

Date: April 27-May 1

Subject: Social Studies

5th Grade You Tube channel link

https://www.youtube.com/playlist?list=PL_XTzpfJVMikXUhUqUwYfoT0I0IU5IRwk

Critical Standard/Skill: *Civil War*

11) Identify causes of the Civil War, including states' rights and the issue of slavery.

Monday	Essential Questions: What is slavery and how did it play a role in the Civil War? Watch the 5 th Grade YouTube channel for April 20 Assignment: Read the article titled “Slavery” and take the 10 question quiz online. https://www.ducksters.com/history/civil_rights/history_of_slavery_in_the_united_states.php
Tuesday * Username: pinelevel Password: brainpop	Essential Question: Identify and discuss causes of the Civil War, particularly slavery. Assignment: Watch the Brainpop video “Slavery” and take the 10 question quiz afterward. https://www.brainpop.com/socialstudies/ushistory/slavery/
Wednesday	Essential Question: How did the Civil War end? Assignment: Choose to be a confederate or union soldier at war. Write a 3 paragraph essay (minimum) to defend your beliefs.
Thursday	Essential Question: Describe the Reconstruction period in America after the Civil War. Assignment: https://www.ducksters.com/history/civil_war/reconstruction.php Take the 10 question quiz afterward to see how well you read!
Friday	Civil War Assessment

Name _____

Civil War Assessment

1. What was the name of the document drafted by President Lincoln to put an end to slavery?
 - a. The Gettysburg Address
 - b. Emancipation Proclamation
2. Which of the following describes slavery's role in the Southern economy?
 - a. Slavery was expensive
 - b. Slavery was profitable
3. What officially started the Civil War?
 - a. battle at Fort Sumter
 - b. Battle of Gettysbury
4. The Underground Railroad was
 - a. an underground train
 - b. a group of people that helped slaves escape
5. The people that fought to end slavery were called
 - a. abolitionists
 - b. freedomists
6. Who was the first and only president of the Confederacy?
 - a. Jefferson Davis
 - b. Abraham Lincoln
7. Which of the following was a major cause of the American Civil War?
 - a. immigration
 - b. slavery
8. Who was the president of the United States during the Civil War?
 - a. Abraham Lincoln
 - b. Robert E. Lee

In your own words, describe two main causes of the Civil War using complete sentences.

5th Grade 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]

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. [RL.5.2]

Describe how a narrator's or speaker's point of view influences how events are described. [RL.5.6]

Monday

Characters are the people, animals, and even objects in the passage. Character traits are descriptive words about the character; character traits can be supported with text evidence. Setting is the where and when of the passage. Setting may not be stated directly, but the author may include clues about time and place.

Watch April 27th YouTube Video about Characters/Setting. ***This link is for the whole week:**

https://m.youtube.com/playlist?list=PL_XTzpfJVMikXUhUqUwYfoT0I0IU5IRwk

Read "Grand Opening." Complete all 5 questions on skill sheet 65.

Tuesday

Watch April 28th YouTube Video about Characters/Setting.

Read Non-fiction Article "The Amazing Flying Marie." Complete all 5 questions on skill sheet 66.

Wednesday

Theme is the author's message to the reader. Themes are life lessons included in the passage. Ask yourself, "How does the story apply to me?" "What is the author saying to me?" A passage can have multiple themes.

Watch April 29th YouTube Video about Theme. Read "Prometheus Defeated." Complete skill sheet 67.

Thursday

Watch YouTube April 30th Video about Theme. Read "Practice Makes Perfect," and answer questions on Skill Sheet page 68.

Friday- Assessment

Review Characters/Setting & Theme. Watch videos again if needed.

Complete Reading Assessment "The Old Man of Crater Lake" on page 69.

READ THE PASSAGE Think about the two people in the story and where the event takes place.

Grand Opening

Jess's brother Ted had told her that the new city gymnasium was nice, but this was better than anything she could have imagined. The two-story ceiling of the gym was high enough to allow for a tall climbing wall. Dozens of sports balls of all kinds lined the south wall, each kind in its own special rack. Three full-size basketball courts were filled with kids playing pickup games.

