



PARENT RESOURCES AND KEYS

Grade 5

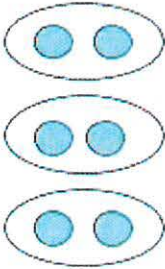
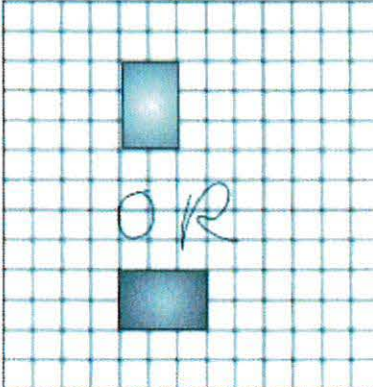
March 30th – April 3rd, 2020

Interactive Math Fact Instructions (multiplication and division)

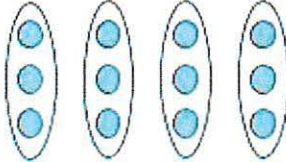
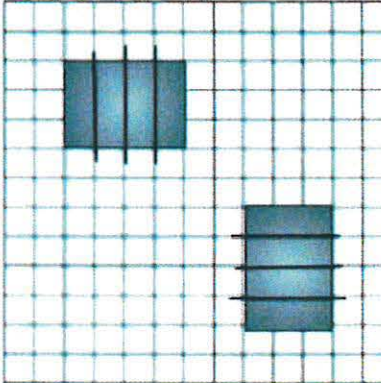
We can show our understanding of math facts in a variety of ways!

See examples:

$$2 \times 3$$

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

$$12 \div 4$$

Repeated Subtraction $12 \div 4$ $= 12 - 4$ $= 8 - 4$ $= 4 - 4$ $= 0$	Equal Groups 
Meaning $\begin{array}{r} 12 \\ \hline 4 \\ \hline \end{array}$ split into $\begin{array}{r} 4 \\ \hline \end{array}$ equal parts $\begin{array}{r} = \\ \hline 3 \end{array}$	Array / Area Model 

Monday Parent Resources

ELA- Answer key

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

Setting: Kansas praries on a farm.

Characters: Dorothy, Uncle Henry, Aunt Em, and Toto. (Descriptions will vary)

Name _____

The 3 Types of Verbs

Verbs can be classified into many different groups according to their function. Here we are going to introduce the 3 main types of verbs: Action Verbs, Linking Verbs, and Helping Verbs. Can you identify what the underlined verbs in the following sentences are?

e.g. This soup smells funny. linking Verb

1. Enid went to the post office. Action Verb

2. Jeremy is tired. linking Verb (being verb)

3. The apple tastes sweet. linking Verb

4. Mary washed her clothes. Action Verb

5. I should do homework now. Helping Verb

6. Clara plays piano. Action Verb

7. You must listen to her. Helping Verb

8. Dad will come home at 8 pm. Helping Verb

9. Yesterday was sunny. linking Verb (being verb)

10. Hayley and I talked on the phone. Action Verb

English Parts of Speech Worksheets www.allkidsnetwork.com All Kids

MATH- Answer key

1) Journal prompt- scholars should mention either digits moving in place value to the left or the decimal point moving to the right between existing digits. Students should NOT simply say “add a zero” because that won’t work for decimals!

2) Work will vary

3) 40; 7.2; 560; 8,900; 0.33; 9; 7.8; 9.1

*For use during at-home Spring 2020 instruction only

Tuesday Parent Resources

ELA- Key

Poetry:

Rhyme scheme: aabbcded...

MATH- Key

1) Journal prompt- Students may write something relating it to multiplying by 10.

2) Work will vary

3) Fill in the blank:

When dividing by a decimal, there are a few different ways to calculate the quotient :

- Method 1- You can turn the divisor into a fraction. Then just remember keep it, switch it, flip it.
- Method 2- You can turn the whole problem into a fraction. Then change it to an equivalent fraction that is easier to calculate.
- Method 3- You can break the divisor into factors. Then divide the dividend by each factor separately.

Method 1- $6 \div$

310

6 x

103

603

= 20

Method 2-

60.3

=

$6 \times 100.3 \times 10$

=

603

= 20

Method 3- 6

\div

$0.3 = 6$

\div

(0.1×3)
(6

\div

3)

\div

0.1

2

\div

$0.1 = 20$

Answer key
Write the # correct
16 @ top.

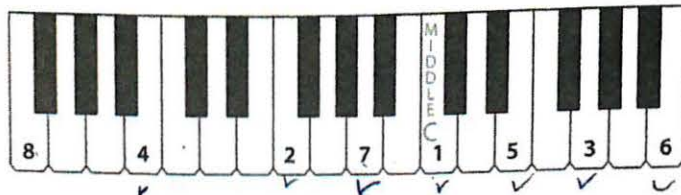
+ 28 pts.

