Week 2

5th Grade

Independent Study Packet

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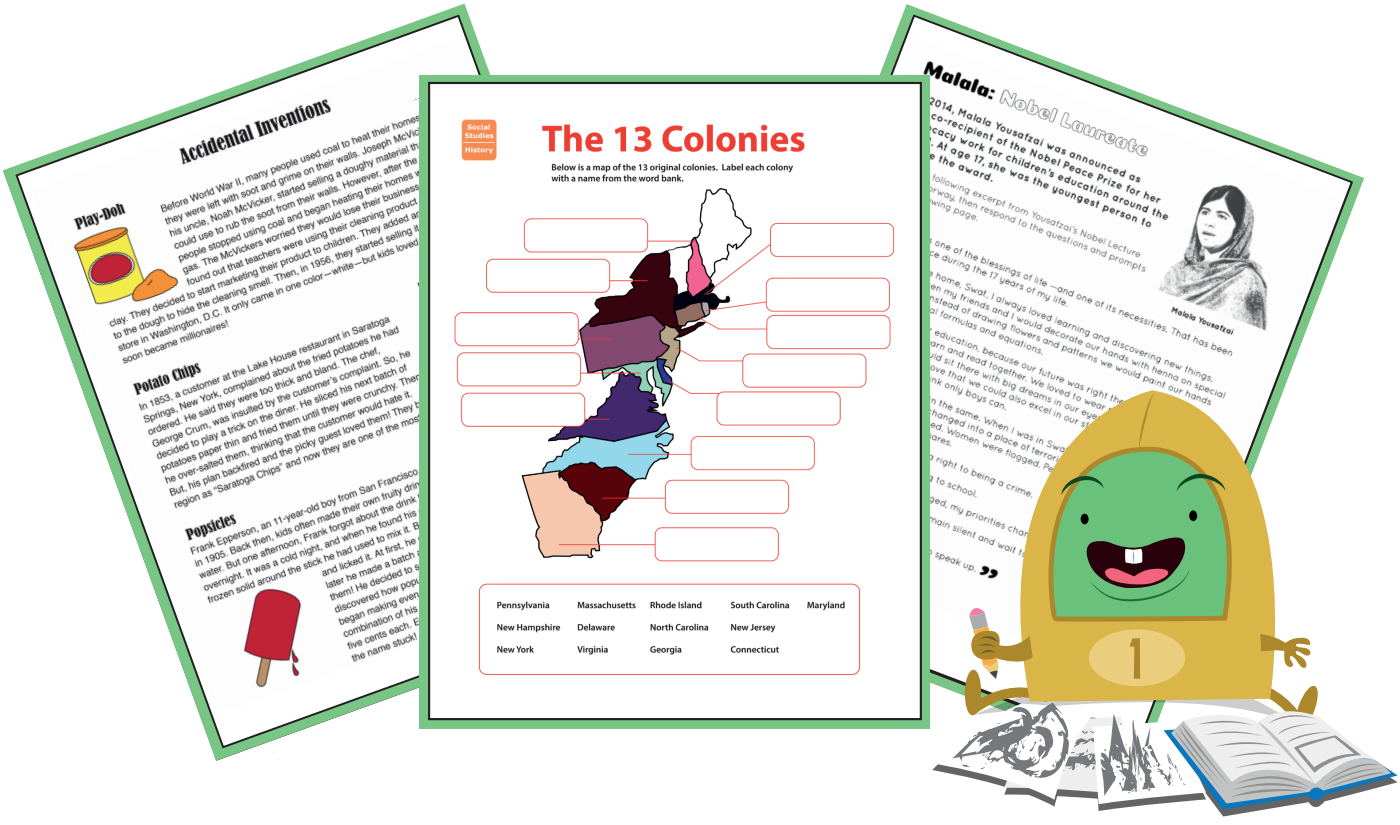
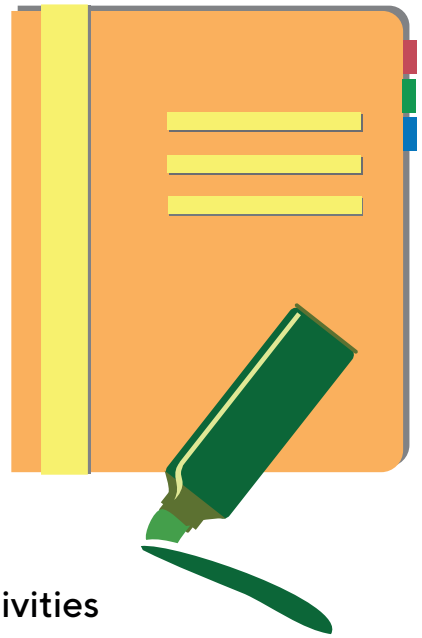


5 MORE Days of Independent Activities in Reading, Writing, Math, Science, and Social Studies

Helpful Hints for Students and Families

Materials You Will Need:

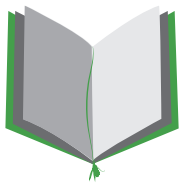
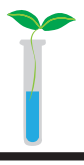


- Pencils
- Folder
- Extra paper or a notebook/journal. (You may put everything into one notebook if you like.)
- Colored pencils, markers, or crayons for some of the activities
- A deck of cards (for some of the games and challenges)
- Internet access to conduct research for some activities
- You will need different materials for the optional Design Challenge

Directions & Tips

- There is a schedule for each day. You may complete the activities in any order. Social studies and science activities may take you more than one day to complete.
- Read the directions carefully before completing each activity.
- Check off each of the activities when you finish them on the activity menu.
- Make sure to plan your time so that you don't let things pile up at the end. Ask an adult to sign your activity menu before you bring it back to school.

Activity Menu

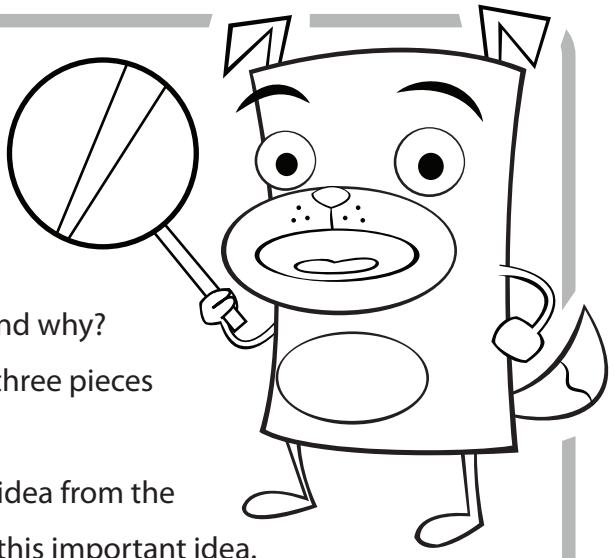
	Day 1	Day 2	Day 3	Day 4	Day 5
Reading 	Read for 20 minutes and answer three text dependent questions on the sheet on another piece of paper or in a journal. **Challenge**: Try not to repeat a question! **Independent Reading Questions**				
	Malala: Education Advocate	**Malala:** Nobel Laureate	**Accidental Inventions**	**Read some blog posts and use the Author's Purpose and Point of View Graphic Organizer**	**Quotes as Evidence**
Writing	**Malala: Interview**	**Make a Timeline of an Influential Person**	**Mix it Up! Making Varied Sentences**	**Blog Template: Listicles**	**Write Your Own Blog Post**
Grammar Practice	**Which Sounds Better? Verbs and Adjectives**	**Graphic Organizer Template: Frayer Model**	**Imagery Using Verbs and Adjectives**	**Correcting Run-On Sentences**	**5th Grade Mixed Grammar Review**
Math	**Probability Practice**	**More probability**	**Fraction Review**	**Place Value Puzzle #2**	**Find the Average: Mean, Median, and Mode**
Social Studies	**Focus on the Revolutionary War this week.**				
Science 	**Shake it up with information on plate tectonics! And, a fun design challenge: Make a Hot Air Balloon!**				

Parent/Guardian Signature: _____

Name _____ Date _____

Text Dependent Questions for Independent Reading

Fiction Texts



- Choose a sentence that describes a character, setting, or action in an interesting way. Why did the author choose to use those particular words to tell the story? Which words in the sentence are the most important and why?
- What patterns do you notice in the story? Cite at least three pieces of evidence to support this.
- After reading a chapter, tell about the most important idea from the story. Fine one or two sentences in the text that show this important idea.
- How does the author use dialogue to tell the reader what is happening? Give an example from the text.
- If you don't know what is going to happen next, make a prediction. Give at least one piece of evidence from the text about why you predict that.
- What is the **tone** of the book? (Is it serious, funny, magical, sad?) Find at least two phrases or sentences that make the reader feel this way.
- What lesson is the author trying to teach the reader? How do you know? What in the book tells you that?
- What details in the text describe one of the characters for you?
- Is there a point in the story where things make a big change? What is it?

