Date: April 13-17
Subject:Math
Standard/Skill: 6) Read, write, and compare decimals to thousandths. [5-NBT3] b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. [5-NBT3b] 8) Fluently multiply multi-digit whole numbers using the standard algorithm. [5-NBT5] 10) Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method, and explain the reasoning used. [5-NBT7]

Monday	Comparing and ordering decimals. (Compare two decimals using < > =. Order decimals from least to greatest or greatest to least). • Watch the video on comparing and ordering decimals. • Complete each problem on the word document.
Tuesday	Add decimals. (Add decimals to the thousandths). • Watch the video on adding decimals. • Complete each problem on the word document.
Wednesday	Subtract decimals. (Subtract decimals to the thousandths). • Watch the video on subtracting decimals. • Complete each problem on the word document.
Thursday	Mental multiplication. (Multiply whole numbers by multiples of power of ten). • Watch the video on multiplying numbers by multiples of power of ten. • Complete each problem on the word document.
Friday	Multiply by one digit. (Multiply two or three digits by one digit). • Watch the video on multiplying by one digit. • Complete each problem on the word document.

Monday 4/13

List the numbers in order from least to greatest:

6.943, 5.229, 6.825, 6.852, 6.779

Step 1: Write the numbers, lining up places. Begin at the left to find the greatest or least number.

6.943
5.229
6.825
6.852
6.779

5.229 is the least.

Step 2: Write the remaining numbers, lining up places. Find the greatest and least. Order the other numbers.

6.943 ← greatest
6.825 → 6.825
6.852 → 6.852
6.779 ← least

6.779 is the least.
6.943 is the greatest.
6.852 is greater than 6.825.

Step 3: Write the numbers from least to greatest.

5.229
6.779
6.825
6.852
6.943

Compare the numbers using >, <, or =.

1,247,024 _____ 1,299,473

Use >, <, or = to compare the decimals below?

0.76 _____ 0.8   0.54 _____ 0.29

Use >, <, or = to compare the decimals below.

0.05 _____ 0.5   0.34 _____ 0.4

Compare the numbers using >, <, or =.

57,493 _____ 111,111

<, >, or =

12.56_____125.6

678.05_____67.805

30.30_____30.03

<, >, or =

10.01____10.10

55.56____55.65

56.53____565.3

Order the numbers from least to greatest.

56.01, 56.10, 56.011

Order the numbers from least to greatest.

44.012, 44.102, 44.120

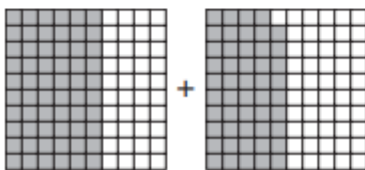Order the numbers from greatest to least.

73.05, 74.01, 73.50

Tuesday 4/14

In February, Chantell ran a 5K race in 0.6 hour. She ran another 5K race in May in 0.49 hour. What was her combined time for the two races?

Step 1: Write the numbers, lining up the decimal points. Include the zeros to show place value.

```
  0.60
+ 0.49
```

You can use decimal squares to represent this addition problem.

Step 2: Add the hundredths.

```
  0.60
+ 0.49
     9
```

Step 3: Add the tenths. Remember to write the decimal point in your answer.

```
   1
  0.60
+ 0.49
  1.09
```

Chantell's combined time for the two races was 1.09 hours.

Find the sum.

```
  2.56
+ 4.83
```

$65.53 + 4.85 =$

```
  4.22
+ 8.13
```

$714.2 + 9.65 =$

Find the sum.

```
  93.5
+  8.7
```

$467.4 + 9.7 =$

```
  92.9
+  9.2
```

$2.5 + 3.03 =$

Find the sum.

```
  714.29
+  98.65
```

$88.51 + 4.8 =$

```
  23.8
+  3.5
```

$199.13 + 75.2 =$

Find the sum.

```
  24.75
+ 12.45
```

$59.34 + 1.85 =$

```
  22.66
+  1.40
```

$55.14 + 7.82 =$

Wednesday 4/15

Mr. Montoya bought 3.5 lb of ground beef. He used 2.38 lb to make hamburgers. How much ground beef does he have left?

