



Dear 3rd – 5th Grade Parents and Guardians,

While your students are home, we ask that you continue to partner with us in ensuring ongoing learning. Below is a list of activities we recommend your students complete daily.



Reading (30 minutes) - if you have access to online resources, your student can log into [Clever](#) to access district resources such as [Mc-Graw Hill Wonders](#), [Learning A-Z](#), [Scholastic](#), [Common Lit](#) (*click library in top left corner*) and [Spanish story options](#) . Resources have both English and Spanish options available. Please encourage your student to choose stories or articles to read. If you have reading materials at home, feel free to use those as well. After students are done reading, have your students tell you what their article or story was about. Students may also complete hard copy Reading activities as well. Reading packet options are available [here](#).



Writing (30 minutes)- if you have access to online resources, please visit [Scholastic Story Starters](#), [Story Jumpers](#) , or [Story Board That](#) for fun and creative story starters and writing prompts. Have students use these prompts and tools to create their very own story. Students can also write... a story about their feelings, their thoughts about what they are reading, a letter, or an information piece about something on which they are an expert. Writing packet options are also available [here](#) for students to write about what they have read.



Math (30 minutes) - if you have access to online resources, your student can log into [Clever](#) to access Imagine Math. A Math [scavenger hunt](#) is provided to encourage your student to find the math that is all around them. Visit [IXL](#) and [Cool Math](#) for practice and fun Math games. Math packet options are available [here](#).



Social Studies (20 minutes) - if you have online access, your student can log into [Clever](#) to access district resources. You will also find articles in both English and Spanish at [Tweentribune](#). Have students to read articles and complete the quiz. Also visit [Education.com](#), and [IXL](#) for interactive Social Studies activities. Social Studies packet options are available [here](#).



Science (20 minutes)- if you have online access, your student can log into [Clever](#) to access district resources. Visit [Energy Kids](#) to learn more about energy as well as games and activities. Visit [Optics for Kids](#) to learn about cool optical illusions and other activities. Visit [Ask a Biologist](#) for virtual field trips and activities. Science packet options are available [here](#).



Exercise (60 minutes a day) - regular exercise and movement is important to do every day. Movement helps you reduce stress, build strong bones and muscles, and helps you to be ready to learn! Try to get 60 minutes of physical activity every day. Visit [GoNoodle](#) for movement videos.

Estimados padres y tutores de 3º a 5º grado:

Mientras sus estudiantes están en casa, le pedimos que continúe colaborando con nosotros para garantizar aprendizaje. A continuación hay una lista de actividades que recomendamos que sus estudiantes completen diariamente.



Lectura (30 minutos) - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder a recursos del distrito como [Mc-Graw Hill Wonders](#), [Learning A-Z](#), [Scholastic](#), [Common Lit](#) (*haga clic en la biblioteca en la esquina superior izquierda*) y [opciones de historias en español s](#). Los recursos tienen opciones disponibles en inglés y español. Por favor anime a su estudiante a elegir historias o artículos para leer. Si tiene materiales de lectura en casa, siéntase libre de usarlos también. Una vez que los alumnos hayan terminado de leer, pídeles que le cuenten de qué trata su artículo o historia. Los estudiantes también pueden completar actividades de lectura impresas. Las opciones de paquetes de lectura están disponibles [aquí](#).



Escritura (30 minutos)- si tienen acceso a recursos en línea favor de visitar a [Scholastic Story Starters](#), [Story Jumpers](#), o [Story Board That](#) para iniciadores de historias divertidas y creativas y mensajes de escritura. Haga que los estudiantes usen estas indicaciones y herramientas para crear su propia historia. Los estudiantes también pueden escribir ... una historia sobre sus sentimientos, sus pensamientos sobre lo que están leyendo, una carta o una información sobre algo en lo que son expertos. Las opciones de paquetes de escritura también están disponibles [aquí](#) para que los estudiantes escriban sobre lo que han leído.



Matemáticas (30 minutos) - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para usar Imagine Math. Una búsqueda de matemáticas se puede encontrar aquí [scavenger hunt](#) para animar a su estudiante a encontrar las matemáticas que en todo su alrededor. Visite [IXL](#) y [Cool Math](#) para practicar y divertirse con juegos matemáticos. Las opciones de paquetes matemáticos están disponibles [aquí](#).



Estudios Sociales (20 minutos) - si tiene acceso en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder a los recursos del distrito. También encontrará artículos en inglés y español en [Tweentribune](#). Los estudiantes pueden leer artículos y completar el cuestionario. Visite también [Education.com](#), y [IXL](#) para actividades interactivas de estudios sociales. Las opciones de paquetes de estudios sociales están disponibles [aquí](#).










Ciencias (20 minutos)- - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder los recursos. Visite [Energy Kids](#) para aprender más sobre energía, juegos y actividades. Visite [Optics for Kids](#) para aprender sobre ilusiones ópticas geniales y otras actividades. Visite [Ask a Biologist](#) para excursiones virtuales y actividades. Las opciones de paquetes de ciencias están disponibles [aquí](#).










Ejercicio (60 minutos al día): es importante hacer ejercicio y movimiento regularmente todos los días. ¡El movimiento te ayuda a reducir el estrés, desarrollar huesos y músculos fuertes, y te ayuda a estar listo para aprender! Intente realizar 60 minutos de actividad física todos los días. Visite [GoNoodle](#) para videos de movimiento.










<p>Access these programs from Clever at https://www.clever.com/in/maywood89</p>	
	Lexia Core 5 has literacy activities with tracked progress and customized lessons. K-5; App available
	Raz-Kids has online leveled books from basic to advanced. Students can record themselves and take quizzes. K-5; English and Spanish; App available
	Imagine Español has Spanish literacy activities with tracked progress and customized lessons. K-3; Spanish
	Imagine Math has math activities with tracked progress and customized lessons. K-5
	Wonders/Maravillas includes literature, vocabulary, writing, and grammar activities K-5; English and Spanish; App available (separate sign-in required—email teacher if needed)
	World Book A world of learning at your fingertips. Explore important people, animals, maps, science, and activities. K-8; English and Spanish
	Edgenuity Pathblazer includes Math and Reading activities linked to standards. K-8; Limited School Access

If you need login assistance with login information, contact your teacher through [email](#).






Additional Resource Links






Reading	
	https://classroommagazines.scholastic.com/support/learnathome.html Choose books, videos, and activities by grade levels
	https://www.thespanishexperiment.com/stories Children's stories in Spanish
	https://www.storylineonline.net/ Actors and Actresses read books with illustrations
	https://www.getepic.com/ 1000's of award winning books. English and Spanish Signup required, free 30 days
	https://newsela.com/ English; https://newsela.com/rules/spanish Spanish News articles written for students with quizzes and writing prompts for 3-8; English and Spanish
	https://www.tweentribune.com/ Informational text at different grade levels
	https://stories.audible.com/start-listen Free audiobooks for PreK-High school students



Online Magazines	
	Time for Kids http://www.timeforkids.com
	Scholastic News http://magazines.scholastic.com English https://classroommagazines.scholastic.com/spanish.html Spanish
	Highlights Kids https://www.highlightskids.com/
	Sport Illustrated Kids http://www.sikids.com
	National Geographic Kids http://kids.nationalgeographic.com



Writing	
	http://www.scholastic.com/teachers/story-starters/index.html Story Starter ideas by grade level
	https://www.storyboardthat.com/ Digital story telling with backgrounds, characters, and text


Dual Language	
	https://l2trec.utah.edu/news/utahdliathome/spanish.php Spanish and Dual language activities and resources

Math	
	https://www.coolmath4kids.com/ K-5 Math games, lessons, brainteasers
	https://minds-in-bloom.com/math-scavenger-hun/ K-5 Math scavenger hunt ideas
	https://www.khanacademy.org/math K-8 Practice early math through grade 8
	https://www.ixl.com/ K-8 Practice early math through grade 8
	https://www.mathgames.com/math-games.html K-8 math games by grade and topic

Science and Social Studies	
	BrainPop Jr https://jr.brainpop.com BrainPOP Español https://esp.brainpop.com BrainPop https://www.brainpop.com/ BrainPopELL https://ell.brainpop.com Animated educational videos and activities on many school topics K-8; App available (Username: district89; Password: brainpop2)
	https://www.eia.gov/kids/ Information and games about energy
	https://www.optics4kids.org/illusions Optical illusions
	https://blockly.games/ Programming games for kids
	https://www.education.com/activity/social-studies/ Social Studies activities by grade level

Health	
	https://www.gonoodle.com/ Movement and mindfulness videos
	https://aha-nflplay60.discoveryeducation.com/families Fun activities, videos, and virtual field trips

Art/Music	
	http://www.maywoodfinearts.org/?page_id=3043 Take an online class with Maywood Fine Arts
	https://colormandala.com/ Color mandelas online

For Parents	
	http://www.parenttoolkit.com/ English; http://www.parenttoolkit.com/home?lang=es Spanish Age level guides for academic, health, social emotional topics and video parenting guides English and Spanish

Virtual Field Trips/Tours

Use Google Earth to explore our National Parks.