Nonfiction Texts

- How do the **pictures** in your text help you understand what you are reading? Give an example.
- How do the **captions** in your text help you understand what you are reading? Give an example.
- Pick a diagram, chart, or graph in your book. What is it trying to teach you? What conclusions can you draw from it?
- Is there a glossary in the back of the book? What word can you find that you didn't know before? Why is that word important to understanding the book?

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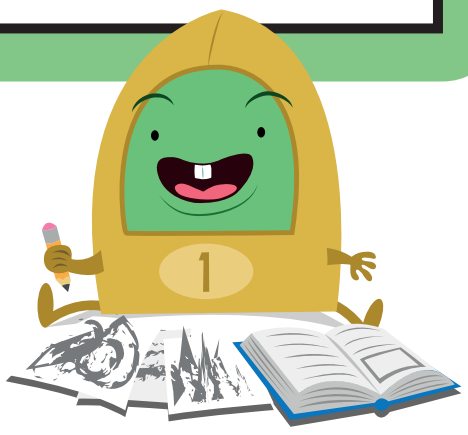
Day 1

Reading	In 2014, Malala Yousafzai became co-recipient of the Nobel Peace Prize for her advocacy for children's education around the world. Read about Malala's life and answer a few reflection questions.
Writing	Imagine a hypothetical interview with Malala. Use your research skills to form and answer thoughtful interview questions.
Grammar Practice	Notice the difference between vague language and vivid imagery.
Math	Practice calculating probability.



Name _____ Date _____

Malala: Education Advocate

Read the brief introduction to Malala Yousafzai, then answer the questions that follow.

Malala Yousafzai is a Pakistani born activist and education advocate who, inspired by her father's humanitarian work, began writing a blog at age eleven to describe life under the Taliban in her native Pakistan. After being targeted by a Taliban gunman, Yousafzai rose to international prominence, co-authoring *I Am Malala* at age 15 following her recovery. As a prominent activist for education and founder of the Malala Fund, she became the co-recipient of the Nobel Peace Prize at age 17, the youngest person ever to recieve the prestigious award.

Imagine that you were told you couldn't go to school because of who you were. How might you continue learning, even if it were against the law?

Think of a hardship or difficulty you have experienced in your own life. Has this motivated you to advocate for others? Describe how.

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Name _____ Date _____

Malala: Education Advocate

(Continued)

Malala was inspired to champion education rights for children around the world. What is a right you believe all children should have? Explain why.

Malala began her life as an activist through writing a blog. What is a way you might use writing to advocate for yourself or others? What medium* would you use?

* **Medium:** A means of personal communication or artistic expression. (Source: Wordsmythe.net)

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Name _____ Date _____

Interview: Malala

After reading about the life and work of education advocate and Nobel Laureate Malala Yousafzai, imagine that you have been invited to interview her in person.

Come up with a series of five meaningful questions to ask Yousafzai. Consider what you already know about her, and what you don't yet know, along with your intended audience. What are some questions others may have about her?

Bonus: On the following page, use the spaces provided to draw a picture of what your interview might look like, then research and write hypothetical answers to your questions. Be sure to cite your sources!

1. _____

2. _____

3. _____

4. _____

5. _____

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Name _____ Date _____

Interview: Malala

Draw a picture of your interview with Malala, then imagine her responses to the questions you posed on the previous page, researching as needed.

1. _____

2. _____

3. _____

4. _____

5. _____

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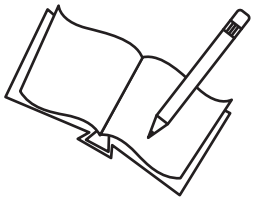
What Sounds Better? Verbs and Adjectives

Name: _____ Date: _____

The medium of writers is language. Just as an artist uses paint, writers use words to create a vivid image in the reader's mind. Adjectives and verbs are among the most powerful words writers can use to create images.



1. Read both paragraphs below. Which one do you think is more effective at painting a picture, A or B? _____ Why?

_____

_____

A

The man walked to the intersection, holding his books and folders. He stopped at the traffic light, the wind blowing his hair back from his face, and looked to the left and right waiting for the cars to come to a stop.

B

The hunched-over man shuffled to the busy intersection, cradling his books and crumpled papers. He paused at the traffic light, the wind brushing his gray hair back from his face, and peered to the left and right waiting for the buzzing cars to come to a stop.

Now go back and read them both again. This time, circle the verbs and underline the adjectives as you read.

2. What do you notice about the use of verbs and adjectives in the paragraphs?

_____

_____

3. What do you think is the most powerful phrase in this description?

_____

_____

Now you try. Pick a phrase or sentence in either of the paragraphs above and rewrite it using more descriptive verbs and adjectives.

BEFORE

_____

_____

_____

_____

AFTER

_____

_____

_____

_____

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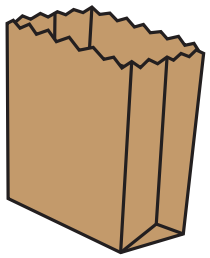
Probability: Jelly Beans in a bag



Imagine that these
12 jelly beans
are in the paper bag to the right.

Now let's find the probability of picking these jelly beans from the bag!

Please write your answer as a fraction. Reduce if necessary.

Example:

What is the probability of picking a yellow jelly bean from the paper bag? $\frac{3}{12} = \frac{\mathbf{1}}{\mathbf{4}}$

1. What is the probability of picking a white jelly bean? _____

2. What is the probability of picking a pink jelly bean? _____

3. What is the probability of picking a green jelly bean? _____

4. What color is most likely to be picked? _____

5. What color will you probably pick least often? _____

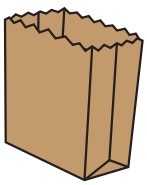
6. What is the probability of picking a jelly bean that is not yellow? _____

7. What is the probability of picking a jelly bean that is not green? _____

8. What is the probability of picking a pink or yellow jelly bean? _____

Bonus:

If you added 3 more green and 1 more white jelly bean to the paper bag, what is the probability of picking a green bean? _____



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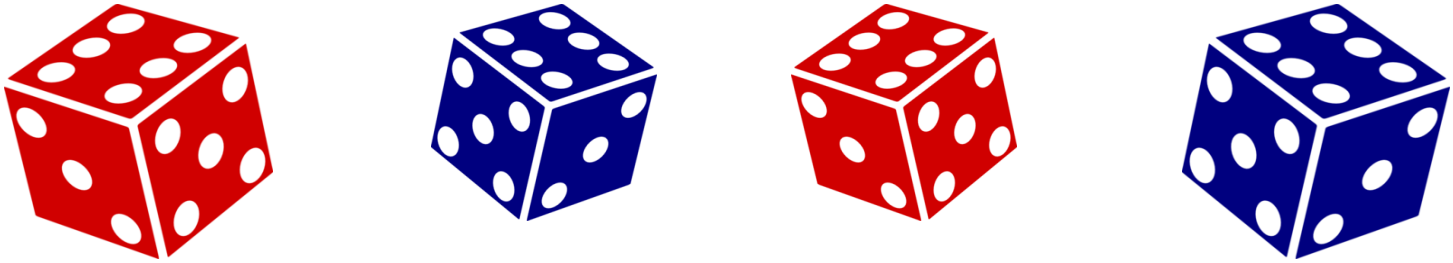
Probability

Dice Roll

Reminder: Probability is the chance that something will happen.



What is the probability of...

1.) Rolling a six-sided die and getting a 2?

2.) Rolling a six-sided die and getting a number less than 4?

3.) Rolling a six-sided die and getting a number over 2?

4.) Rolling a six-sided die and getting a 1 or a 5?

5.) Rolling two six-sided dice and getting a 5?

6.) Rolling two six-sided dice and getting a 3 and a 6?

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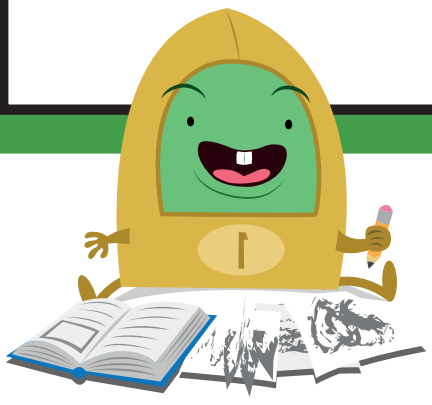
Day 2

Reading	Read an excerpt of Malala's acceptance speech. Then, imagine you are a Nobel Laureate and you need to compose your very own acceptance speech.
Writing	Make your own timeline about any famous person.
Grammar Practice	Complete a Frayer Model with a word that describes Malala.
Math	More practice with probability!



Name _____ Date _____

Malala: Nobel Laureate

In 2014, Malala Yousafzai was announced as the co-recipient of the Nobel Peace Prize for her advocacy work for children's education around the world. At age 17, she was the youngest person to receive the award.