Step 1: Write the numbers, lining up the decimal points. Include the zeros to show place value.
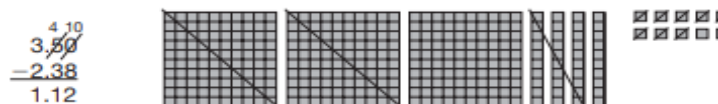
$$3.50 - 2.38$$
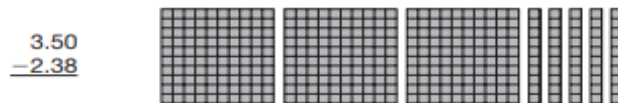
You can use decimal squares to represent this subtraction problem.

Step 2: Subtract the hundredths. Regroup if you need to.

$$\begin{array}{r} \overset{4\ 10}{3.\cancel{5}\cancel{0}} \\ -2.38 \\ \hline 2 \end{array}$$
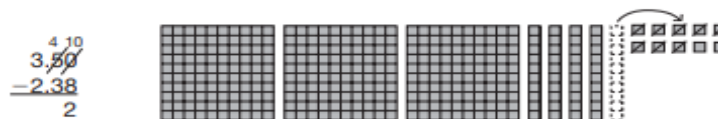
Step 3: Subtract the tenths and the ones. Remember to write the decimal point in your answer.

$$\begin{array}{r} \overset{4\ 10}{3.\cancel{5}\cancel{0}} \\ -2.38 \\ \hline 1.12 \end{array}$$

Mr. Montoya has 1.12 lb of ground beef left over.

Find the difference.

58.84	12.67	$36.47 - 34.89 =$
- 2.78 -	10.54	
		$34.59 - 6.84 =$

Find the difference.

528.77	29.22	$16.98 - 11.08 =$
- 41.68	− 27.54	
		$64.09 - 8.8 =$

Find the difference.

1.76	$50.04 - 1.103 =$	$23.91 - 17.99 =$
− .98	$29.9 - 18.82 =$	

Find the difference.

98.19	$58.84 - 2.78 =$	$126.78 - 65.98 =$
− 14.03	$75.11 - 4.4 =$	

You can also use patterns to multiply mentally.

Fact: 6 × 8 = **48**

60 × 8 = **480**	6 × 80 = **480**
600 × 8 = **4,800**	60 × 80 = **4,800**
6,000 × 8 = **48,000**	600 × 80 = **48,000**
60,000 × 8 = **480,000**	6,000 × 80 = **480,000**

Pattern: Notice that the product is always the digits 48 followed by the total number of zeros that are in the factors.

Find 30 × 3 × 50.

Use the Commutative and Associative Properties of Multiplication to regroup.

(30 × 50) × 3

1,500 × 3 = 4,500

Commutative Property of Multiplication	Associative Property of Multiplication
You can multiply factors in any order.	You can change the grouping of factors.
15 × 9 = 9 × 15	(8 × 20) × 5 = 8 × (20 × 5)

Find the product.

80 x 90 =   60 x 70 x 2 =   30 x 20 =

1,400 x 2,000 =   5 x 10 x 20 =

Find the product.

40 x 800 =   7,000 x 50 x 1 =   1,000 x 200 x 30 =

1,800 x 20 x 0 =   4 x 30 x 5 =

George drives 200 miles per day for 10 days. How many miles did he drive in all?

Find the product.

60 x 700 =   500 x 40 =

9,000 x 80 =   150 x 20 =

Friday 4/17

Step 1:
Multiply the ones. Regroup if necessary.

What You Write

$$\begin{array}{r} 1 \\ 275 \\ \times\ 3 \\ \hline 5 \end{array}$$

Step 2:
Multiply the tens. Regroup if necessary.