"Pretty awesome, isn't it?" Ted asked. Jess's mouth hung open. She was speechless. Ted waved his hand in front of her face. "Yo, Jess? Isn't it cool?"

"It's perfect," Jess managed to say. She was checking out the volleyball court. Jess loved lots of sports, but volleyball was her favorite. The new net was just waiting for the first spike.

Ted continued, "You can practice your volleyball serves, and I can work on my basketball layups—well, when the crowd thins out, anyway. If we come here every day this summer, tryouts this fall will be a snap."

Jess nodded as she tried to take it all in. Smiling, Ted turned his eyes to the soccer balls. "Or maybe we could kick a soccer ball around while we wait for the courts to clear," he said. "That is, if you're ready to eat my dust!" He made a sudden move toward the balls.

Startled out of her visions of volleyball glory, Jess turned and sprinted ahead of Ted. "Oh yeah?" she called over her shoulder. "You'll never get past me!"

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

- Where does the story take place?
 Ⓐ at an Olympic training center
 Ⓑ on a high school basketball court
 Ⓒ on a rock-climbing wall
 Ⓓ at a new city gymnasium
- Which of the following best describes Jess?
 Ⓐ She is not as competitive as her brother.
 Ⓑ She is athletic and loves sports.
 Ⓒ She is not impressed by the new gym.
 Ⓓ She is more interested in books than exercise.
- Which two sports are probably Ted's favorites?
 Ⓐ rock climbing and basketball
 Ⓑ soccer and volleyball
 Ⓒ basketball and soccer
 Ⓓ volleyball and basketball
- How does the story's setting affect Jess?
 Ⓐ She feels like going home.
 Ⓑ She is impressed with the new gym.
 Ⓒ She is disappointed with the new gym.
 Ⓓ She is inspired to try rock climbing.

STRATEGY PRACTICE The story begins with many details of the gym. How do they help tell the story?

READ THE PASSAGE Think about Marie Marvingt's traits and what made them special for the time period in which she lived.

The Amazing Flying Marie

In October 1909, the cold wind whipped across the English Channel. A 34-year-old French woman strapped on a helmet, stepped into a hot-air balloon, and made history. That was how Marie Marvingt became the first woman to fly a balloon over the English Channel. The following year, she became the third woman in the world to earn her pilot's license.

Marie may have been happier in the air than she was on the ground. She began flying at a time when flying was for either the very brave or the very foolish. Nevertheless, she flew as a bomber pilot and as a reporter in World War I. As a trained nurse, Marie also delivered medical supplies and rescued injured soldiers with her airplane.

In those days, flying was more dangerous than it is now. But Marie knew the risks. Her tiny one-person airplane would rise and drop with the wind, like a bird in a storm. She knew how to take control and steer the airplane through rough weather. Flying through the wind and rain were all part of the adventure of early air travel.

In addition to being a pioneer in aviation, Marie was also one of the longest-flying pilots. At age 80, in 1955, Marie learned how to fly a helicopter. She proved to the world that she could be at home in any aircraft, at any age.

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

- Which sentence does *not* describe Marie?
 - She was afraid of flying small airplanes.
 - She was a pioneer in aviation.
 - She was happier in the air than on the ground.
 - She was a bomber pilot in the war.
- Which sentence tells you that Marie was a good pilot?
 - The cold wind whipped across the English Channel.
 - In those days, flying was more dangerous than it is today.
 - Marie knew how to steer the plane through rough weather.
 - Flying was for the brave or the foolish.
- What is the setting of the first paragraph?
 - Marie's childhood home during World War I
 - a warm, rainy day on a battlefield
 - a cold October day on the English Channel
 - Marie's first day at flight training school
- Which fact best suggests that Marie flew for a long time?
 - She delivered medical supplies during World War I.
 - She flew a hot-air balloon at age 34.
 - She flew a helicopter at age 80.
 - She was the third woman in the world to earn a pilot's license.