[Badlands National Park](#)

[Death Valley National Park](#)

[Denali National Park](#)

[Everglades National Park](#)

[Glacier National Park](#)

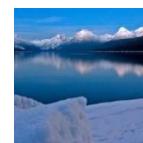
[Grand Canyon National Park](#)

[Great Smoky Mountain National Park](#)

[Redwood National and State Parks](#)

[Rocky Mountain National Park](#)

[Yellowstone National Park](#)



Lesson ideas:

Choose a National Park. Record your observations, then choose to create one of the following:

- Design a travel brochure
- Write a newspaper article to describe the location and encourage travel there
- Create a map that shows the location of the national park

Zoos and Web Cams - Observe various zoo animals through web cams.

[Smithsonian's National Zoo](#)

[San Diego Zoo](#)

[Animal Planet Live](#)

[National Aquarium](#): Black Tip Reef Sharks, Jellies, and Pacific Coral Reef Live

[Seattle Aquarium](#): YouTube virtual field trip and lesson

[Seattle Aquarium Live Cams](#)



Lesson ideas:

Visit and observe an animal of your choice. Complete one of the following:

- Observe the animal for one week. Record these observations and then write a journal about the animal and its habits.
- Create an informative poster about the animal.
- Describe the animal's habitat.

[Planetarium](#) - Explore over 60,000 stars, locate planets, and watch sunrises and solar eclipses. If you enter your location, and you can see all the constellations that are visible in the night sky in your corner of the world.

[NASA Commercial Crew Virtual Tours](#) - YouTube series containing virtual tours of training facilities. Learn how the astronauts train for space travel and life aboard the International Space Station.

[Smithsonian Latino Center](#) - Features live broadcasts of Latina writers and virtual exhibits around latino cultures. Includes a Latino Virtual Museum Bilingual Teacher Training Took Kit that is now available online and via iTunes U.

Tour various locations from around the world.

[The Great Wall of China](#)

[Pompeii](#)

[Ellis Island](#) - this site also includes some additional activities

Lesson ideas:

Write a journal entry from about a journey to this location.

Create a travel brochure.

Take a trip to Walt Disney World and go on a virtual ride of some of Disney's famous attractions.

[Space Mountain](#)

[Splash Mountain](#)

[Test Track](#)

[Expedition Everest](#)

[Rock n Roller Coaster](#)

[Soarin'](#)

[Seven Dwarfs Mine Train](#)

[Rise of the Resistance](#)

[Mickey and Minnie's Runaway Railway](#)

[Slinky Dog Dash](#)

[Millenium Falcon/ Smuggler's Run](#)



Student eLearning Activities Log Week 6 – April 27 - 30

Student Name _____ Grade _____

Teacher _____

Please write the activities you completed each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Example:	Imagine Math/Mathia Reading packet Math packet Art project Science experiment Raz-Kids Lexia	Reading packet Math packet Raz-Kids Art Imagine Math	Imagine Math/Mathia Writing Virtual Tour Read a book Jumped Rope/Burpees Compass Learning	Imagine Math Reading packet Math packet Social Studies Music YouTube exercise video	
Activities/ Assignments					

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico semana 6 del 27 de abril al 30 de abril

Nombre _____ Grado _____

Maestro/a _____

Por favor escribe las actividades que completaste cada día.

	lunes	martes	miércoles	jueves	viernes
Ejemplo:	Imagine Math/Mathia Paquete de lectura Paquete de matemáticas Arte Experimento de Ciencia Raz-Kids Lexía	Paquete de lectura Paquete de matemáticas Raz-Kids Arte Imagine Math Lexía	Imagine Math/Mathia Escritura Paseo Virtual Leer un libro musica Brincar la cuerda/sentadillas Lexía Compass Learning	Imagine Math Paquete de lectura Paquete de matemáticas Estudios Social Video YouTube de ejercicio	
Actividades/ Tareas					

Firma de Padres _____ Fecha _____

Name _____

plumes

meaningful

barren

expression

Label each statement *True* or *False*. If the statement is false, rewrite it as a true statement.

1. Animals that have *plumes* usually have heavy, furry coats.

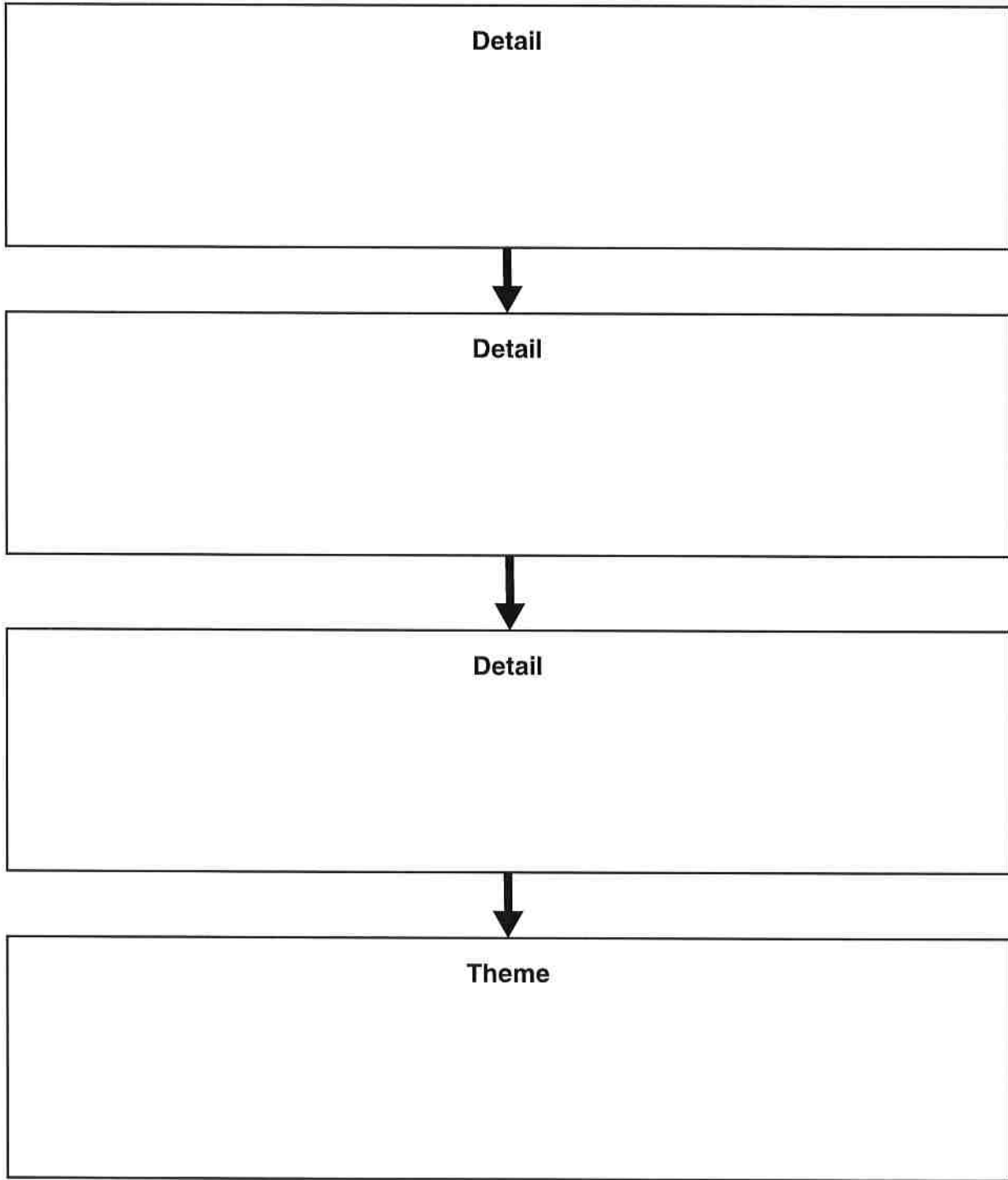
2. Swimming is an *expression* of your feelings.