What You Write

$$\begin{array}{r} 2\ 1 \\ 275 \\ \times\ 3 \\ \hline 25 \end{array}$$

Step 3:
Multiply the hundreds. Regroup if necessary.

What You Write

$$\begin{array}{r} 2\ 1 \\ 275 \\ \times\ 3 \\ \hline 825 \end{array}$$

Find the product.

31 x 7 =   211 x 7 =

25 x 9 =   514 x 6 =

Find the product.

552 x 3 =   789 x 6 =

390 x 2 =   273 x 4 =

Find the product.

102 x 8 =

266 x 8 =

Xavier painted five portraits and wants to sell them for 36 dollars each. How much money will he make if he sells all five?

Find the product.

471 x 9 =   643 x 7 =

926 x 7 =   582 x 5 =

1. Solve. What is the place value of the underlined digit? 104.03<u>7</u> 104.<u>0</u>37	**2.** Solve. $\begin{array}{r} 8\ 0\ 4 \\ \times \quad\quad 8 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 3\ 6\ 0\ 5 \\ \times \quad\quad\quad 6 \\ \hline \end{array}$
3. Find the product. $\begin{array}{r} 4,8\ 5\ 9 \\ \times \quad\quad\quad 6 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 7\ 3\ 8 \\ \times \quad\quad 7 \\ \hline \end{array}$	**4.** Solve. $\begin{array}{r} 9.7\ 4 \\ +\ 0.9\ 3 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 4\ 5\ 0.9 \\ -\quad\quad 1.4 \\ \hline \end{array}$
5. Solve. 84.5 + 0.8 430.9 - 43.2	**6.** Write the number in expanded form and word form. 347.85
7. What is the place value of the underlined digit? 74.<u>9</u>2 74.9<u>2</u>	**8.** Write the number in expanded form and word form. 8,080.436

Date: April 13-17	
Subject: Science	
5th Grade You Tube channel link https://www.youtube.com/playlist?list=PL_XTzpfJVMIkXUhUqUwYfoT0l0IU5IRwk	
Standard/Skill: *Outer Space* 13) Represent with graphs to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky (e.g., shadows and the position and motion of Earth with respect to the sun, visibility of select stars only in particular months).	

Monday	Essential Questions: How does Earth move? What are the effects of Earth's movements? Watch Generation Genius " Earth's Orbit and Rotation" Click link below: https://www.generationgenius.com/?share=A1C99
Tuesday	Essential Questions: Why do we need the sun? Compare/contrast the sun with other stars. Watch the 5th grade You Tube channel. Science textbook practice: Complete Chapter 6, Lesson 2: pages pg. 271-275 #1-10
Wednesday	Essential Question: Identify and describe the inner planets. Science textbook Practice: Complete Chapter 6, Lesson 3: pages 277-283 #1-9
Thursday	Essential Question: Identify and describe the outer planets. Compare/contrast inner planets and outer planets. Science textbook Practice: Complete Chapter 6, Lesson 4: pages 277-283 #1-9
Friday	Science textbook Complete pages 285-289 # 1-8 Assessment: Complete the worksheet labeled " Earth's Place in the Universe"

Earth's Place in the Universe

Weekly Science Assessment April 17

1. Draw a model of our solar system in the box below. Show the placement of Earth, the sun, the moon, and any other planets or celestial bodies that you are familiar with.

2. What causes day and night?

    _____

3. What causes the seasons?

    _____

4. What is the sun? What is it composed of?

    _____

5. How are shadows formed?

    _____

6. Describe the movement of the Earth, the moon and the sun; how do they move in relation to each other?

    _____

    _____

    _____

ELA April 13-17   5th Grade

Critical Standards:

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.5.1, R.I. 5.1]

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.5.1]

Spell grade-appropriate words correctly, consulting references as needed. [L.5.2e]

Monday- Reading

Making Inferences is also called drawing conclusions. An inference or conclusion is when you take what you know(prior knowledge) and take what you read(text evidence) then make a decision based on the two.