STRATEGY PRACTICE How do you visualize Marie Marvingt? Describe the picture in your mind.

READ THE PASSAGE Think about the main message of the passage.

Prometheus Defeated

In the summer of 1964, a scientist cut down a tree in Nevada. The event started a debate about the importance of scientific study versus protecting the environment. The tree, a bristlecone pine, was the oldest living thing in the world. Some people called the tree "Prometheus," after a tragic hero in Greek mythology. Others knew it as "WPN-114." The two names show how different communities of people felt about the tree.

WPN-114 was likely a seedling around 3100 bc. Scientists knew that the tree was old. They just didn't know how old. But they knew they could find out by examining the tree rings, which form every year inside the trunk. Scientists argued that there was no other way to get valuable information about different time periods long ago. They believed that the knowledge they could gain by cutting down the tree was worth sacrificing it. In fact, scientists did learn a lot.

On the other side of the debate were people who loved the tree as a part of nature. Destroying the tree, they thought, was a horrible mistake. In *The Sierra Club Bulletin*, wilderness photographer Galen Rowell argued that "the wood belonged in the mountains." Friends of the tree used words like *murder* to describe what was done to Prometheus. To them, the knowledge gained by cutting down the tree wasn't worth the loss. They believed that experiencing the tree alive, as the oldest living link to the past, was equally important.

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

1. What is one theme of the passage?
 A Science and nature are sometimes in conflict.
 B Scientists should do their work in labs.
 C People need to agree on names for trees.
 D WPN-114 was the world's oldest tree.
2. What did the scientists believe?
 A The wood belonged on the mountains.
 B The knowledge gained was worth cutting down the tree.
 C Destroying the tree was a horrible mistake.
 D The tree was a link to the past only while alive.
3. What did friends of the tree believe?
 A It was necessary to sacrifice the tree.
 B Bristlecone pines are not really very old.
 C It is important to enjoy living trees.
 D The tree was really named Prometheus.
4. What is the main idea of the first paragraph?
 A People can view the same issue differently.
 B Scientific investigation is always good.
 C Nature is more important than people.
 D Debate kills trees.

STRATEGY PRACTICE How does the author use a compare-and-contrast structure to present the debate?

READ THE PASSAGE Think about the message of the story.

Practice Makes Perfect

Minh was excited when his grandmother invited him into her pottery studio. After all, Nana did not give all her grandchildren such an invitation. Minh looked forward to sinking his hands into some wet clay and placing his bowl in the heated kiln until it hardened like stone.

"Be careful with that," Nana said as Minh picked up one of the bowls. The boy gently put the bowl back on the shelf and stuck his hands inside his pockets. He was anxious to get started on the lesson Nana had promised him. And he didn't want to risk losing that chance by breaking any of her finished pieces of pottery.

Five hours later, Minh was frustrated and tired. His first attempt, a black blob that looked more like a rock than a bowl, was a failure. His second attempt was hardly any better. However, he had at least figured out how to make a smooth opening in the center of the clay. Meanwhile, Nana was keeping busy. A wide, shallow bowl and a deep, narrow bowl rested on Nana's worktable. Her practiced hands began to shape yet another spinning lump of clay. "I'll never get it!" Minh said, watching her work.

Nana looked at her grandson and sighed. "Don't worry, you'll get it," she reassured him. "The only way you won't learn is if you give up."

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

- How does Minh feel when he first arrives at the studio?
 - afraid
 - interested
 - defeated
 - reassured
- What problem does Minh face?
 - The clay is too hard.
 - He cannot decide what to make.
 - Making pottery is difficult for him.
 - Nana is too busy with her other grandchildren.
- What theme does the title suggest?
 - The more you do something, the better you get at it.
 - Do not even try to do something unless you can do it well.
 - Family members can help you learn.
 - You do not need practice if you are perfect.
- What is one theme of the story?
 - Stay focused and avoid distractions.
 - Try new things only if they are easy.
 - Keep trying even when a task is difficult.
 - Take a break if you get frustrated.