3. Something that is *meaningful* has importance or a purpose.

4. Plants grow very well on *barren* land.

Name _____

Read the selection. Complete the theme graphic organizer.



Name _____

Read the passage. As you read, check your understanding by asking yourself what theme or message the author wants to convey.

Grandpa's Shed

5 My grandpa is a mountain,
 Brooding, looming, tall.
 8 I stand in his shadow, silent as a stone.
 17 Rattling rusty paint cans,
 21 He gestures toward the shed. I gape.
 28 That shed's a squat gray mushroom,
 34 Needing more than paint to fix.

 40 The old man's hands are vises,
 46 Prying open paint cans lightning fast.
 52 Astonished, awed, I gasp aloud,
 57 "Red, yellow, green—and PURPLE!"
 62 My words explode like fireworks.
 67 Anticipating anger,
 69 my mouth shuts like a trap.

 75 Grandpa merely dips his brush,
 80 Paints a horse and hound.
 85 "The horse I harnessed as a boy,
 92 Dog was mine too."

 96 Impulse strikes—a flash of fire.
 102 I seize a brush,
 106 Soon swishing, swirling pictures.
 110 With each stroke, a story,
 115 My words painting pictures.
 119 We share that shed like one vast canvas,
 127 His strokes to mine, my words to his.
 135 We step back, gazing at stories told.

Name _____

A. Reread the passage and answer the questions.

1. In the first stanza, what is one key detail about grandpa and one key detail about the speaker?

2. What clues do these details give you about the speaker's thoughts or feelings?

3. Use the details to find the author's message, or theme. What is the theme of the poem?

B. Work with a partner. Read the passage aloud. Pay attention to expression and phrasing. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

Climbing a Hill

Hiking is like a roller coaster.
It's not just one long climb
and then the ride is over.

The dizzying drop after that first
climb sets in motion a wild journey—
bends, curves, smaller hills
that take me by surprise.

I don't want the ride—the climb—
to ever end. All too soon, the coaster
car glides to a stop, like loping down
that last stretch of steep hill.

A sense of accomplishment
dares me to climb again.



Answer the questions about the text.

1. Free verse poetry does not have a set rhyming pattern, meter, or line length. How do you know this is free verse poetry?

2. How are the lines in the poem placed on the page?

3. What are two examples of alliteration in the poem?

4. What is the key idea of the third stanza?

Name _____

Meter, or **rhythm**, is a regular pattern of sounds in a line.

Example: My words explode like fireworks.

Stanzas are groups of lines or sections in a poem that express a key idea.

Example: Grandpa merely dips his brush,
Paints a horse and hound.
“The horse I harnessed as a boy,
Dog was mine too.”

Read the lines of the free verse poem below. Then answer the questions.

Grandpa's Shed

My grandpa is a mountain,
Brooding, looming, tall.
I stand in his shadow, silent as a stone.
Rattling rusty paint cans,
He gestures toward the shed. I gape.
That shed's a squat gray mushroom,
Needing more than paint to fix.

1. How many lines are in this stanza of the poem?

2. What is the key idea of this stanza?

3. Write another line for this poem. Use rhythm.

Name _____

A **simile** compares things using the word *like* or *as*: "I stand in his shadow, silent as a stone."

A **metaphor** compares things without using the word *like* or *as*: "That shed's a squat gray mushroom."

Read each passage below. Underline the two things that are compared. Then circle the letter of the best meaning of the simile or metaphor.

1. My grandpa is a mountain, / Brooding, looming tall.
 - a. He is a large, quiet man.
 - b. He is happy and talkative.
 - c. He likes to climb mountains.

2. The old man's hands are vises, / prying open paint cans lightning fast.
 - a. He moves very quickly.
 - b. He knows how to open paint cans.
 - c. He has strong and efficient hands.

3. My words explode like fireworks
 - a. I think before I speak.
 - b. I speak quietly and deliberately.
 - c. I speak suddenly and loudly.

4. Anticipating anger, / my mouth shuts like a trap.
 - a. I cannot open my mouth.
 - b. I force myself to stop talking immediately.
 - c. I am afraid of being caught in a trap.

Name _____

The suffixes *-ance* and *-ence* can mean “the action or act of” or “the state of.” When either of these suffixes is added to a base word or root, the resulting word is a noun.

attend + ance = attendance: the act of attending

depend + ence = dependence: the state of being dependent

A. Write the base word on the line next to each word. The first one has been done for you.

- | | | | |
|----------------|-----------------------------|----------------|-----------------------------|
| 1. disturbance | <u> </u> | disturb | <u> </u> |
| 2. residence | <u> </u> | | |
| 3. presence | <u> </u> | | |
| 4. clearance | <u> </u> | | |
| 5. performance | <u> </u> | | |

B. Add the suffix *-ance* or *-ence* to the following adjectives to form nouns. The first one has been done for you.

- | Adjective | Noun |
|---------------|-----------------------------|
| 6. distant | <u> </u> |
| 7. important | <u> </u> |
| 8. absent | <u> </u> |
| 9. evident | <u> </u> |
| 10. radiant | <u> </u> |
| 11. resistant | <u> </u> |
| 12. hesitant | <u> </u> |

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can add sensory language to make the writing more interesting.

Draft Model

The word *imagine* is the best.
 I like the way it looks.
 It sounds nicer than the rest.

1. Which words could you use to create a clearer image of the word *imagine*?
2. Which words can you add to explain why the sound of the word is pleasing?
3. What other sensory details would help readers share the writer's experience?

B. Now revise the draft by rewriting sentences to include sensory details and to describe an experience or subject for the reader.

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Name _____

Esther wrote the poem below and studied the language in “Words Free as Confetti,” “Dreams,” and “A Story of How a Wall Stands” to respond to the prompt: *Write a free-verse poem about a favorite activity that you do in your spare time.*

Saturday afternoon, my favorite time is here.
 Soon there will be tasty happiness.
 Just Mom and I baking
 Chewy, chunky, chocolate chip cookies!

We mix and stir and pour.
 We laugh and stir some more.
 Putting drops of dough on the sheet,
 The oven’s ready, can’t miss a beat.

The kitchen is warm and cozy,
 Cookies, gooey and sweet.
 We keep checking every minute.
 What a terrific tasty treat!

Reread the passage. Follow the directions below.

1. **Circle** the sensory language Esther used to describe the poem’s setting.
2. **Draw a box** around the stanza that has no set patterns in it.
3. **Underline** one example of alliteration that Esther included.
4. **Write** two of the homophones found in the first stanza of Esther’s poem.

Name Answer Key

plumes

meaningful

barren

expression

Label each statement *True* or *False*. If the statement is false, rewrite it as a true statement.

1. Animals that have *plumes* usually have heavy, furry coats.

False. Animals that have *plumes* have big, fluffy feathers.

2. Swimming is an *expression* of your feelings.

False. Writing your thoughts in a diary is an *expression* of your feelings.

3. Something that is *meaningful* has importance or a purpose.

True.