Watch April 13th YouTube Video about Inferences. **This link is for the whole week:**

https://m.youtube.com/playlist?list=PL_XTzpfJVMIkXUhUqUwYfoT0l0IU5IRwk

Read Non-fiction Article "Bone Wars." Complete all 5 questions on skill sheet 97.

Tuesday- Reading

Watch April 14th YouTube Video about Inferences.

Read Non-fiction Article "The First American Democracy." Complete all 5 questions on skill sheet 98.

Wednesday- Language

Watch April 15th YouTube Video about Adverbs. Complete workbook page 363 on adverbs. This page explains Adverbs at the top.

Thursday- Language

Watch YouTube April 16th Video about Adverbs. Read over yesterday's workbook page. Today's Work: Write two example sentences using a comparative adverb. Write two example sentences using a superlative adverb.

Friday- Spelling & Assessment

Complete Reading Assessment which is page 291.

Watch April 17th YouTube video on spelling. Write Spelling Words 3 times each. Refer to Workbook Page 364 to get a list of spelling words. You don't have to complete that page just write your spelling words.

Read the passage. Use clues from the text and your own knowledge to make inferences about the competition for fossils.

Bone Wars

The idea of huge reptiles roaming the earth has fascinated people since the very first fossils were discovered. Interest in prehistoric creatures was at an all-time high during the late 1800s, and people who discovered fossils were practically considered celebrities. Two men in particular were in a big hurry to discover new specimens a•nd become famous for their finds.

Othniel Marsh and Edward Cope were both scientists in the field of natural history, and the competition between them was bitter. It began when Marsh paid some of Cope's fossil diggers to send fossils to him. Cope worked quickly to report his findings so Marsh couldn't publish articles about a subject before Cope did. Working quickly to outdo each other, both men made mistakes on occasion. Cope discovered a species called Elasmosaurus, but he incorrectly placed the skull at the end of the tail when he displayed the skeleton. Marsh discovered an example of Apatosaurus but mistakenly gave it the skull of a completely different animal.

Despite their mistakes, the two men made many valuable discoveries. Between them, Cope and Marsh discovered dinosaur species including Stegosaurus and Triceratops, as well as other giant lizards such as the sail-backed Dimetrodon and the winged Pteranodon. Imagine what else the two men could have accomplished if they had worked together.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

l. Based on the passage, you can tell that the Bone Wars_____.
 a. proved that rivalry is always bad for science
 b. ended an interest in dinosaur fossils
 c. brought both good and bad results
 d. were carried on by the next generation

2. The author suggests that scientists Marsh and Cope_____.
 a. could have achieved more by working together
 b. should have started their own museums
 c. should have worked in different areas of science
 d. did not know what they were doing

3. What can you infer about Elasmosaurus and Apatosaurus, based on the passage?
 a. They were dinosaurs.
 b. They never existed.
 c. They were rival scientists.
 d. They were discovered before 1800.

4. Which idea does the passage support?
 a. All fossil hunters are bitter rivals.
 b. Cope and Marsh did not know how to assemble skeletons.
 c. The Bone Wars did more harm than good.
 d. The history of science includes many conflicts.

STRATEGY PRACTICE Describe a time when you were eager to finish something before someone else did. What happened?

Make Inferences _____

Read the passage. Use clues from the text to make inferences about the Iroquois Confederacy.

The First American Democracy

You might assume that democracy first came to North America when the United States government was founded. But in fact, the first democratic body was a confederation of Native American tribes.

The Iroquois Confederacy, or Iroquois League, began sometime between 1570 and 1600, in what is now New York State. It included the Mohawk, Oneida, Onondaga, Cayuga, and Seneca tribes. Each tribe member had one vote to elect a chief. Each chief had one vote at the common council of tribes. If a group did not want to remain in the Confederacy, they could leave at any time. Also, any group was allowed to join the Confederacy as long as they agreed to the rules.