5th Grade
Week 2, Lesson 1 Tues

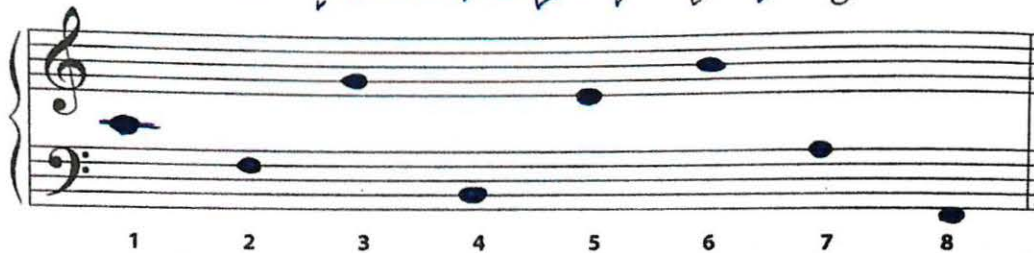
Grand Staff & Ledger Line Review

1. Draw a note head in the appropriate place on the grand staff according to the numbers given below. Each number below the staff corresponds with a labeled key on the piano keyboard.

(8 pts.)



REVIEW



2. Write the note name in the blank provided below each note on the treble clef staff. For notes you have not yet learned, use what you know to determine the answer.

(5 pts.)

a)	b)	c)	d)	e)
F	C	D	G	C

3. Write the note name in the blank provided below each note on the bass clef staff. For notes you have not yet learned, use what you know to determine the answer.

(5 pts.)

a)	b)	c)	d)	e)
A	E	F	C	C

4. Write the note name in the blank provided below each note. Remember to check which clef is used.

(5 pts.)

a)	b)	c)	d)	e)
A	D	B	E	B

(5 pts.)

f)	g)	h)	i)	j)
B	A	B	G	F

Wednesday Parent Resources

ELA- Key

Literature:

What does Dorothy do before going on her journey? What can you infer about Dorothy from this (what do her actions tell you about her)? Based on her actions throughout her journey so far, what can you infer about Dorothy?

Answers will vary. Example answer: She washed, changed, gathered food, got her bonnet, put the key in her pocket, and locked the door. She is responsible and wise. When she is told that the journey will be difficult, she continues anyway because she wants to get home to Kansas. She is brave and willing to face difficult or scary challenges.

Grammar:

1. Dorothy and Toto live in Kansas. (simple)
1. Although the stagecoach was uncomfortable, it was still an improvement. (complex)
2. Earth orbits the sun, and the moon orbits Earth. (compound)

MATH- Key

1) Would You Rather journal prompt- In the first situation, 10 people would receive \$1,000, and in the second, 1,000 people would receive \$100. So the answer depends on whether you would have \$100 or \$1000 AND whether or not you care about more people receiving money or not. Morals may play into this decision, but any answer must also present some mathematical thinking.

2) Work will vary

3) 70; 6; 12; 4; 11; 2; 16; 1.6

Thursday Parent Resources

ELA- Key

Literature: Why does Dorothy want to return to Kansas? Why does the Scarecrow question Dorothy on this? Cite the text in your response.

Dorothy wants to return to Kansas because “there is no place like home.” The Scarecrow initially wonders why Dorothy would want to return if Kansas is so gray and dreary.

Poetry:

Answers may vary slightly, but—essentially—the non-perfect rhymes demonstrate the disunity still in the United States of America, especially with a fallen leader. Whitman adds an element of uneasiness with the slight changes in the rhyme to reflect the overall country’s estate post-Lincoln’s assassination. (The added formatting of the last four lines of each stanza demonstrates how the war may seem to have been won for the North, as you could read this section aloud and not notice the short lines. But, upon closer examination, the poem suggests that the nation is experiencing a horrific tragedy as the lines are chopped up into small segments.)

MATH- Key

1) Journal prompt- Scholars should see that it is just like multiplying by 100, and either the digits move to the left twice (in place value) or the decimal point moves to the right twice. They should also connect to multiplying by 1/100. Make sure this response is more lengthy, because a lot of questions were asked. (4 sentences)

2) Work will vary

3) 7,800; 680; 190; 45; 56,000; 32; 270; 2,600

Friday Parent Resources

ELA-Key

Literature:

What does the Tin Woodman think will make him happy? Is there irony in his story? Reference the text in your answer.

The Tin Woodman wants to ask Oz for a heart to make him happy. The irony with the Tin Woodman is that he still loves the Munchkin girl, despite not having a heart. He says that he still wants to marry her.

Grammar:

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

MATH- Key

1) Journal prompt- The discount is a cheaper price, because 90% of 1,600 is 1,440, which would be cheaper than 1,500. Scholars may not have an understanding of percent yet!

2) Work will vary

3) 700 ; 110; 8,000; 30; 800; 17; 60; 19

Answer Key
Write # correct
@ top

+ / 20 pts.

5th Grade
Week 2, Lesson 2
Fri

17

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

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

[1 2] 1 2 (1) 2 [1 2]

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

1 2 3 [1 2] 3 1 (2) 3 [1 2] (3)

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

[1 2] 3 4 [1 2 3 4] 1 (2) 3 (4) [1 2] (3) (4)

LESSON & ASSIGNMENT

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.

6 pts

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.

8 pts.
(1 per measure correct)

1 2 [1 2] [1 2] 1 2 1 2 1 2 (1 2) 1 2

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.

6 pts.
(1 per rest)

[1 2] (3) 1 (2) 3 (1 2) 3 [1 2] (3) 1 2 (3) [1 2] (3)