Read the following excerpt from Yousafzai's Nobel Lecture in Oslo, Norway, then respond to the questions and prompts on the following page.

Malala Yousafzai

"Education is one of the blessings of life —and one of its necessities. That has been my experience during the 17 years of my life.

In my paradise home, Swat, I always loved learning and discovering new things. I remember when my friends and I would decorate our hands with henna on special occasions. And instead of drawing flowers and patterns we would paint our hands with mathematical formulas and equations.

We had a thirst for education, because our future was right there in that classroom. We would sit and learn and read together. We loved to wear neat and tidy school uniforms and we would sit there with big dreams in our eyes. We wanted to make our parents proud and prove that we could also excel in our studies and achieve those goals, which some people think only boys can.

But things did not remain the same. When I was in Swat, which was a place of tourism and beauty, it suddenly changed into a place of terrorism. I was just ten when more than 400 schools were destroyed. Women were flogged. People were killed. And our beautiful dreams turned into nightmares.

Education went from being a right to being a crime.

Girls were stopped from going to school.

When my world suddenly changed, my priorities changed too.

I had two options. One was to remain silent and wait to be killed. And the second was to speak up and then be killed.

I chose the second one. I decided to speak up."

— MalalaYousafzai

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Name _____ Date _____

Inspiration: Malala

The Nobel Prize is a set of six international awards in the categories of Chemistry, Literature, Peace, Physics, Physiology or Medicine, and Economics.

Imagine that you were to be awarded a Nobel Prize. Which category of Nobel prize would you want to receive, and for what cause or accomplishment?

After reading Malala Yousafzai's speech on the previous page, imagine you have been awarded the Nobel Prize for advocacy in your chosen field. Draw a picture of yourself accepting the award, then draft an acceptance speech. What would you want to convey? Who would you want to thank? Who would you want to inspire?

Draw a picture of yourself receiving the Nobel Prize.

"

The Nobel Prize

"

_____

Your signature

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Make a Timeline of an Influential Person

A helpful way to learn facts and important information about people is to create a timeline. As your child reads a biographical text, they can use the storyboard worksheet to draw and record important information or dates about the person. Then, they can place the dates and events in a timeline to show their understanding of important facts in chronological order. Challenge learners to support their choice of details to get them to think critically about them. This activity is perfect for studying influential people during Women's History Month, Black History Month, Hispanic Heritage Month, Asian American and Pacific Islander Heritage Month, and beyond.

What You Need:

- One or two copies of the Storyboard worksheet
- Biography of someone you would like to research

What You Do:

1. Give a short description of the person your child chooses to study.
2. Have your child read a biography about the person. For younger researchers, read a picture book biography or autobiography.
3. Discuss the details of the person's life and why they are famous or remembered.
4. Reread the book or text with your learner and have them write down notes on the Storyboard worksheet. Support your learner by allowing them to draw pictures first and then go back to add sentences.
5. Have them cut out the details and place them in a timeline. If your child did not include dates in their events, encourage them to do so now to help them place the events.
6. Review the event placements with your child. Ask them some of the following questions to get them thinking about the importance of each of the details they chose:
    - Which detail is the most important?
    - Which detail is the least important?
    - Why would you choose to add this detail over another?
    - Would this person's life have been different if you eliminated one of their important life events?
    - How did one event impact another event?
7. Throughout all the discussions, allow your child to disregard or add different events if they choose to.
8. Ask your child to summarize the person's life using their timeline as a reference.
9. Once they have all their finalized events in place, learners can glue the events on construction paper.

Creating timelines, whether biographical or personal, is a helpful way to organize important information. Enjoy great conversations with your researcher to help them develop critical thinking skills with this activity.

Author: Jennifer Sobalvarro
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Name _____ Date _____

Storyboard

Draw pictures and write about what you draw in this graphic organizer.

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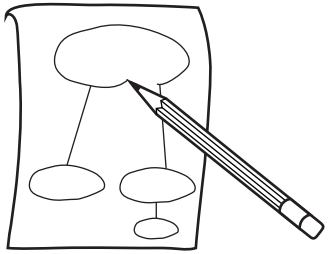
Name: _____ Date: _____

Frayer Model



Directions: Write your vocabulary word in the "Vocabulary Term" oval. Complete the rest of the sections for the vocabulary term in your own words.

Definition:

Sentence:

Vocabulary Term:

Examples:

Non-Examples:

Image Representation:

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Probability Rock, Paper, Scissors

Probability: The chance that something will happen.

If you and a friend are playing rock, paper, scissors...

1. What is the probability that your friend will throw a rock?

2. What is the probability that your friend will not throw paper?

Get together with a partner and play rock, paper, scissors. Play a total of 20 times and record your data.

1. How many times was rock thrown by your partner? _____

   A. What was the probability? _____ / _____

2. How many times was paper thrown by your partner? _____

   A. What was the probability? _____ / _____

3. How many times was scissors thrown by your partner? _____

   A. What was the probability? _____ / _____

4. What do these results tell you? _____

_____

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Days of the Week Probability

Answer the probability questions regarding the days of the week.

1. What is the probability of picking Friday at random?

_____

2. What is the probability of picking a day that begins with the letter "S"?

_____

3. What is the probability of picking a day that begins with the letter "T"?

_____

4. What is the probability of picking a day that begins with the letter "M"?

_____

5. What is the probability of picking a weekend day?

_____

6. What is the probability of picking a day with 6 letters total?

_____

MONDAY TUESDAY WEDNESDAY

THURSDAY FRIDAY

SATURDAY SUNDAY

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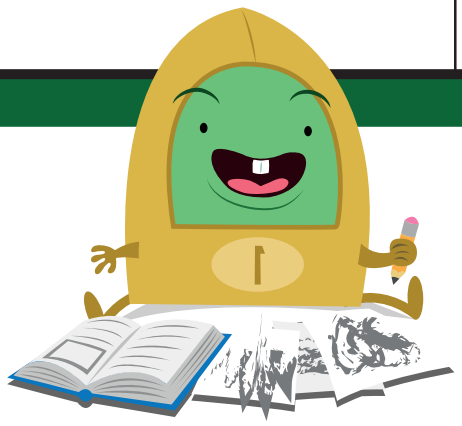
Day 3

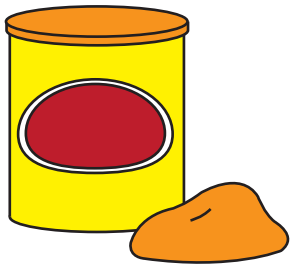
Reading	Learn about three well-known products that were accidentally invented, then choose your own accidental invention to research.
Writing	Practice writing with varied sentence patterns in this story writing challenge. By mixing in simple, compound, and complex sentences, you will learn to spice up your writing.
Grammar Practice	Writers can create vivid imagery by being selective about the verbs and adjectives they use. Practice revising vague descriptions with more impactful verb and adjective choices.
Math	Review for addition, subtraction, and inequality concepts with fractions.



Name: _____ Date: _____

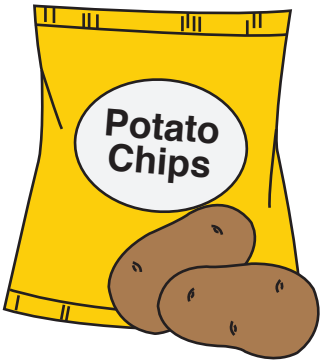
Accidental Inventions

Play-Doh



Before World War II, many people used coal to heat their homes. But they were left with soot and grime on their walls. Joseph McVicker and his uncle, Noah McVicker, started selling a doughy material that people could use to rub the soot from their walls. However, after the war, people stopped using coal and began heating their homes with natural gas. The McVickers worried they would lose their business. But they found out that teachers were using their cleaning product as modeling clay. They decided to start marketing their product to children. They added an artificial scent to the dough to hide the cleaning smell. Then, in 1956, they started selling it at a department store in Washington, D.C. It only came in one color—white—but kids loved it. The McVickers soon became millionaires!

Potato Chips



In 1853, a customer at the Lake House restaurant in Saratoga Springs, New York, complained about the fried potatoes he had ordered. He said they were too thick and bland. The chef, George Crum, was insulted by the customer's complaint. So, he decided to play a trick on the diner. He sliced his next batch of potatoes paper thin and fried them until they were crunchy. Then he over-salted them, thinking that the customer would hate it. But, his plan backfired and the picky guest loved them! They became known all over the region as "Saratoga Chips" and now they are one of the most popular snack foods around!

Popsicles

Frank Epperson, an 11-year-old boy from San Francisco, accidentally invented the popsicle in 1905. Back then, kids often made their own fruity drinks by mixing flavored powder and water. But one afternoon, Frank forgot about the drink he had mixed up and he left it outside overnight. It was a cold night, and when he found his cup the next morning, the drink was frozen solid around the stick he had used to mix it. Being curious, he popped it out of the cup and licked it. At first, he didn't think it was a big deal. But 17 years later he made a batch and served them to friends. Everyone loved them! He decided to sell them at a local amusement park. When he discovered how popular they were, he applied for a patent and began making even more flavors. He called them "Eppsicles," a combination of his name and the word icicle, and he sold them for five cents each. Eventually he changed the name to popsicles and the name stuck!