In 1722, the Tuscarora tribe joined the Confederacy, which then became known to European settlers as the Six Nations. However, the member tribes of the Six Nations called themselves Haudenosaunee (ho-dee-no-SHO-nee), which means "people building the longhouse." They considered their confederation to be like a big house in which all the tribes lived, helping and protecting one another.

During the American Revolution, the Six Nations were divided. Some tribes helped the American colonists, and some helped the British. After the Americans finally won the war against Britain and its allies in 1779, the members of the Confederacy all migrated to new homelands. In this way, the first democracy in America was split apart by the second democracy.

SKILL PRACTICE Read each question. Fill in the bubble next to the correct answer.

l. Which can you infer, based on the passage?
   a. All Native Americans lived in New York State.
   b. The Tuscarora tribe did not believe in democracy.
   c. Tribal chiefs had equal power within the Confederacy.
   d. The British did not like the Six Nations.

2. Why did the tribes of the Six Nations call themselves Haudenosaunee?

a. The name was hard for colonists to pronounce.
 b. The name was used as a secret password.
 c. It encouraged tribes to build houses together.
 d. Its meaning reflected the tribes' common goals.

3. Why do you think some tribes sided with the British instead of with the Americans?
   a. The tribes were at war with each other.
   b. The tribes had more in common with British people than with Americans.
   c. The tribes were concerned that Americans would not treat them well.
   d. The British were better soldiers than the Americans.

4. Based on the passage, what can you conclude?
 a. New tribes in the Confederacy could not vote.
   b. The Iroquois League ended in 1779.
   c. Six Nations members moved to Britain.
   d. Voting was unfamiliar to Six Nations tribes.

PRACTICE Describe something in the passage that you understood better after rereading it.

Adverbs

Adverbs tell more about verbs. They explain how, when, or where actions happen. Many adverbs that tell 110"' *how* end in –ly. Adverbs can appear before or after the verbs they describe.

How   Cowboys rode <u>expertly</u>. They worked <u>hard</u>.

When   They <u>seldom</u> slept past daybreak. They always took care of their horses.

Where   A cowtown existed <u>here</u>. Cowboys visited for entertainment.

Some adverbs tell more about an adjective or another adverb:

A ghost town seems <u>rather</u> spooky to me. I <u>very</u> rarely go to such places.

Comparative adverbs compare actions. Add -er to form a comparative adverb. Superlative adverbs compare three or more actions. Add -est to form a superlative adverb. If an adverb ends in -ly, use more or most instead of -er or -est.

Comparative Adverb The stagecoach rolled <u>more slowly</u> going up the mountain than going down.

Superlative Adverb   When they were fresh, the horses pulled <u>most quickly</u> of all.

• The adverbs well and badly use special forms to show comparison.

Adverb: well, badly

Comparative: better, worse

Superlative: best, worst

Directions: Underline the adverb. Circle the word it tells more about.

1. Pioneer women bravely risked their lives.

2, They worked tirelessly to feed and clothe their families.

3. They seldom shopped at a store.

4. They were often lonely in their isolated homes.

5. They toiled outdoors in gardens and indoors at wood stoves.

Directions Underline the correct adverb in ( ) to complete each sentence.