4. Plants grow very well on *barren* land.

False. *Barren* land is not good for growing plants.

Name _____

Answer Key

- A. Reread the passage and answer the questions.**
Possible responses provided.

- 1. In the first stanza, what is one key detail about grandpa and one key detail about the speaker?**

Grandpa is like a mountain; the speaker is silent.

- 2. What clues do these details give you about the speaker's thoughts or feelings?**

The speaker feels in awe of grandpa and a little intimidated.

- 3. Use the details to find the author's message, or theme. What is the theme of the poem?**

Words are not the only tools we can use to communicate with each other.

- B. Work with a partner. Read the passage aloud. Pay attention to expression and phrasing. Stop after one minute. Fill out the chart.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

Answer Key

Climbing a Hill

Hiking is like a roller coaster.
It's not just one long climb
and then the ride is over.

The dizzying drop after that first
climb sets in motion a wild journey—
bends, curves, smaller hills
that take me by surprise.

I don't want the ride—the climb—
to ever end. All too soon, the coaster
car glides to a stop, like loping down
that last stretch of steep hill.

A sense of accomplishment
dares me to climb again.



Answer the questions about the text.

1. Free verse poetry does not have a set rhyming pattern, meter, or line length. How do you know this is free verse poetry?

It does not have rhyme or meter, and the line lengths vary.

2. How are the lines in the poem placed on the page?

The lines are put into short stanzas, or groups.

3. What are two examples of alliteration in the poem?

dizzying drop (line 4) and like loping down that last (lines 10–11)

4. What is the key idea of the third stanza?

Possible response: The speaker doesn't want the climb to end.

Name _____

Answer Key

Meter, or rhythm, is a regular pattern of sounds in a line.

Example: My words explode like fireworks.

Stanzas are groups of lines or sections in a poem that express a key idea.

Example: Grandpa merely dips his brush,
Paints a horse and hound.
"The horse I harnessed as a boy,
Dog was mine too."

Read the lines of the free verse poem below. Then answer the questions.

Grandpa's Shed

My grandpa is a mountain,
Brooding, looming, tall.
I stand in his shadow, silent as a stone.
Rattling rusty paint cans,
He gestures toward the shed. I gape.
That shed's a squat gray mushroom,
Needing more than paint to fix.

1. How many lines are in this stanza of the poem?

seven

2. What is the key idea of this stanza?

The speaker feels small and timid in the presence of his grandpa.

3. Write another line for this poem. Use rhythm.

Answers will vary. Lines should include rhythm.

Name _____

Answer Key

A **simile** compares things using the word *like* or *as*: "I stand in his shadow, silent as a stone."

A **metaphor** compares things without using the word *like* or *as*: "That shed's a squat gray mushroom."

Read each passage below. Underline the two things that are compared. Then circle the letter of the best meaning of the simile or metaphor.

1. My grandpa is a mountain, / Brooding, looming tall.
 - a. He is a large, quiet man.
 - b. He is happy and talkative.
 - c. He likes to climb mountains.
2. The old man's hands are vises, / prying open paint cans lightning fast.
 - a. He moves very quickly.
 - b. He knows how to open paint cans.
 - c. He has strong and efficient hands.
3. My words explode like fireworks
 - a. I think before I speak.
 - b. I speak quietly and deliberately.
 - c. I speak suddenly and loudly.
4. Anticipating anger, / my mouth shuts like a trap.
 - a. I cannot open my mouth.
 - b. I force myself to stop talking immediately.
 - c. I am afraid of being caught in a trap.

Name _____

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Name _____

Answer Key

The suffixes *-ance* and *-ence* can mean “the action or act of” or “the state of.” When either of these suffixes is added to a base word or root, the resulting word is a noun.

attend + ance = attendance: the act of attending

depend + ence = dependence: the state of being dependent

A. Write the base word on the line next to each word. The first one has been done for you.

- | | |
|----------------|----------------|
| 1. disturbance | <u>disturb</u> |
| 2. residence | <u>reside</u> |
| 3. presence | <u>present</u> |
| 4. clearance | <u>clear</u> |
| 5. performance | <u>perform</u> |

B. Add the suffix *-ance* or *-ence* to the following adjectives to form nouns. The first one has been done for you.

- | Adjective | Noun |
|---------------|-------------------|
| 6. distant | <u>distance</u> |
| 7. important | <u>importance</u> |
| 8. absent | <u>absence</u> |
| 9. evident | <u>evidence</u> |
| 10. radiant | <u>radiance</u> |
| 11. resistant | <u>resistance</u> |
| 12. hesitant | <u>hesitance</u> |

Name _____

Answer Key

Esther wrote the poem below and studied the language in "Words Free as Confetti," "Dreams," and "A Story of How a Wall Stands" to respond to the prompt: *Write a free-verse poem about a favorite activity that you do in your spare time.*

Saturday afternoon, my favorite time is here.
 Soon there will be tasty happiness.
 Just Mom and I baking
Chewy, chunky, chocolate chip cookies!

We mix and stir and pour.
 We laugh and stir some more.
 Putting drops of dough on the sheet,
 The oven's ready, can't miss a beat.

The kitchen is warm and cozy,
 Cookies, gooey and sweet.
 We keep checking every minute.
 What a terrific tasty treat!

Reread the passage. Follow the directions below.

1. **Circle** the sensory language Esther used to describe the poem's setting.
2. **Draw a box** around the stanza that has no set patterns in it.
3. **Underline** one example of alliteration that Esther included.
4. **Write** two of the homophones found in the first stanza of Esther's poem.

Possible answers: time, here, there, I

HOW TO USE THIS BOOK

180 Days of Math for Fifth Grade offers teachers and parents a full page of daily mathematics practice activities for each day of the school year.

Easy to Use and Standards-Based

These activities reinforce grade-level skills across a variety of mathematical concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each mathematics lesson, or as homework.

Every fifth-grade practice page provides 12 questions, each tied to a specific mathematical concept. Students are given the opportunity for regular practice in each mathematical concept, allowing them to build confidence through these quick standards-based activities.

Question	Mathematics Concept	NCTM Standards
1	Addition or Subtraction	Understands meanings of operations and how they relate to one another; Computes fluently and makes reasonable estimates
2	Multiplication	
3	Division	
4	Place Value or Number Sense	Understands numbers, ways of representing numbers, relationships among numbers, and number systems; Understands place-value structure of the base-ten number system
5	Fractions, Decimals, and Percents	Recognizes and generates equivalent forms of fractions, decimals, and percents
6	Order of Operations and Patterns	Understands the meanings of operations and how they relate to one another; represent and analyze patterns and functions
7	Algebra	Understands patterns, relations, and functions; Represents and analyzes mathematical situations and structures using algebraic symbols
8	Measurement	Understands measurable attributes of objects and the units, systems, and processes of measurement; Applies appropriate techniques and formulas to determine measurements
9	Geometry	Analyzes characteristics and properties of two- and three-dimensional geometric shapes; Uses visualization and spatial reasoning to solve problems
10	Data Analysis	Selects and uses appropriate statistical methods to analyze data
11	Probability	Understands and applies basic concepts of probability
12	Word Problem/Logic Problem or Mathematical Reasoning	Solves problems that arise in mathematics and in other contexts; Applies and adapts a variety of appropriate strategies to solve problems

Standards are listed with the permission of the National Council of Teachers of Mathematics (NCTM). NCTM does not endorse the content or validity of these alignments.

NAME: _____

DIRECTIONS

Solve each problem.