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Name: _____ Date: _____

Accidental Inventions
Research It!

There have been many other accidental inventions throughout history! Here are a few:

- chocolate chip cookie
- the Slinky
- the microwave
- ice cream cones
- Post-it notes

Choose an accidental invention to research. Then, use this chart to record the information you find.

Invention:	
Who invented it?	
When was it invented?	
Where was it invented?	
What was the person trying to make?	
How did they discover its new use?	
Why was it so successful?	

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Name: _____ Date: _____

Mix It Up! Making Varied Sentences

Make a Simple Sentence:

- It has one complete thought.
- It may have multiple subjects and predicates, and some describing words.

*The hungry baby **cried (verb)** for the cold rice cereal.*

Make a Compound Sentence:

- Has two complete thoughts (combined by a conjunction).
- Has two verbs and may also have some describing words.

*The baby **cried (verb)** for the cold rice cereal and then she **laughed (verb)**.*

Make a Complex Sentence:

- It has one complete thought and added phrases to add description, sometimes separated by a comma.
- A complex sentence always has a subordinator (e.g., as, because, since, after, although, when) or relative pronouns (e.g., who, that, which).

Using the reminders above, create a short story that includes at least three of each kind of sentence. When done, swap stories with a partner and use a highlighter or colored pencils to identify each kind of sentence in your partner's story.

_____

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Imagery Using Verbs and Adjectives

Name: _____ Date: _____

Vivid imagery emerges when writers are selective about the verbs and adjectives they choose. Read each description. Pay attention to the word choices and to the way that those choices help paint a picture. Then, revise the description using more vivid verbs and adjectives.

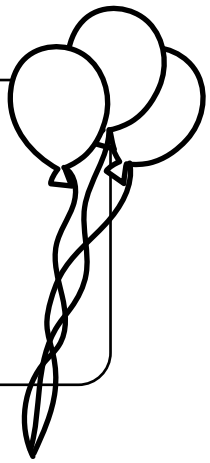
Example:

Original:

The child **let go** of his **red** balloon and it **went** into the sky.

Rewrite:

The small boy **released** his grip on the **thin** string of the **shiny red** balloon and it **floated** into the **robin egg blue** sky, **shrinking** by the second.



Original:

The girl **brushed** her teeth.

Rewrite:

_____

_____

_____

_____

Original:

The car **hit** the pole.

Rewrite:

_____

_____

_____

_____

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Fraction Review

For each problem below, add or subtract. Show your work on another piece of paper and write your answers on the lines provided.

1) $\frac{1}{2} - \frac{1}{4} =$ _____

2) $\frac{4}{8} + \frac{1}{4} =$ _____

3) $\frac{1}{3} + \frac{3}{9} =$ _____

4) $\frac{3}{5} - \frac{1}{3} =$ _____

5) $\frac{2}{3} - \frac{1}{2} =$ _____

6) $\frac{7}{10} - \frac{1}{2} =$ _____

7) $\frac{3}{6} + \frac{2}{12} =$ _____

8) $\frac{4}{14} + \frac{1}{7} =$ _____

9) $\frac{1}{3} + \frac{3}{9} =$ _____

10) $\frac{4}{12} - \frac{1}{3} =$ _____

11) $1\frac{10}{21} + 4\frac{5}{7} =$ _____

12) $2\frac{7}{27} + 8\frac{5}{9} =$ _____

13) $7\frac{4}{5} - 3\frac{8}{20} =$ _____

14) $9\frac{8}{20} - 4\frac{2}{5} =$ _____

15) $3\frac{1}{7} + 5\frac{12}{21} =$ _____

For each problem below, add or subtract fractions and then compare results. Write greater than (>), less than (<), or equal to (=).

1) $6\frac{1}{4} - 3\frac{1}{20} \square 6\frac{1}{4} - 3\frac{1}{20}$

2) $6\frac{5}{10} + 8\frac{1}{4} \square 2\frac{4}{14} + 7\frac{1}{7}$

3) $8\frac{3}{4} - 3\frac{5}{7} \square 9\frac{6}{7} - 3\frac{2}{14}$

4) $3\frac{1}{4} + 3\frac{4}{6} \square 2\frac{1}{2} + 3\frac{1}{2}$

5) $9\frac{5}{6} + 5\frac{2}{3} \square 8\frac{7}{9} - 4\frac{1}{3}$

6) $5\frac{1}{4} - 1\frac{1}{8} \square 3\frac{1}{2} + 5\frac{3}{6}$

For each problem below, find the missing factor by computing the inverse operation.

1) $4\frac{1}{2} - \square = 2\frac{7}{8}$

2) $\square + 1\frac{1}{2} = 11$

3) $\square + 8\frac{7}{8} = 13\frac{3}{8}$

4) $7\frac{5}{8} - \square = 5\frac{3}{8}$

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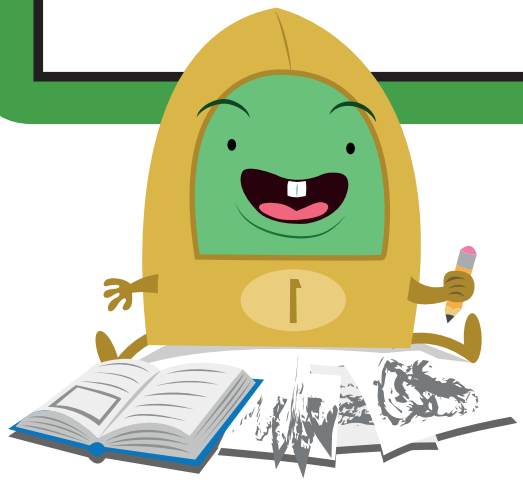
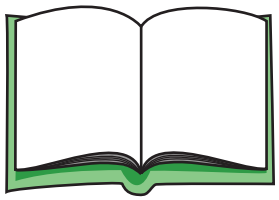
Day 4

Reading	Read a few blog posts so that you can get ideas and examples on how to write your own. Pick one and complete a Graphic Organizer for it.
Writing	Plan out your blog post using the template.
Grammar Practice	A run-on sentence can be kind of annoying for most people, but for William Shakespeare, it's a tragedy! Take a crack at correcting run-on sentences.
Math	Hold on tight as you use math to solve this place value puzzle -- are you up to the challenge?



Graphic Organizer - Author's Purpose & Point of View

Name: _____



Use the graphic organizer to organize information from the nonfiction text.

Author's Point

Reason / Evidence	Reason / Evidence

Reason / Evidence	Reason / Evidence

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Name _____ Date _____

BLOG TEMPLATE: LISTICLES

DIRECTIONS:

1. Complete the blog template based on your topic and tips.
   (**Note:** You do not need to fill in all 10 tips if you have fewer in mind.)
2. Type up your completed blog post, or the column on the right.
3. Publish your blog post after input from an adult.

Topic Brainstorm: What is the main argument of the blog?	
Title: How many points will you make in the blog? (Example: "5 Reasons to Read a Book Everyday")	
Hook: Why should readers care about your blog? Include a personal story, something funny that happened, a quote from someone influential, or data from research you did.	
Tip: What point or suggestion will you make? **Why** should readers care about the tip?	**1.**
Tip: What point or suggestion will you make? **Why** should readers care about the tip?	**2.**

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BLOG TEMPLATE: LISTICLES

Tip: What point or suggestion will you make? **Why** should readers care about the tip?	**3.**
Tip: What point or suggestion will you make? **Why** should readers care about the tip?	**4.**
Tip: What point or suggestion will you make? **Why** should readers care about the tip?	**5.**
Tip: What point or suggestion will you make? **Why** should readers care about the tip?	**6.**
Tip: What point or suggestion will you make? **Why** should readers care about the tip?	**7.**

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BLOG TEMPLATE: LISTICLES

Tip: What point or suggestion will you make? **Why** should readers care about the tip?	**8.**
Tip: What point or suggestion will you make? **Why** should readers care about the tip?	**9.**
Tip: What point or suggestion will you make? **Why** should readers care about the tip?	**10.**
Closing: So what? Summarize the topic or offer suggestions on additional resources to consult.	
Author: Who are you and what are your interests? Write 2-4 sentences about yourself.	

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Run-On Sentences

"Fine, if Ethan gets to go somewhere of his choosing, I get to pick next," said The Professor. "It's time I visited an old friend…Mr. William Shakespeare."

"How goes it, Shakes?" said The Professor as he entered the Globe Theatre.

"Terrible!" he said with a flourish. "My lines are just too long. My actors are running out of breath! Here, can you take a look at some of my drafts? I'd love to know what you think."