STRATEGY PRACTICE Underline the words that help you visualize Nana's studio. Describe your picture of it.

Assessment

READ THE PASSAGE

Think about the location featured in the passage, and look for details that tell you what the author believes about nature.

The Old Man of Crater Lake

Oregon's Crater Lake—or, rather, the site for this deep, clear lake—was once a volcano. The lake formed when the peak of the volcano caved in and the hole filled up with rain and snow. The area is now home to diverse wildlife, evergreen forests, and chilly mountain water. The lake also boasts an unusual feature: a 30-foot-tall tree stump, known as the Old Man of the Lake, that rises out of the water about four feet above the surface.

The Old Man of the Lake is special for a few reasons. First, it floats vertically, bobbing up and down in the water and moving freely across the lake. Second, it has been there since at least 1896! The lake's cold water has preserved the wood. But how does the long stump float upright? Scientists think that when the tree tumbled into the lake long ago, rocks were probably wedged inside its root system. They served as weights, holding the root end of the tree underwater.

Because the Old Man drifts all over the lake, boaters alert each other about its location. Scientists have tried tying up the stump to keep it in place. But they noticed that whenever the Old Man was tied up, bad weather arrived. When they released the stump, the weather improved. This strange coincidence is one of the many intriguing things that bring visitors to Crater Lake.

Although the Old Man of the Lake remains a mystery to visitors, one thing is certain. This fascinating piece of floating wood—and the legendary waters that surround it—are examples of nature's beauty and strength.

SKILL PRACTICE

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

- Which word does *not* describe Crater Lake?
 - deep
 - muddy
 - chilly
 - clear
- What makes the Old Man of the Lake special?
 - It floats horizontally in the water.
 - It is stuck to the bottom of the lake.
 - It causes the weather to change.
 - It has floated upright for more than 100 years.
- One theme of the passage is that _____.
 - volcanoes are helpful
 - trees can survive in cold water
 - nature is mysterious and beautiful
 - visitors should avoid floating stumps
- What is the main mystery about the Old Man?
 - how it got in the lake
 - how it moves from place to place
 - why bad weather comes when it is tied down
 - why the wood has not become rotten

STRATEGY PRACTICE

How do the ideas in each paragraph lead up to the main message?

Date: April 27- May 1	
Subject: Math	
Video Lesson: https://m.youtube.com/playlist?list=PL_XTzpfJVMikXUhUqUwYfoT0I0IU5IRwk	
Standard/Skill: 9) Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. [5-NBT6] 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	Divide by one digit divisor. (Dividing three or four digits by one digit divisor). <ul style="list-style-type: none"> • Watch the video on whole numbers place value • Complete each problem on the word document.
Tuesday	Divide by one digit divisor with zero in the quotient. (Dividing three or four digits by one digit divisor with zero in the quotient). <ul style="list-style-type: none"> • Watch the video on decimals place value. • Complete each problem on the word document.
Wednesday	Dividing large multiples of ten. (Dividing two multiples of ten by one another.) <ul style="list-style-type: none"> • Watch the video on decimals place value. • Complete each problem on the word document.
Thursday	Dividing by a multiple of ten. (Dividing three or four digits by a two digit multiple of ten.) <ul style="list-style-type: none"> • Watch the video on decimals place value. • Complete each problem on the word document.
Friday	Divide by two digit divisor. (Dividing three or four digits by one digit divisor with a one digit quotient). <ul style="list-style-type: none"> • Watch the video on decimals place value. • Complete each problem on the word document.

Monday 4/27

Step 1: To decide where to place the first digit in the quotient, compare the first digit of the dividend with the divisor.

$3 < 5$, so the first digit in the quotient will not go in the hundreds place.

Now, compare the first two digits of the dividend with the divisor.

$36 > 5$, so the first digit in the quotient will go in the tens place.

Step 2: Divide the tens. Use multiplication facts and compatible numbers.

Think $5 \times ? = 35$.