SCORE

1. (Y) (N)

1. $389 - 125 = \underline{\hspace{2cm}}$

2. (Y) (N)

2.
$$\begin{array}{r} 325 \\ \times 34 \\ \hline \end{array}$$

3. (Y) (N)

3. $4 \overline{)276}$

5. (Y) (N)

4. How many digits are in 90,030?

6. (Y) (N)

7. (Y) (N)

5. $\frac{3}{4} \times 32 = \underline{\hspace{2cm}}$

8. (Y) (N)

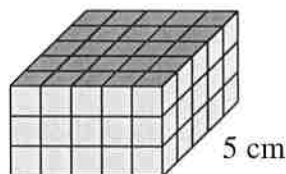
6. $56 \div 7 - 42 \div 7 = \underline{\hspace{2cm}}$

9. (Y) (N)

7. $7 \times 10 = 140 \div \square$

10. (Y) (N)

8. What is the volume of the prism?



11. (Y) (N)

12. (Y) (N)

___ / 12

Total

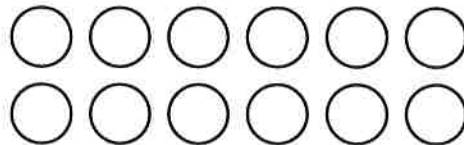
9.

One of the angles of a triangle is 90° . What kind of triangle is it: *right*, *isosceles*, or *scalene*?

10.

What is the mean of these numbers?
81, 34, 79, 52, 66

11.



These twelve marbles are put into a bag and randomly selected for a game. Color the circles so there is a 50% probability of selecting orange, a 25% chance of selecting blue, and a 25% chance of selecting yellow.

12.

Find the rule and complete the table.

Input	Output
8	2
12	3
16	
20	

NAME: _____

DIRECTIONS Solve each problem.

SCORE

1. (Y) (N)

1. Take 38 away from 179.

2. (Y) (N)

2.
$$\begin{array}{r} 18 \\ \times 46 \\ \hline \end{array}$$

3. (Y) (N)

3. $36 \overline{)528}$

4. (Y) (N)

4. What is the last even number before 60,000?

6. (Y) (N)

5. 50% of \$40 is _____

7. (Y) (N)

6. $50 \div 2 + 30 = \square$

8. (Y) (N)

7. $\square \div 8 = 20$

9. (Y) (N)

8. How many minutes are there from 19 to 7 until 17 past 7?

10. (Y) (N)

9. Are the angles on a regular pentagon *acute*, *right*, or *obtuse*?

11. (Y) (N)

12. (Y) (N)

___ / 12

Total

10. Gary has 23 quarters. He wants to buy a music CD that costs \$13.95. He saves 4 quarters every week. Will he have enough quarters in 4 weeks to buy the CD?

Start	Week 1	Week 2	Week 3	Week 4
23	27	31	35	39

11. You have a bag of 12 marbles. Six of the marbles are blue, two are green, three are yellow, and one is red. If you reach into the bag and grab one marble, what is the probability that it will be red or blue?

12. Complete the multiplication table.

x	8		17	
	128			
37		185		
			476	
19				361

NAME: _____

DIRECTIONS

Solve each problem.

1.
$$\begin{array}{r} 348 \\ + 109 \\ \hline \end{array}$$

2. $72 \cdot 58 = \underline{\hspace{2cm}}$

3. $23 \overline{)943}$

4. Is 5,259 less than 4,259?

5. 50% of \$68 is _____.

6. $60 \div 4 + 70 = \underline{\hspace{2cm}}$

7.
$$\begin{array}{r} 135 \\ - \square \\ \hline 68 \end{array}$$

8. 16 cups = _____ quarts

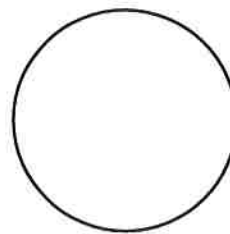
9. How many edges are on a rectangular prism?

_____10. Half of the soccer club are also members of the debate club. How many students are in the debate club?

_____**Sports Clubs**

Type of Club	Soccer								
	Tennis								
	Baseball								
	Football								
	Swimming								
	Golf								
	Hockey								
		0	20	40	60	80	100	120	140
		Number of Members							

11.



This is a spinner for a board game. Label the spinner so there is an equal probability of landing on a 1, 2, or 3.

12. 96 children are on the playground. $\frac{1}{4}$ of them are on the playground equipment. 24 of them are playing basketball. The rest are playing soccer. How many children are playing soccer?

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

11. (Y) (N)

12. (Y) (N)

____ / 12

Total

NAME: _____

DIRECTIONS Solve each problem.

SCORE

1. (Y) (N)

1. $347 - 138 = \underline{\hspace{2cm}}$

2. (Y) (N)

2. $53 \times 14 = \underline{\hspace{2cm}}$

3. (Y) (N)

3. $67 \overline{)758}$

5. (Y) (N)

4. $30,000 + 8,000 + 600 + 40 + 9 =$

6. (Y) (N)

7. (Y) (N)

5. Write $1\frac{1}{3}$ as an improper fraction.

8. (Y) (N)

9. (Y) (N)

6. $40 \times 2 + 3 \times 7 = \underline{\hspace{2cm}}$

10. (Y) (N)

7.
$$\begin{array}{r} \square \\ \times \quad 4 \\ \hline 100 \end{array}$$

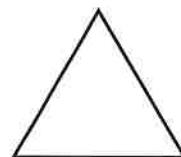
11. (Y) (N)

12. (Y) (N)

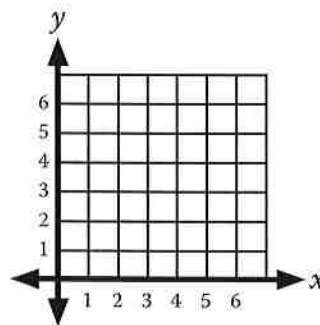
___ / 12

Total

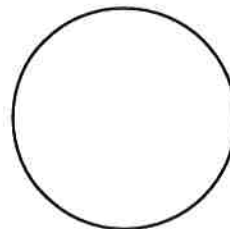
9. Draw at least 2 lines of symmetry.



10. Plot the following point on the graph: (3, 6)



11.



This is a spinner for a board game. Label the circle to show a 40% chance of black, a 40% chance of red, and a 20% chance of white.

12. Michelle loves to knit hats. It takes her one week to knit a hat. About how many months would it take her to knit 12 hats?

ANSWER KEY *(cont.)*

10.

Quarters									
Dimes									
Nickels									
	0	3	6	9	12	15	18		

Number of Coins

11. 0
12. 5 cars

Day 149

- 459
- 1,224
- 94 R6 or 94.86
- 35,000
- $\frac{65}{100}$ or $\frac{13}{20}$
- 16
- 34
- 90 m^3
- greater than
- 11.4%
- $\frac{13}{20}$, 0.65, 65%, or 13 out of 20
- 8

Day 150

- 264
- 11,050
- 69
- 5 digits
- 24
- 2
- 2
- 75 cm^3
- right triangle
- 62.4
- 6 marbles should be colored orange, 3 blue, and 3 yellow.
- 4; 5

Day 151

- 89
- 936
- 10 R12 or 10.86
- less than
- $\frac{5}{3}$
- 1,264

- 10
- 6:49 P.M.
- true
- square
- $\frac{2}{3}$, 0.66, 66%, or 2 out of 3
- 6 feet

Day 152

- 45
- 3,116
- 16
- 465,381
- \$5.30
- 8
- 7
- 5.8
- 5 vertices
- 5 books
- about 66 people
- \$1.25

Day 153

- 189
- 36
- 13 R17 or 13.68
- 9,620
- 55%
- 9
- 10
- 36 cm^2
- cylinder
- 10.

Team							
Storks							
Sluggers							
	0	2	4	6	8	10	12

Runs

- 9 times
- 100 pages

Day 154

- 124
- 984
- 11 R4 or 11.31
- 5,000 or 5 thousands
- $\frac{1}{2}$
- 65
- 86

- 90
- 4 faces
- 17 mm
- 0
- 25%

Day 155

- 168
- 735
- 16 R1 or 16.06
- no
- $\frac{4}{10}$ or $\frac{2}{5}$
- 315
- 88
- 72
- false
- 22 people
- $\frac{3}{4}$, 0.75, 75%, or 3 out of 4
- magic square answers:

7	12	5
6	8	10
11	4	9

Day 156

- 141
- 828
- 14 R24 or 14.66
- 59,998
- \$20.00
- 55
- 160
- 36 minutes
- obtuse angles
- no
- $\frac{7}{12}$, 0.28, 28%, or 7 out of 12
- 12.