Shakespeare is considered to be one of the greatest writers that ever lived. Over the course of his career, he wrote several plays, many of which are still performed today, and classic poems as well.

A **run-on sentence** is a sentence that contains too much information and often has too many subjects and predicates. Help Shakespeare divide these run-on sentences into multiple sentences.

EXAMPLE

Oh, Romeo, Romeo, wherefore art thou Romeo? Deny your father and refuse your name, but if you don't, make sure you swear your love to me, and I'll no longer be a Capulet.

Oh, Romeo, Romeo! Wherefore art thou, Romeo? Deny your father and refuse your name. If you don't, make sure you swear your love to me. If you can do that, I'll no longer be a Capulet.

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Run-On Sentences

1. If we actors have offended, just think this, and all is mended: that you have but slumbered here while us actors did appear, and this weak and idle scene is nothing more than just a dream.

2. All the world's a stage, and all the men and women merely players, because each person has their exits and their entrances, and in one lifetime, a person plays many different parts—approximately seven different ones.

3. We few, we happy few, we band of brothers—for any man that fights with me today shall become my brother, no matter who he is, and gentlemen in England will curse themselves for not being here in battle with us today, because we are about to fight one of the greatest battles in history.

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4. What's in a name? That which we call a rose, by any other name, would smell as sweet, so Romeo, even if he were not named Romeo, would still be just as perfect.

5. Therefore, since brevity is the soul of wit, and since dragging things out never helps, I'll keep it brief: your son is mad.

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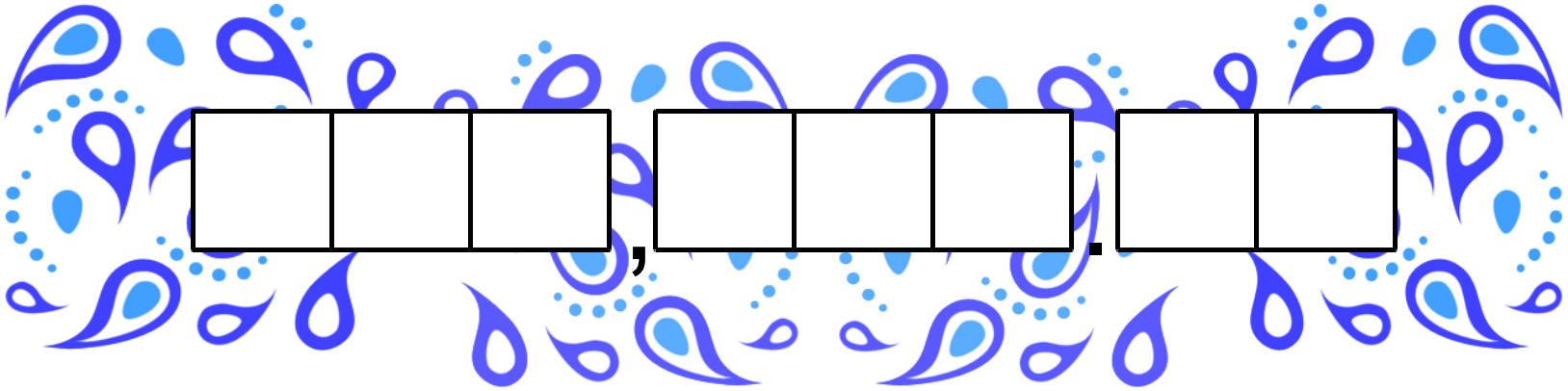
Place Value Puzzle

Read each clue to help you figure out the eight-digit number.



1. Multiply the sum of 1 and 2 by 3 and write your answer in the tens place.
2. Divide the number of days in November by the number of week days and write your answer in the ones place.
3. Subtract a half dozen by a dozen and write your answer in the ten thousands place.
4. Add your three answers together and subtract 13. Write your answer in the tenths place.
5. Add the number of hours in a day to the number in the ones place and divide by 10. Write your answer in the hundred thousands place.
6. Add the number in the tens place and 11. Subtract the sum of the number in the ones and tens place from the result. Write your answer in the hundredths place.
7. Add the number of months in a year to the number of minutes in an hour. Divide that number by the number in the tenths place. Write your answer in the hundreds place.
8. Multiply the number in the ones place by itself and divide the answer by 18. Write your answer in the thousands place.

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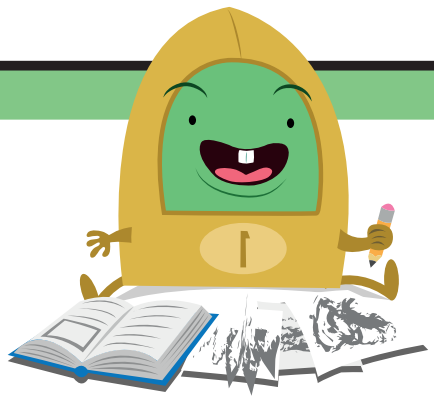
Day 5

Reading	Learn how to use quotations in your writing.
Writing	Write your blog post using the research and planning you did earlier.
Grammar Practice	See how much you know about parts of speech, subject-verb agreement, sentence structure, and more.
Math	In statistics, there are three kinds of averages: mean, median, and mode. Find the value of each average for a variety of data sets.



Name: _____ Date: _____

Quotes as Evidence #1

When we answer questions or make statements in response to a text, we can support our ideas by using quotes as **evidence**, or proof. It is important to choose a quote from the text that directly relates to our statement.

Remember, when you copy something from a text, you should use quotation marks around the part that is copied. You can quote part of a sentence or a whole sentence.

Example: The author says that "lions are fierce predators."

When you think of chocolate, you probably imagine your favorite candy bar. But, when chocolate was first discovered over 4,000 years ago, it was actually consumed as a bitter-tasting drink mixed with honey, vanilla, and chili peppers. Chocolate is made from a bean called cacao, which is grown on trees that are native to Central and South America. After the beans are picked, they are allowed to ferment and dry for several weeks before being made into chocolate.

In the 14th century, the Aztec and Mayan people living in Mexico and Central America believed that chocolate had mystical properties. They used chocolate at sacred ceremonies and reserved chocolate for rulers and priests. In fact, chocolate was so desirable that cacao beans were used as currency. For example, in 1545, one cacao bean could buy a large tomato and 100 cacao beans could be traded for a whole turkey.

Choose the quote that best supports each statement below.

1. Instead of eating chocolate, people used it the way we would use nickels and dimes.
   a) "it was actually consumed as a bitter-tasting drink"
   b) "They used chocolate at sacred ceremonies"
   c) "cacao beans were used as currency."

2. It takes a long time to turn cacao beans into chocolate.
   a) "chocolate was discovered over 4,000 years ago"
   b) "After the beans are picked, they are allowed to ferment and dry for several weeks"
   c) "Chocolate is made from a bean called cacao"

3. Chocolate does not come from the United States.
   a) "people living in Mexico and Central America believed that chocolate had mystical properties."
   b) "in 1545, one cacao bean could buy a large tomato"
   c) "[It] is grown on trees that are native to Central and South America."

4. Chocolate has been popular for thousands of years.
   a) "chocolate was first discovered over 4,000 years ago"
   b) "in 1545, one cacao bean could buy a large tomato"
   c) "They used chocolate at sacred ceremonies"

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Name _____ Date _____

· 5th Grade ·

Mixed Grammar Review

Parts of Speech

Choose the correct part of speech for the underlined word in each sentence below.

Charles <u>jumped</u> over the puddle.
a. noun
b. verb
c. adjective

Mom went to the <u>store</u> for milk.
a. preposition
b. adverb
c. noun

I love <u>mint</u> ice cream.
a. adverb
b. adjective
c. preposition

Kim left her umbrella <u>by</u> the door.
a. preposition
b. verb
c. pronoun

Gio ate his lunch <u>quickly.</u>
a. verb
b. adjective
c. adverb

Is <u>she</u> coming over after school?
a. pronoun
b. noun
c. preposition

Write the correct article (a, an, the) to complete each sentence.

Just grab _____ first towel you see.

Mark has _____ aunt named Mary.

Katy has _____ interest in science.

Uma ate _____ banana yesterday.

Verb Tense

Write the correct form of the verb to complete each sentence. Then circle the tense.

Tomorrow, I _____ the rest of the book. **(read)**
past present future

Xavier _____ to the park yesterday. **(go)**
past present future

The dog _____ a squirrel and barks. **(see)**
past present future

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Name _____ Date _____

· 5th Grade ·

Mixed Grammar Review

Subject-Verb Agreement

Underline the subject and circle the verb in each sentence.

Patricia knows how to divide fractions.	Liam and I love collecting shells.
The bear ran towards us.	When it rains, he always uses his umbrella.

Correct each of the sentences below so that the subject and verb agree.

