the three objects just as they appear in the photo. I have provided a sample drawing for you below. **I only want you to spend 10 minutes on this observational drawing.** Please use a full sheet of paper (8.5x11") and fill the space with your drawing of the photographed still-life. Are you going to use light or dark lines? Is your paper in landscape or portrait orientation?