6. Wc can point (proudly, more proudly) at the staying power of pioneers.

7. They lived with hardship (better, more better) than I would have.

8.   If crops failed, they faced a (terrible, terribly) hard winter.

9.   Towns needed railroads (more desperately, most desperately) than they needed settlers.

10. Railroads connected settlers (direct, directly) to supplies and goods.
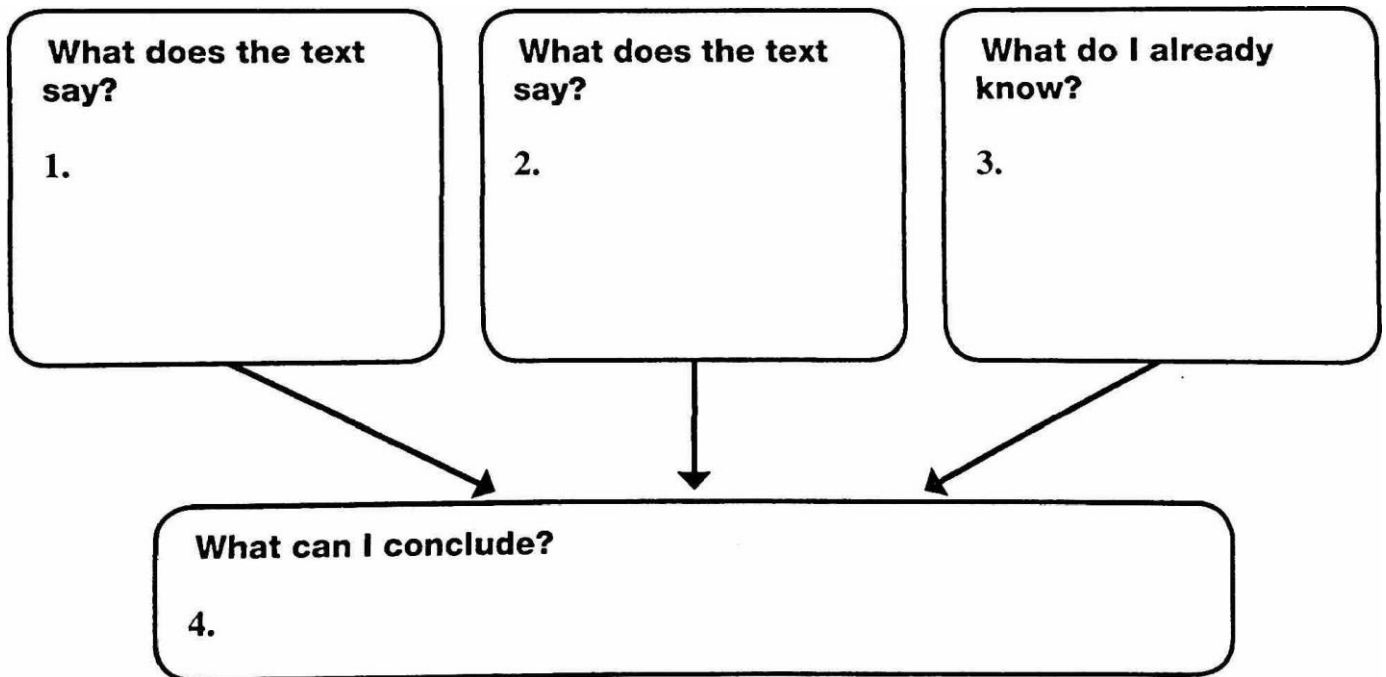
Draw Conclusions
Reading Assessment

- A conclusion is a sensible decision you make after you think about facts or details that you read.
- Drawing conclusions may also be called making inferences.
- ' Use your prior knowledge to help you draw conclusions.

Directions Read the following passage. Then complete the diagram below.

Enrique is a young gymnast who is training for the Olympics. He goes to live at the Olympics Training Center in Colorado Springs. There he trains twelve hours a day with other athletes. In addition, he regularly takes part in competitions to test his skills. Enrique sets goals for himself. He wants to improve in gymnastic skills and to learn routines that are more difficult. His training schedule is so demanding, he does not have time to go to a regular school. He studies all of his subjects with a tutor. After more years of training, Enrique hopes to make the Olympic team.

What does the text say?	What does the text say?	What do I already know?
1.	2.	3.

What can I conclude?

4.

5. Visualize Enrique studying with his tutor. What conclusion can you draw about the advantages or disadvantages of studying with a tutor rather than studying at a regular school?

_____