Zion and Jay plays soccer. _____

The bird sing a pretty song. _____

We talks with our friends every day. _____

Sentence Structure

Identify each type of sentence as simple, compound, or complex.

We went to the park, but Leah wasn't there.	simple compound complex
Juan and Tony play football together every afternoon.	simple compound complex
When I feel sick, I don't go to school.	simple compound complex

Write a compound sentence and underline the conjunction you use.

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Name _____ Date _____

· 5th Grade ·

Mixed Grammar Review

Punctuation *Add the missing punctuation to each sentence.*	
Meg ate an apple a sandwich and cheese.	Jake said, Let's go play ball!
Is Dad still at work	My cousin Astrid is a great artist.
Lauryn doesnt want to go to the movies.	I'll do my homework after school
Where were you? asked Leo.	The cats bell is so shiny.

Capitalization *Underline the letters that should be capitalized in each sentence.*	
My favorite book is *the very hungry caterpillar.*	catch the ball!
The teacher called on karen.	She lives on green street in reno, nevada.
I'm going to visit uncle joe, not my other uncle.	The president of the united states is here.
Have you ever seen the movie "toy story"?	let's eat at the cafe.

Common Homophones

Choose the correct homophone to complete each sentence.

My friends are over _____.

Don't you know _____ playing softball?

I'm going to _____ house after school.

their
there
they're

Hannah, _____ my best friend!

Is that _____ brother?

your
you're

The chef's hat is tall and _____ always very clean.

The dog buried _____ bone in the yard.

it's
its

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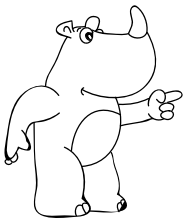
Finding the Average: Mean, Median, and Mode

In statistics, there are three kinds of averages: mean, median, and mode.



-MEAN: The mean of a group of numbers is the average of the numbers.

-MEDIAN: The median of a group of numbers is the number that is exactly in the middle when the numbers are arranged numerically. Note: For even sets of numbers, take the average of the middle two numbers.

-MODE: The mode of a group of numbers is the number that appears most often.

Example

Soccer Goals
5 12 19 11 15 32 18 5 3

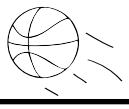
Before you do any computing, you should always write the numbers in numerical order, from smallest to largest:

3 5 5 11 12 15 18 19 32

MEAN: Add all the numbers together (3+5+5+11+12+15+18+19+29=117) then divide (117) by the number of numbers added together (9), so 117 ÷ 9 = 13.

MEDIAN: In this example, the number in the middle is 12.

MODE: In this example, the number that reoccurs the most is 5.



For each problem below, find the **mean**, **median**, and **mode**.

Basketball Points
11 15 16 16 21 5 9

1. Mean: _____

Median: _____

Mode: _____

Touchdowns
10 7 9 15 14 12 11 9

2. Mean: _____

Median: _____

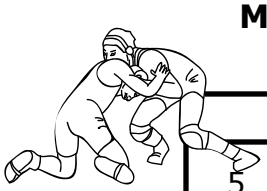
Mode: _____

Golf Scores
61 68 75 72 68 79

3. Mean: _____

Median: _____

Mode: _____



Wrestling Wins
5 7 13 24 16 22 13 7 6

4. Mean: _____

Median: _____

Mode: _____

Boxing Wins
24 16 23 16 15 35 19

5. Mean: _____

Median: _____

Mode: _____

Volleyball Wins
7 14 11 12 11 20 8 5 10

6. Mean: _____

Median: _____

Mode: _____

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Name _____ Date _____

Revolutionary War
Vocabulary Review & Timeline

Directions: Use the word bank to fill in the blanks in the sentences below. Then, use the words that are left to complete the timeline.

Revolutionary War Word Bank

patriots	redcoats	loyalists	parliament	boycott
minutemen	Stamp Act	Revolutionary War	treason	

1. The British _____ passed many new laws that increased taxes for the colonists.

2. The British soldiers were called _____ because their uniforms were red.

3. Benedict Arnold was an American general who was accused of _____ when he agreed to hand over American territory to the British army.

4. The colonists who rejected British rule were called _____ because they wanted the United States to be an independent nation.

5. The _____ were always ready to fight against the British.

6. Even though the _____ lived in the colonies, they supported the British government.

Timeline of events leading to the Revolutionary War

October 7, 1763

At the end of the French and Indian War, the British issued the Proclamation of 1763, which banned colonists from settling on land west of the 13 colonies.

March 5, 1770

The Boston Massacre was a fight between Patriots and British soldiers during which several colonists were killed.

September 3, 1783

The United States and Great Britain signed the Treaty of Paris, which ended the Revolutionary War.

March 22, 1765

The _____ was the first British law that imposed a tax on the 13 colonies. It required colonists to pay taxes on any printed paper that they used.

December 16, 1773

When the British parliament began to tax tea, the colonists decided to _____ all British tea. Then, as an act of protest, a group of patriots threw British tea into the water. This was known as the Boston Tea Party.

April 19 ,1775

Minutemen and redcoats fought at Lexington and Concord. This was called "the shot heard 'round the world" and it was the start of the _____ _____.

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Revolutionary War Questionnaire

Answer the following questions on the Revolutionary War.

1. Who did America fight in the Revolutionary War?

2. Which country provided help and aid to America during the Revolutionary War?

3. Which treaty ended the war?

4. Who was the British King during the Revolutionary War?

5. Where did the last battle of the war take place?

6. Who wrote the Declaration of Independence?

7. Where were the two places the British and American colonists engaged in battle for the first time?

8. Where did the British army surrender?

9. Which Continental Army soldier is known for switching sides and joining the British army?

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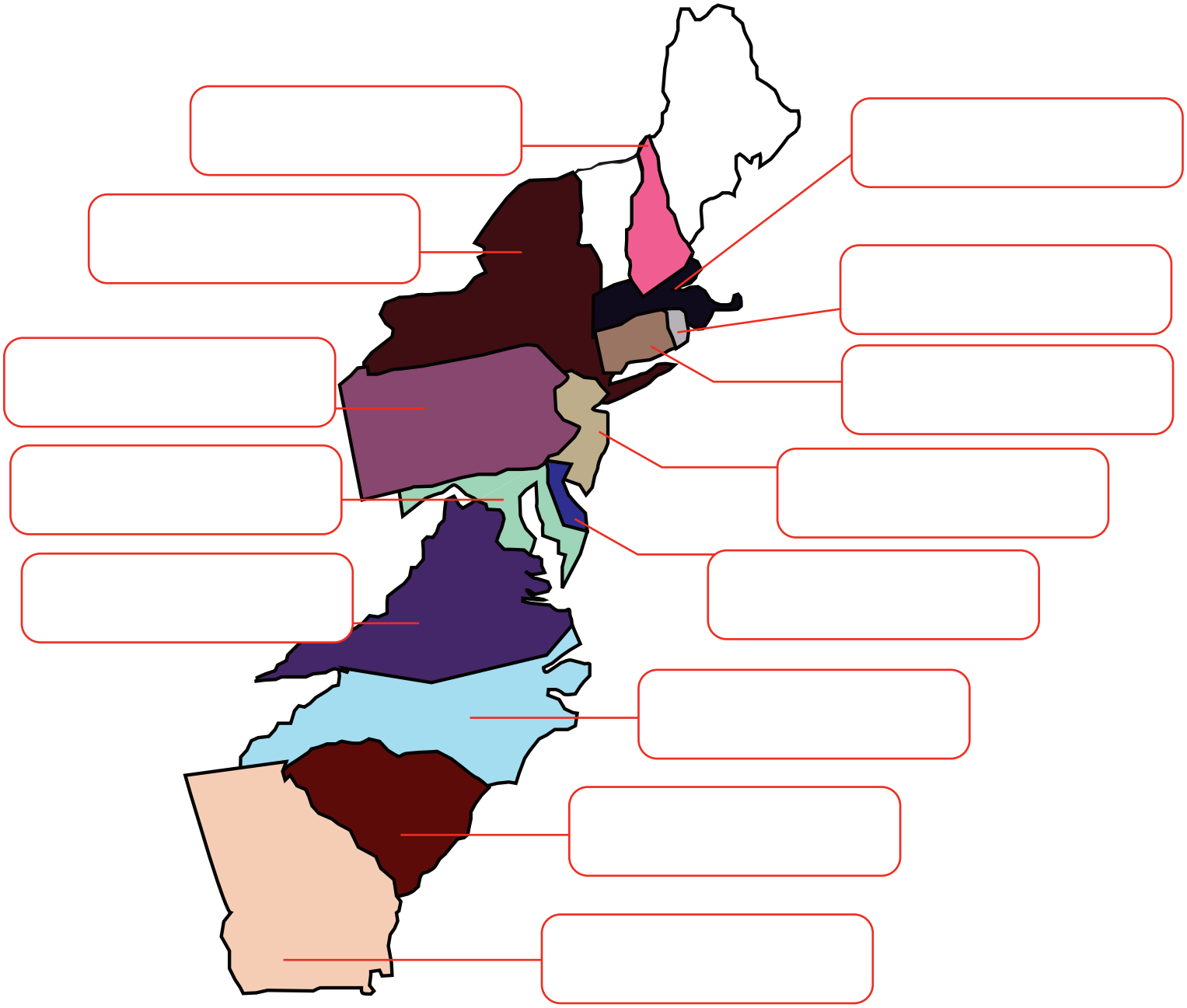
Social Studies
History

The 13 Colonies

Below is a map of the 13 original colonies. Label each colony with a name from the word bank.