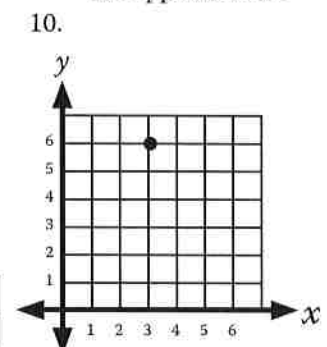
x	8	5	7	9
6	48	30	42	54
7	56	35	49	63
8	64	40	56	72
9	72	45	63	81

Day 157

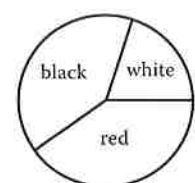
- 457
- 4,176
- 41
- no
- \$34.00
- 85
- 67
- 4
- 12 edges
- 40 members
- circle graph should show thirds numbered 1, 2, and 3.
- 48 children

Day 158

- 209
- 742
- 11 R21 or 11.31
- 38,649
- $\frac{4}{3}$
- 101
- 25
- yes
- 2 or more lines of symmetry should be drawn from a vertex perpendicular to the opposite side.
- 10.



11.



- 3 months

ANSWER KEY *(cont.)*

Day 159

- 84
- 1,484
- 11 R10 or 11.16
- 24,903
- $3\frac{1}{3}$
- 15
- 48
- no
- isosceles triangle
- 14.3%
- 0
- Output: 5, 10, 15, 20, 25, 30
Rule: Multiply the input by 5 to get the output.

Day 160

- 43
- 3, 6, 9, 12
- 12 R20 or 12.32
- 1,648; 2,025; 3,319
- \$40.00
- 625
- 50
- 12
- no
- $\frac{3}{11}$
- $\frac{4}{11}$, 0.36, 36%, or 4 out of 11
- 28

Day 161

- 183
- 1,026
- 11 R32 or 11.40
- greater than
- 2
- 34,907
- 1
- 30 m^3
- false
- octagon
- Number 1
- \$45.00

Day 162

- 131
- 8 and 9 should be colored.
- 10 R25 or 10.57
- 84,079
- $\frac{5}{4}$
- 88
- 5
- 12
- yes
- 102.2
- green shirt, skirt; green shirt, pants; red shirt, skirt; red shirt, pants
- Clockwise after 1: 2, 3, 4, 24, 12, 8, 6

Day 163

- 203
- 1,127
- 15 R1 or 15.04
- 3,567; 3,657; 3,756
- $\frac{4}{5}$
- 129
- 7
- 4,500
- 8 vertices
- 422
- $\frac{3}{10}$, 0.30, 30%, or 3 out of 10
- up to 8 squares can be found

Day 164

- 108
- 81
- 1, 2, 4, 5, 10, 20
- 58,000
- $1\frac{3}{5}$
- 71
- 183
- 18 m
- no
- 624
- unlikely
- \$8.50

Day 165

- 494
- 15.75
- 11 R51 or 11.71
- 2 ten thousands or 20,000
- \$18.10
- 330
- 200
- 42
- 5 faces
- true
- $\frac{125}{200}$, $\frac{5}{8}$, 0.625, 62.5%, or 5 out of 8
- 172,800 seconds

Day 166

- 223
- 1,288
- 12 R21 or 12.34
- 73rd
- 70
- 40
- 140
- 27 cm^3
- no
- 12.5%
- $\frac{15}{20}$, $\frac{3}{4}$, 0.75, 75%, or 3 out of 4
- 10 yards

Day 167

- 54
- 2,550
- yes
- 600,004
- 0.35
- 56
- 42
- 24 cm
- no
- false
- $\frac{1}{2}$, 0.50, 50%, or 1 out of 2
- 5 pieces

Day 168

- 25
- 6745

- 17 R4 or 17.25
- 30,000 or 3 ten thousands
- $2\frac{1}{4}$
- 51
- 21
- 20 cm^2
- 165°
- 40 members
- blue
- \$5.00

Day 169

- 206
- 3,526
- 11 R36 or 11.92
- 56,299
- $\frac{4}{5}$
- 13
- 59
- 3,000
- any angle bigger than 90° but smaller than 180°
- true
- $\frac{2}{7}$, 0.285, 28.5%, or 2 out of 7
- 460,729

Day 170

- 105
- 0.2314
- 13 R11 or 13.39
- 80,000
- $\frac{3}{4}$
- 131
- 16
- 6
- 75 inches
- 40 books
- $\frac{150}{200}$, $\frac{3}{4}$, 0.75, 75%, or 3 out of 4
- magic square answers:

10	5	6
3	7	11
8	9	4

Must-See TV?

A new study uncovers surprises about kids and TV.



iStockphoto

Do you remember what happened on *SpongeBob SquarePants* yesterday? The day before? If so, you may be in need of a TV time-out!

Kids are watching more TV than they watched before, researchers say. A 2009 study found that children spend more than 28 hours per week in front of a TV. That includes time spent playing video games.

Kids ages 6 to 11 in the United States watch more than three hours of TV each day. Ten years ago, children watched only about two hours and 40 minutes of TV each day. That means kids today watch almost five hours more TV each week.

Why the increase? Experts say more TV programs today are **focused**, or aimed, at kids. "There is more ... than ever before," Patricia McDonough told *WR News*. She helped research the study.

Some people want to pull the plug on kids' TV time. Researchers say that children who watch shows for more than three hours a day do not do as well in school.

Not all TV is a brain buster, though. Some experts say **educational** programs can make kids smarter. Something that is educational helps you learn. One example is *BrainSurge*. Some say the quiz show helps kids learn facts.

How do you know whether a show is educational? Think about what you learn from watching, explains **media** expert Aletha Huston. Media are ways to reach people. They include TV, magazines, and the Internet. But, Huston warns, "even if [the show is] really good ... limit the amount you watch. Get off the couch and do something else."

TV Time

The first TVs went on sale in the United States in 1938. Read the time line to learn about some other important events in TV history.



Roosevelt: Corbis; Family: Alamy; screens: iStockphoto; Admiral: www.tvhistory.tv, courtesy of Bruce Buchanan; Simpsons: Fox TV; Big Bird: Getty Images

Name: _____ Date: _____

1. According to the text, what do kids ages 6 to 11 in the United States do each day?

- A. watch more than three hours of TV
- B. watch more than four hours of TV
- C. watch more than five hours of TV
- D. watch more than six hours of TV

2. According to the passage, some people argue that watching TV can help kids. What evidence from the passage supports this argument?

- A. TV programs today are focused, or aimed, at kids.
- B. Educational TV programs can make kids smarter.
- C. Kids today watch almost five hours more TV each week.
- D. Kids are watching more TV than they watched before.

3. Some experts say educational programs can make kids smarter.

What evidence from the text supports their argument?

- A. "Ten years ago, children watched only about two hours and 40 minutes of TV each day."
- B. "A 2009 study found that children spend more than 28 hours per week in front of a TV."
- C. "Researchers say that children who watch shows for more than three hours a day do not do as well in school."
- D. "One example is *BrainSurge*. Some say the quiz show helps kids learn facts."

4. Based on the information in the text, why might kids be watching more TV than before?

- A. There are more TV programs that are interesting to adults.
- B. There are less TV programs that are interesting to adults.
- C. There are more TV programs that are interesting to kids.
- D. There are less TV programs that are interesting to kids.

5. What is the main idea of this text?

- A. A new study looks at the relationship that today's kids have with TV.
- B. A new study looks at the ways the media reaches people.
- C. A new study looks at how educational programs can make kids smarter.
- D. A new study looks at why watching more TV can make kids smarter.

6. Why might the author have included the timeline illustration at the end of the passage?

- A. to downplay how little TV has changed over time
- B. to draw the reader's attention away from educational TV programs
- C. to illustrate how much TV has changed over time
- D. to draw the reader's attention to educational TV programs

7. Choose the answer that best completes the sentence.

Ten years ago, kids watched only about two hours and 40 minutes of TV each day. Today, _____, kids watch more than three hours of TV each day.