Write 7 in the tens place of the quotient.

Multiply. $5 \times 7 = 35$

$$\begin{array}{r} 7 \\ 5 \overline{)36} \\ \underline{-35} \\ 1 \end{array}$$

Subtract. $36 - 35 = 1$

Compare. $1 < 5$

Bring down the ones.

Step 3: Divide the ones. Use multiplication facts and compatible numbers.

Think $5 \times ? = 10$.

Write 2 in the ones place of the quotient.

Multiply. $5 \times 2 = 10$

$$\begin{array}{r} 72R2 \\ 5 \overline{)362} \\ \underline{-35} \downarrow \\ 12 \\ \underline{-10} \\ 2 \end{array}$$

Subtract. $12 - 10 = 2$

Compare. $2 < 5$

There are no more digits to bring down, so 2 is the remainder.

Step 4: Check by multiplying.

$$5 \times 72 = 360$$

$$360 + 2 = 362$$

Find the quotient:

$$9 \overline{)4,878}$$

$$3,801 \div 7 =$$

$$3,982 \div 6 =$$

Find the quotient:

$$8 \overline{)52,176}$$

$$9,755 \div 3 =$$

$$5,042 \div 4 =$$

Find the quotient:

$$7 \overline{)39,088}$$

$$288 \div 8 =$$

$$6,279 \div 6 =$$

Find the quotient:

$$8 \overline{)544}$$

$$7,488 \div 9 =$$

$$566 \div 9$$

Tuesday 4/28

Step 1: Compare the first digit of the dividend with the divisor. $8 > 4$, so the first digit in the quotient will go in the hundreds place.

Divide the hundreds.
Think $4 \times ? = 8$.

Write 2 in the hundreds place of the quotient.
Multiply. $4 \times 2 = 8$

$$\begin{array}{r} 2 \\ 4 \overline{)81} \\ \underline{-8} \downarrow \\ 01 \end{array}$$

Subtract. $8 - 8 = 0$

Compare. $0 < 4$

Bring down the tens.

Step 2: Compare.
 $1 < 4$

You cannot divide the tens, so place 0 in the tens place of the quotient.

Bring down the ones.

$$\begin{array}{r} 20 \\ 4 \overline{)816} \\ \underline{-8} \downarrow \\ 016 \end{array}$$

Step 3: Compare.
 $16 > 4$

Divide the ones. Think
 $4 \times ? = 16$.

Write 4 in the ones place of the quotient.

Multiply. $4 \times 4 = 16$

Subtract. $16 - 16 = 0$

Compare. $0 < 4$

There are no more digits to bring down, so the problem is done.

$$\begin{array}{r} 204 \\ 4 \overline{)816} \\ \underline{-8} \\ 016 \\ \underline{-16} \\ 0 \end{array}$$

Step 4: Check by multiplying.
 $4 \times 204 = 816$

Find the quotient:

$880 \div 2 =$

$776 \div 6 =$

$284 \div 7 =$

Find the quotient:

$540 \div 5 =$

$648 \div 6 =$

$547 \div 7 =$

Find the quotient:

$840 \div 6 =$

$563 \div 7 =$

$624 \div 3 =$

Find the quotient:

$801 \div 2 =$

$323 \div 3 =$

$816 \div 4 =$

Wednesday 4/29

You can use basic facts and patterns to divide mentally.

Using basic facts

What is $350 \div 70$?

Think: $350 \div 70$ is the same as $35 \text{ tens} \div 7 \text{ tens}$.

$$35 \div 7 = 5$$

$$\text{So, } 350 \div 70 = 5.$$

Using patterns

What is $5,400 \div 60$?