Pennsylvania	Massachusetts	Rhode Island	South Carolina	Maryland
New Hampshire	Delaware	North Carolina	New Jersey	
New York	Virginia	Georgia	Connecticut	

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THE BATTLE OF CAMDEN

The Battle of Camden took place near Camden, South Carolina on August 16, 1780. The British, under the command of Lord Charles Cornwallis, had about 2,100 soldiers. The Americans were commanded by General Horatio Gates and had about 3,700 soldiers. Of the American forces, only 1,500 were regular soldiers. The remaining troops were militia, which were citizens who had volunteered for the war. The militia were not as trained or as experienced as the regular soldiers.

Lord Charles Cornwallis, commander of the British forces at the Battle of Camden

Before the battle began, the British controlled most of South Carolina. Camden was an important location, as it would help the Americans control the rural areas of South Carolina.

The battle began at dawn and lasted about an hour. Most of the militia panicked with the first shots from the British and left the battleground. General Gates left the battleground at the same time. The remaining American forces were defeated by the British troops. At the end of the battle, over half of the American forces were either killed, wounded or taken prisoner.

General Horatio Gates, commander of the American forces at the Battle of Camden

The loss at Camden was a big blow to the American army. General Gates had made several serious errors that contributed to the loss. He was overconfident after winning his previous battle, the Battle of Saratoga. Camden was deep in enemy territory and his troops had trouble getting good supplies. His battle plan also had serious problems. After the battle, General George Washington replaced General Gates with General Nathanael Greene as commander of the southern American forces.

QUICK QUIZ

Who was the commander of the American forces at the Battle of Camden?

_____

When was the Battle of Camden?

_____

What state is Camden in?

_____

Who won the Battle of Camden?

_____

Engraving of the Battle of Camden

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Explore Earthquakes!

phenomenal science

Have you ever felt an earthquake? If you have, you'd know it's a sickening feeling. It seems impossible that the entire earth can move so dramatically, but during an **earthquake** it actually does.

So how does the ground shake and move the way it does during an **earthquake**? In order to answer that question, it's important to know exactly what is happening. An **earthquake** is a vibration that travels through the earth's crust. **A volcanic eruption**, **a large meteor impact**, or any sort of **big underground explosion** can create that vibration.

The most common cause of **earthquakes** are the earth's **tectonic plates**. These plates are in constant motion and when they bump into one another it can cause underground vibrations. Each year, more than *three million earthquakes* are an after effect of **tectonic plates** moving.

There are three different ways for plates to interact with each other. In a **normal fault**, the plates are separating. In a **reverse fault**, the plates are running into each other. In a **slip fault**, the plates move in opposite directions, with one plate sliding against the other. **Slip faults** cause the most dramatic **earthquakes**. The edges of these plates can actually lock together as they slide against each other, building up pressure. Then, in an instant, the pressure releases.

When the shift occurs in the earth's crust, the energy radiates **seismic waves**. These waves are like waves of water in a pond, but here the waves radiate through the earth and make the ground shake. There are three kinds of waves: **P waves**, **S waves**, and **L waves**. **P waves** cause the thud in the beginning of the quake, while **S waves** and **L waves** cause the most damage because they both move plate foundations.

The largest **earthquake** ever registered on earth measured 9.5 on the **Richter scale**. **Earthquakes** that register at 3 aren't usually felt by humans. For us to tfeel an **earthquake**, it must measure around 5 on the **Richter scale**.

Historical Earthquakes

1811 **Madrid Missouri Quakes**
These earthquakes happened along the Mississippi river, lasting for months. These quakes actually caused the river to run backwards.

1906 **San Francisco Earthquake**
One of the most famous US disasters, the fires started by this earthquake actually did more damage than the quake itself.

1970 **Ancash Earthquake**
One of the biggest earthquakes ever recorded, the Ancash earthquake caused landslides, destroyed homes and took away many lives. This quake hit 7.8 on the Richter scale.

Safety Tips

1. Stay away from windows.
2. Stay indoors.
3. Take cover under a sturdy piece of furniture.
4. Secure shelves and heavy objects against the wall.
5. Plan an earthquake preparation kit with your family.
6. If advised to evacuate, do so immediately.
7. Stay away from electrical wires.

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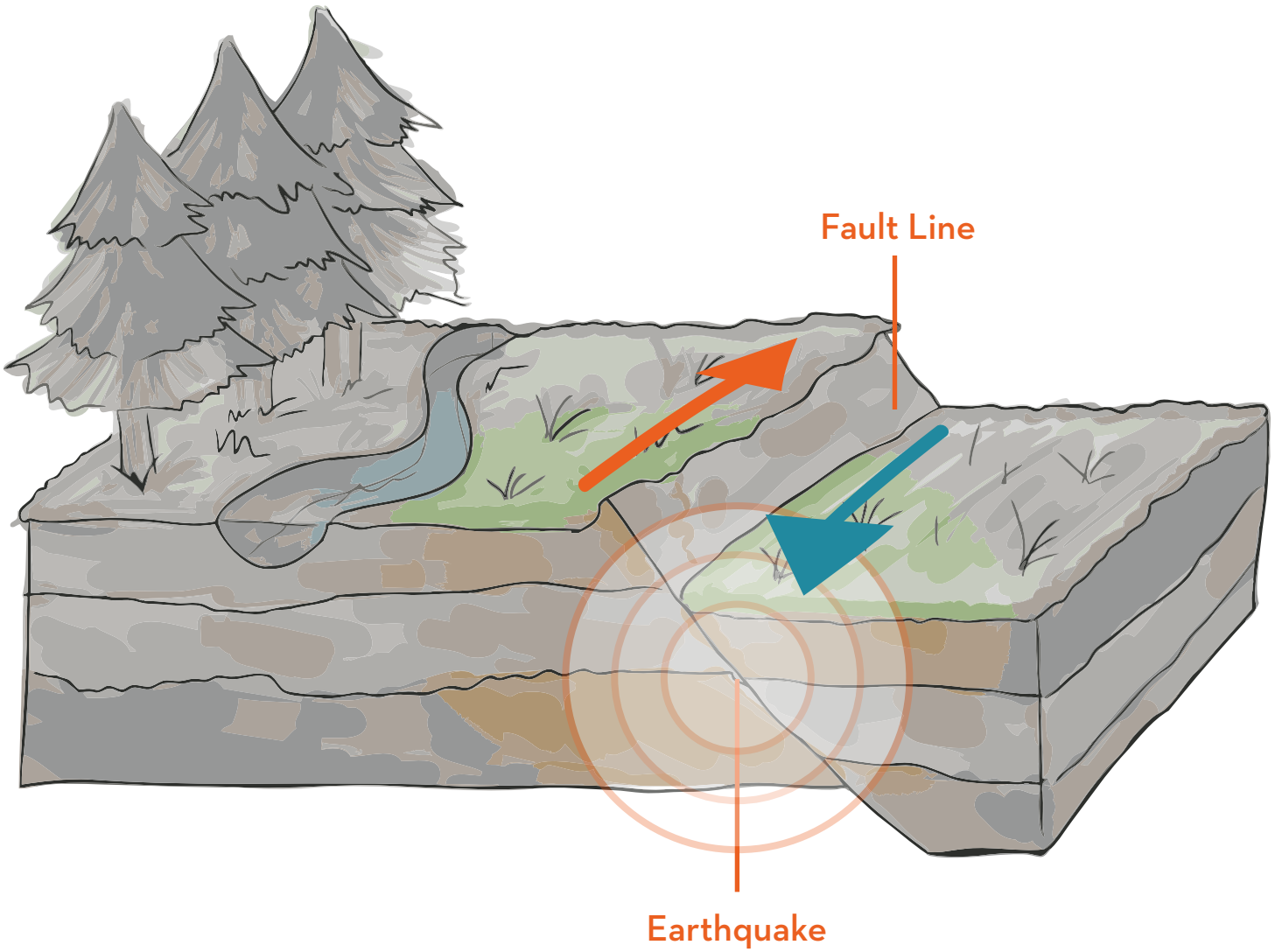
Explore Earthquakes!

phenomenal science



After reading the article on earthquakes, please answer the following questions:

Name two different events that would cause an earthquake._____

What are the three ways tectonic plates interact with each other?_____

What are seismic waves?_____

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Name _____ Date _____

Earth Science

Plate Tectonics

Read about plate tectonics, then label the three plate movements in the illustrations below.