- A. before
- B. however
- C. meanwhile
- D. therefore

8. According to researchers, how can watching TV be harmful to kids?

Support your answer with evidence from the text.

9. According to some experts, how can watching TV be helpful to kids?

Support your answer with evidence from the text.

10. Form an argument for or against watching TV every day.

Support your answer with evidence from the text.

1. According to the text, what do kids ages 6 to 11 in the United States do each day?

- A. watch more than three hours of TV**
- B. watch more than four hours of TV
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2. According to the passage, some people argue that watching TV can help kids. What evidence from the passage supports this argument?

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- D. Kids are watching more TV than they watched before.

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- C. "Researchers say that children who watch shows for more than three hours a day do not do as well in school."
- D. "One example is *BrainSurge*. Some say the quiz show helps kids learn facts."**

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- C. A new study looks at how educational programs can make kids smarter.
- D. A new study looks at why watching more TV can make kids smarter.

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- A. before
- B. **however**
- C. meanwhile
- D. therefore

8. According to researchers, how can watching TV be harmful to kids?

Support your answer with evidence from the text.

Kids who watch shows for more than three hours a day do not do as well in school.

9. According to some experts, how can watching TV be helpful to kids?

Support your answer with evidence from the text.

Watching educational programs on TV can make kids smarter. Some TV shows may help kids learn facts.

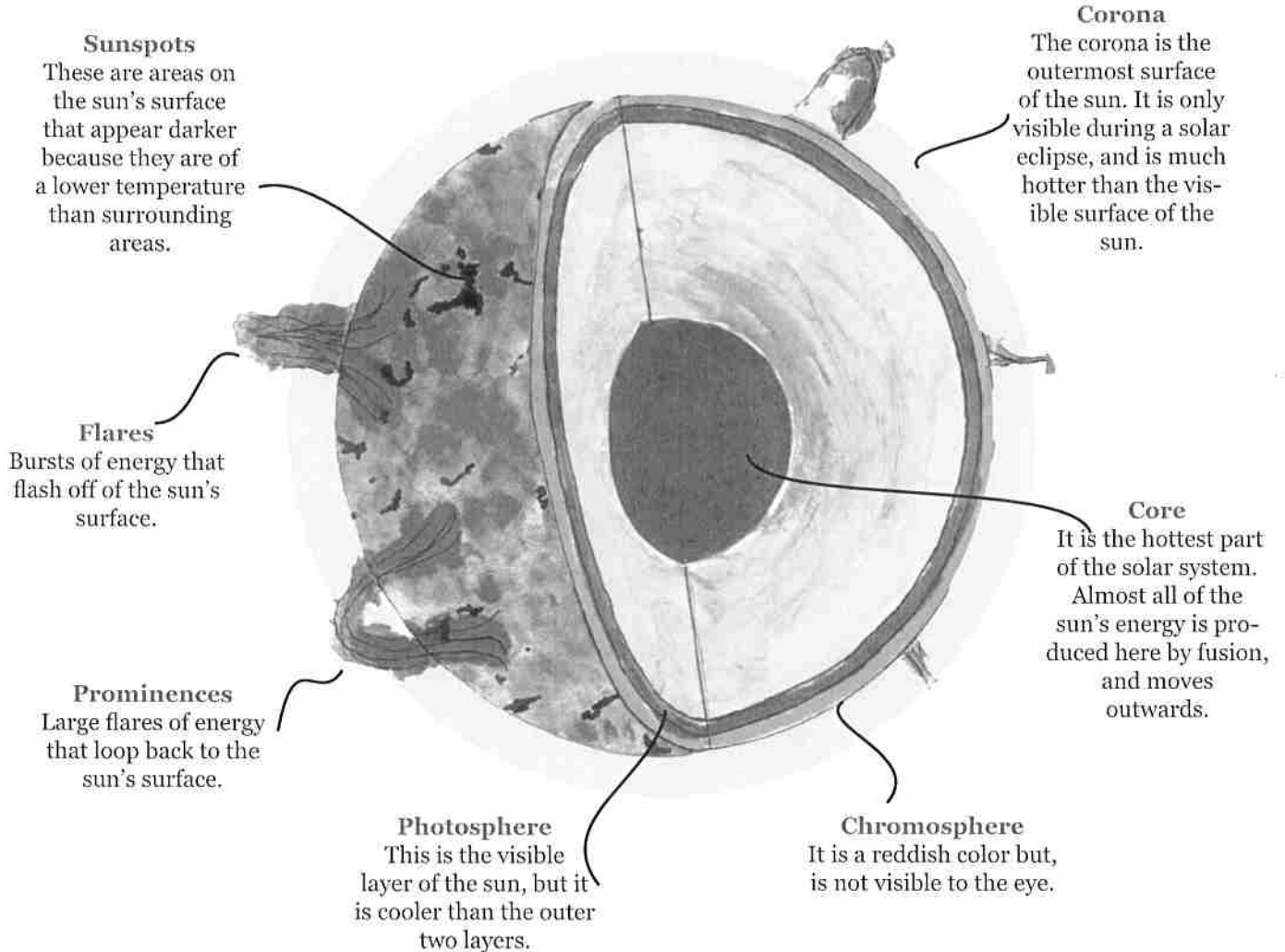
10. Form an argument for or against watching TV every day.

Support your answer with evidence from the text.

Answers may vary but should be supported by the text. Students may argue against watching TV every day. Students may note that kids who watch TV shows for more than three hours a day do not do as well in school. Students may also mention that kids ages 6 to 11 watch too much TV based on the fact that they watch more than three hours of TV each day. On the other hand, students may argue for watching TV every day. Students may note that some experts say educational programs can make kids smarter. Students may mention that *BrainSurge* helps kids learn facts.

The Sun

The sun is our star. All of the planets in our solar system orbit around it. It is made of very hot gases, mostly hydrogen and helium, that provide the light and heat for our solar system. Answer the questions at the bottom of the page using what you have learned.



Questions

What is the difference between a flare and a prominence?

What part of the sun produces the majority of heat and light?

What two parts of the sun's outer layer are only visible from Earth during a solar eclipse?

Why are sunspots darker than surrounding areas?

What part of the sun do we see from Earth?

The Sun

Answer Sheet

What is the difference between a flare and a prominence?

A flare flashes off of the sun's surface, while a prominence loops back to the sun's surface.

What part of the sun produces the majority of heat and light?

The core produces the majority of the sun's heat and light.

What two parts of the sun's outer layer are only visible from Earth during a solar eclipse?

The corona and the chromosphere are both visible during a solar eclipse, but normally are not visible to the naked eye.

Why are sunspots darker than surrounding areas?

Sunspots are darker than surrounding areas because they are a lower temperature.

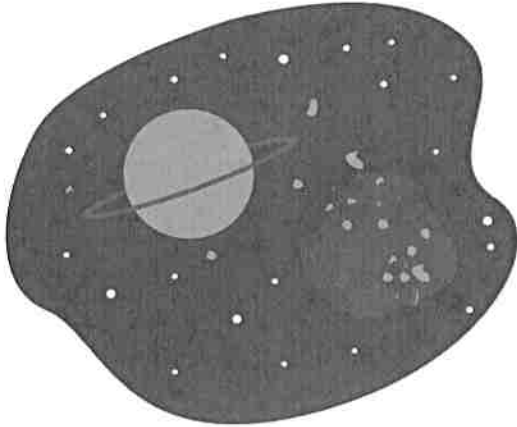
What part of the sun do we see from Earth?

We can see the photosphere from Earth.

How Do Moons Form?