$5,400 \div 60$ is the same as $540 \div 6$.

$$54 \div 6 = 9, \text{ so } 540 \div 6 = 90.$$

$$\text{So, } 5,400 \div 60 = 90.$$

Find the quotient:

$8,800 \div 110 =$

$72,000 \div 600 =$

$280 \div 70 =$

Find the quotient:

$55,000 \div 500 =$

$660 \div 60 =$

$5,600 \div 700 =$

Find the quotient:

$840 \div 120 =$

$630,000 \div 9,000 =$

$21,000 \div 30 =$

Find the quotient:

$8,000 \div 100 =$

$330 \div 30 =$

$81,000 \div 90 =$

Thursday 4/30

Step 1: Estimate the quotient using compatible numbers, $600 \div 40 = 15$. Then, divide the tens.

$$\begin{array}{r} 1 \\ 40 \overline{)623} \\ \underline{-40} \\ 22 \end{array}$$

Divide $62 \div 40$
Multiply $1 \times 40 = 40$
Subtract $62 - 40 = 22$
Compare $22 < 40$

Step 2: Bring down the ones. Then, divide the ones.

$$\begin{array}{r} 15 \\ 40 \overline{)623} \\ \underline{-40} \downarrow \\ 223 \\ \underline{-200} \\ 23 \end{array}$$

Divide $223 \div 40$
Multiply $5 \times 40 = 200$
Subtract $223 - 200 = 23$

Step 3: Since $23 < 40$, write 23 as the remainder in the quotient.

$$\begin{array}{r} 15 \text{ R}23 \\ 40 \overline{)623} \\ \underline{-40} \downarrow \\ 223 \\ \underline{-200} \\ 23 \end{array}$$

Compare $23 < 40$

Find the quotient:

$348 \div 40 =$

$618 \div 70 =$

$345 \div 30 =$

Find the quotient:

$282 \div 20 =$

$841 \div 60 =$

$413 \div 40 =$

Find the quotient:

$479 \div 60 =$

$766 \div 50 =$

$939 \div 80 =$

Find the quotient:

$295 \div 20 =$

$724 \div 60 =$

$697 \div 90 =$

Friday 5/1

To find the answer, first estimate the quotient.

Think: $400 \div 50 = 8$ or $450 \div 50 = 9$

Try 9:

$$\begin{array}{r} 9 \\ 53 \overline{)436} \\ \underline{-477} \end{array}$$

Write 9 in the ones place.

Multiply, $9 \times 53 = 477$.

$477 > 436$.

This estimate is too high.

Try 8:

$$\begin{array}{r} 8 \\ 53 \overline{)436} \\ \underline{-424} \\ 12 \end{array}$$

Write 8 in the ones place.

Multiply, $8 \times 53 = 424$.

Subtract, $436 - 424 = 12$.

Compare, $12 < 53$. Write the remainder in the quotient.

$$436 \div 53 = 8 \text{ R}12$$

Check:

$$8 \times 53 = 424$$

$$424 + 12 = 436$$

Find the quotient:

$$550 \div 57 =$$

$$115 \div 12 =$$

$$243 \div 31 =$$

Find the quotient:

$$325 \div 38 =$$

$$332 \div 64 =$$

$$240 \div 77 =$$

Find the quotient:

$$216 \div 49 =$$

$$698 \div 79 =$$

$$194 \div 25 =$$

Find the quotient:

$$489 \div 51 =$$

$$748 \div 81 =$$

$$416 \div 68 =$$

<p>1. Find the quotient.</p> $9 \overline{)6,158}$	<p>2. Find the quotient.</p> $329 \div 8$
<p>3. Find the quotient.</p> $5,000 \div 50 =$ $360 \div 40 =$ $2,000 \div 400 =$ $1,200 \div 300 =$	<p>4. Solve.</p> $363 \div 6 =$ $726 \div 8 =$
<p>5. Solve.</p> $2,5440 \div 90 =$ $4,697 \div 70 =$	<p>6. Find the quotient.</p> $8,497 \div 86 =$ $6358 \div 74 =$
<p>7. Solve.</p> <p>Benjamin wants to split a collection of crayons into groups of 14. Benjamin has 518 crayons. How many groups will be created?</p>	<p>8. Solve.</p> <p>Kathleen is inviting 58 friends to a party. She has 1160 cookies. How many cookies will each friend get?</p>