Did you ever wonder why the ground shakes during an earthquake? Have you ever asked yourself why some volcanos are always active, while others only erupt once every millenium? (And some are even less active than that!) Believe it or not, many scientists believe that earthquakes, volcanoes, and even tsunamis are all related to a scientific phenomenon: **plate tectonics**.

About 50 years ago, many scientists came up with an idea about why earthquakes, volcanic activity, and some dinosaur fossils can be found on two continents that are far away from each other.

The theory of plate tectonics states that the second layer of earth, the **lithosphere**, is made up of large, broken-up pieces. Seven or eight giant plates make up earth, with lots of minor plates between them. Tectonic plates are always moving. Sometimes the plates move against or away from each other.

Scientists have come up with the following names for these plate movements:

Divergent: When two tectonic plates pull away in opposite directions, it is called *divergent plate movement*. This often happens on the oceanic crust, creating large trenches on the sea floor bed where hot magma is exposed by the gap between these plates, contacting icy salt water in large smoke plumes.

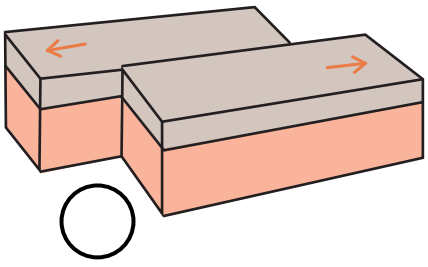
Subduction: This happens when two plates crash into each other. The plates behave differently depending on whether or not they are **continental** or **oceanic**. For example, when an oceanic plate crashes into a continental slab, the oceanic plate is forced to move under the overlapping continental plate. But, if two continental plates collide into each other, the crust will form mountain ranges out of the compressed plates.

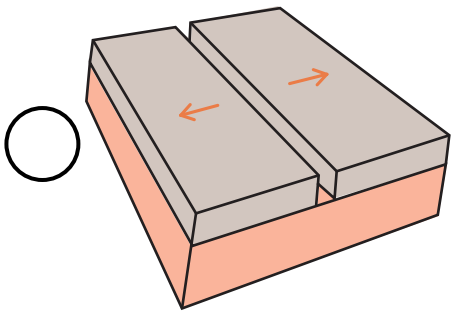
Lateral Slipping: A lot of friction happens when two plates move against each other. As the plates grind in opposite directions and cause friction, pressure builds up until it is released. The plates will suddenly jerk apart, creating earthquakes and tsunamis.

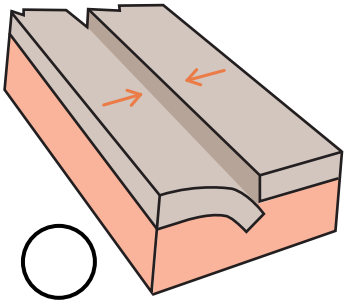
Our world is made up of different moving parts that are constantly crashing, pushing, and brushing into one another. The plate tectonic theory helps explain how new landforms are made, where earthquakes come from, and other major questions about our planet's crust.

Directions: Label the three plate movements in the illustrations below.

a. divergent **b. subduction** **c. lateral slipping**







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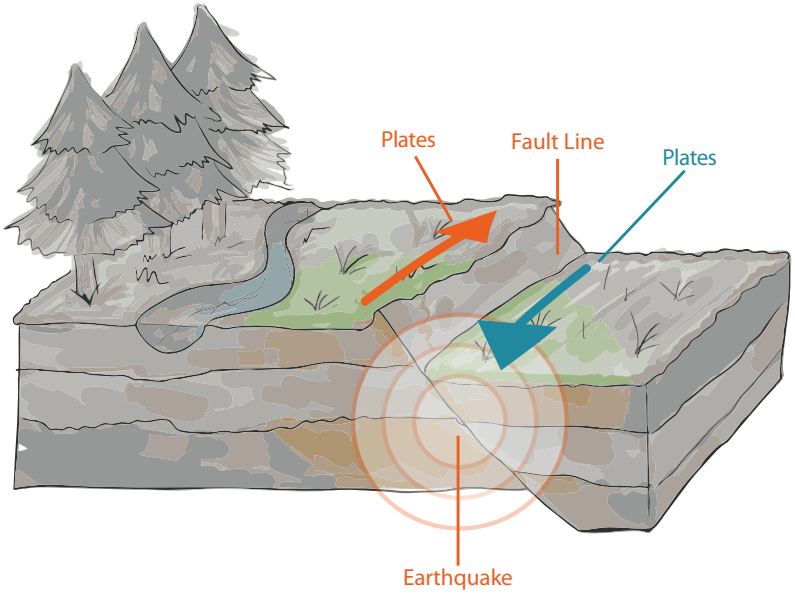
Earthquakes: Text Features

Directions: Read only the text features (i.e., sidebars, diagram, and bold words). Then, answer the questions.

Earthquakes

Have you ever felt an earthquake? During an earthquake, the earth feels like it is shaking. An **earthquake** is a vibration that travels through the earth's crust. The most common cause of earthquakes are the earth's **tectonic plates**. These plates are in constant motion and when they bump into one another it can cause underground vibrations. The place where the plates bump each other is called the **fault line**. Earthquakes are common along the Pacific Ocean.



Historical Earthquakes

1811 Madrid Missouri Quakes
These earthquakes happened along the Mississippi river, lasting for months. These quakes actually caused the river to run backwards.

1906 San Francisco Earthquake
One of the most famous US disasters, the fires started by this earthquake actually did more damage than the quake itself.

1970 Ancash Earthquake
One of the biggest earthquakes ever recorded, the Ancash earthquake caused landslides, destroyed homes and took away many lives. This quake hit 7.8 on the Richter scale.

Safety Tips

1. Stay away from windows.
2. Stay indoors.
3. Take cover under a sturdy piece of furniture.
4. Secure shelves and heavy objects against the wall.
5. Plan an earthquake prepara - tion kit with your family.
6. If advised to evacuate, do so immediately.
7. Stay away from electrical wires.

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1. What information do you get from the text features? (i.e., bold words, sidebars, diagram)

2. Read the article. How do the text features help you understand the article?

3. What information do you get from the text features that is not included in the article?

4. What earthquake happened in 1906?

5. What is the first safety tip you should follow during an earthquake?

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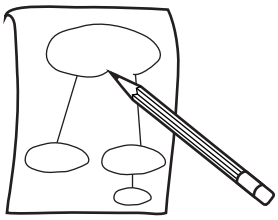
Concept Web



Directions: Place the word or topic in the center oval. Then, write details about the topic in the remaining ovals. Lastly, place headings at the top of each oval to give more information about your details.

Write about it! Describe your concept web. Be sure to write about the central topic and the details about the topic.

_____

_____

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Design Challenge: Making a Hot Air Balloon

In this activity, your child will create their own hot air balloon using recycled materials. Watch it fly like a real hot air balloon!

What You Need:

- Construction paper
- Balloons
- Toothpicks
- Pipe cleaners
- Berry baskets
- Small wax paper cups
- Popsicle sticks
- Plastic garbage bags and plastic baggies
- Fishing line
- String
- Scissors
- Tape
- Hole punch
- Hair dryer
- Pens and paper for brainstorming and notetaking

What You Do:

1. First explain how hot air balloons work. Explain that when a flame is placed under the balloon, it causes the balloon to fill with hot air. Hot air is lighter than cold air and therefore the balloon will rise and carry the basket with it. If you like, feel free to show your child pictures or videos of hot air balloons online. This might help them understand how they work and could provide inspiration for their own hot air balloons. Next, explain the challenge to your child. Explain that they must create a hot air balloon that can be powered by a blow dryer.
2. Now it's time to begin brainstorming. Ask your child to think about what will make their balloon the most effective. Have your child write or draw their ideas on paper. Encourage your child to come up with a few different designs for their balloon.
    - Remind your child of how real hot air balloons work. The balloon part is strong, but flexible enough to be filled with air.
3. Once your child has finished with the brainstorming phase, ask them to choose the design that they think will work best. Remind your child of the goal of their balloon: to float when filled with hot air.
    - This is an important step of the design thinking process, because it teaches your child to prioritize the functionality of their prototype (design) over their personal preferences. This also prevents them from getting too emotionally attached to one design.
4. When your child has chosen a design, it's time to start building! Give your child room to make mistakes in their work and to try lots of different types of balloon designs; however, provide help when needed.
5. After your child has finished building, help them to test their balloon. Hold a blow dryer under their balloon so the hot air can enter the envelope.
    a. If your child's balloon is successful, congratulate them on completing the challenge.
    b. If your child's balloon does not work, ask them what they think they could improve on. Be sure to remind your child that this is an opportunity to figure out what does and does not work in order to make better designs in the future.