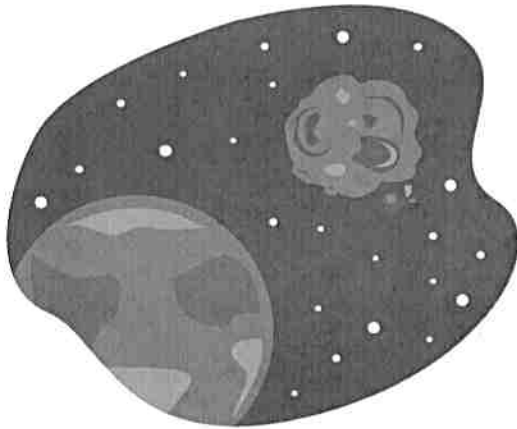
Moons are solid objects that orbit around a larger body. Moons can form in three different ways:

1. A moon forms from the “left-overs” of a planet. _____



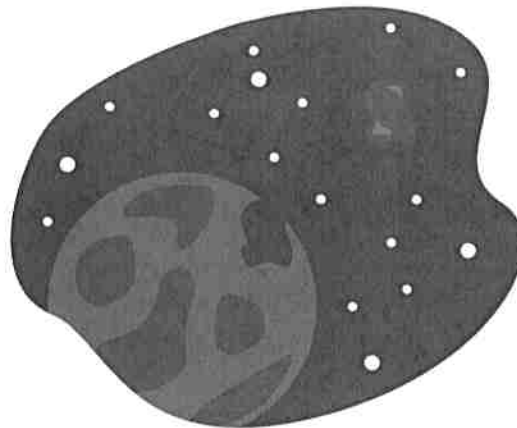
Often when a planet forms, some dust and gas particles don't get drawn into the gravitational pull of the rest of the new planet. Instead, the remaining matter gathers, effectively creating its own gravity. More and more particles are drawn towards it, and this forms a moon.

2. An asteroid becomes a moon. _____



Sometimes asteroids get pulled in by a planet's gravitational pull. In these cases, the asteroid can either enter the planet's atmosphere or begin orbiting the planet.

3. Parts of a planet break off and form a moon. _____



Earth's moon was likely formed in this way. Scientists theorize that a Mars-shaped object hit our planet, causing chunks of rock to break off from Earth. These chunks gathered together and began orbiting Earth.

Moon Match

Do research to identify each image of the moons below.



This is the second largest moon in our solar system! It is also the only moon that is known to have a dense atmosphere, and actually resembles Earth in many ways.

Orbits the planet:

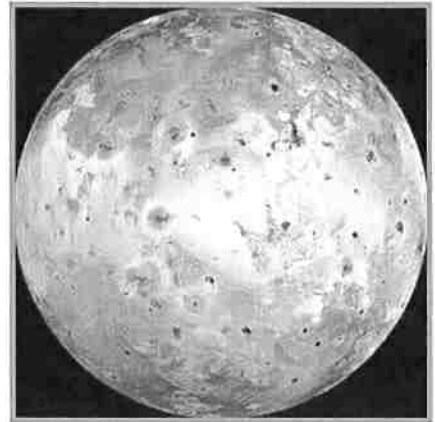
Moon:



This Galilean moon has an icy crust, and many scientists believe it houses a giant ocean underneath, one that could possibly support life!

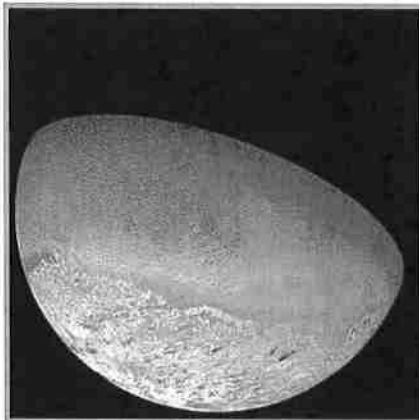
Orbits the planet:

Moon:



This is one of Jupiter's four Galilean moons. It is covered in volcanoes, sulfur pits and radiation.

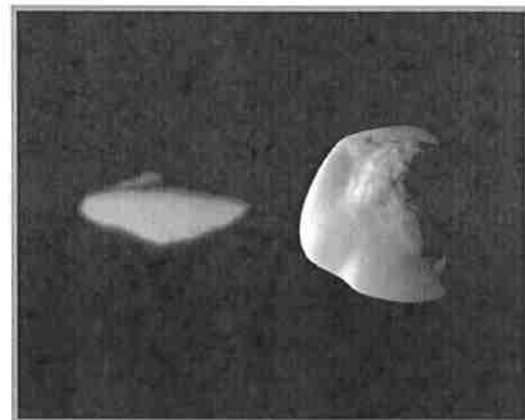
Moon:



This moon is the only large moon in the solar system with a retrograde orbit, which means it orbits in the opposite direction of its planet's rotation.

Orbits the planet:

Moon:



These two tiny moons of Saturn are shaped like flying saucers.

Moons:

.....

Word Bank

Titan

Io

Saturn

Europa

Jupiter

Pan

Atlas

Triton

Neptune

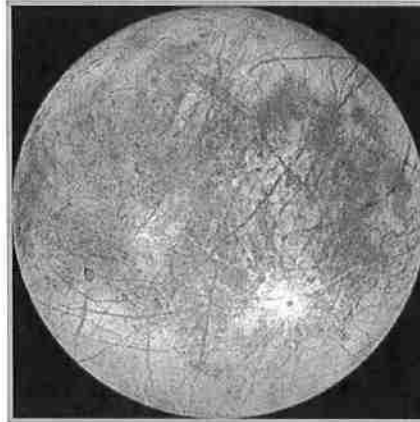
Moon Match

Do research to identify each image of the moons below.



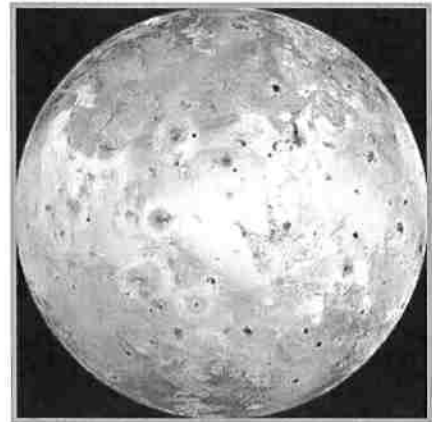
This is the second largest moon in our solar system! It is also the only moon that is known to have a dense atmosphere, and actually resembles Earth in many ways.

Orbits the planet: Saturn
Moon: Titan



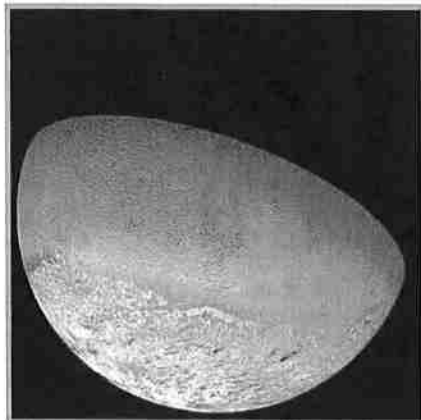
This Galilean moon has an icy crust, and many scientists believe it houses a giant ocean underneath, one that could possibly support life!

Orbits the planet: Jupiter
Moon: Europa



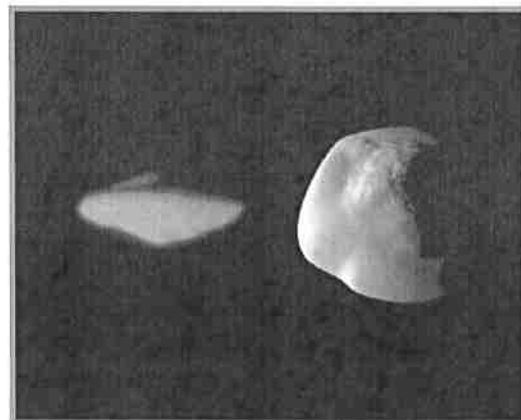
This is one of Jupiter's four Galilean moons. It is covered in volcanoes, sulfur pits and radiation.

Moon: Io



This moon is the only large moon in the solar system with a retrograde orbit, which means it orbits in the opposite direction of its planet's rotation.

Orbits the planet: Neptune
Moon: Triton



These two tiny moons of Saturn are shaped like flying saucers.

Moons: Pan
Atlas

Word Bank

Titan Io Saturn Europa Jupiter
Pan Atlas Triton Neptune