

Fifth Grade Distance Learning Plan

Week of March 23-27, 2020

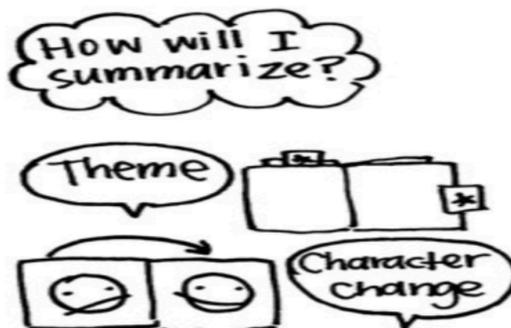
Reading and Writing Activities
(Suggested: 45 minutes of off-line activities)

[Scholastic Learn at Home](#) (website) TEKS: 5.6e, 5.7c, 5.7d, 5.9
[ReadingIQ](#) (website)

Monday:

- Read a book from [ReadingIQ](#) or [Scholastic Learn at Home](#) independently for at least 35 minutes.
- Write a summary of what you read, highlighting the big ideas. Practice using your best handwriting. Have an adult help you with spelling. Then read the finished product to an adult.

I make decisions about how to summarize a story. Sometimes I name a theme and then summarize the most important parts of the story that support that theme. Sometimes I trace the significant changes in a character. I stay focused on the parts of the story that are most important to the kind of summary I am giving, leaving out parts that are not.

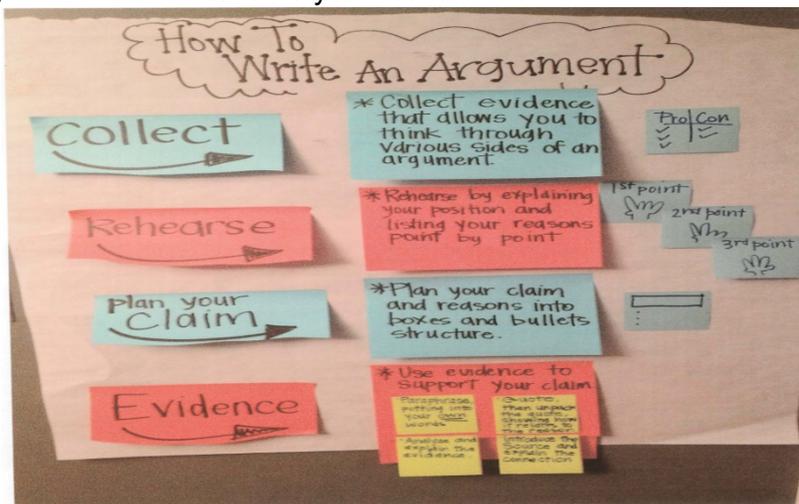


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Fifth Grade Distance Learning Plan

Tuesday:

- Read a book from [ReadingIQ](#) or [Scholastic Learn at Home](#) independently for at least 40 minutes.
- Write a persuasive letter to your friends explaining the importance of hand washing. Practice using your best handwriting. Have an adult help you with spelling or use a dictionary. Then mail the letter to your friend.



Wednesday:

- Read a book from [ReadingIQ](#) or [Scholastic Learn at Home](#) independently for at least 45 minutes.
- Write a special moment story about a time during your spring break. Practice using your best handwriting. Have an adult check your spelling or use a dictionary. Next read your story to an adult.

Up the Ladder: Narrative Writing Checklist

Beginning		<p>I brought my reader into the world of the story. I may have done this by:</p> <ul style="list-style-type: none"> • Showing who was in the story • Describing where the story was taking place • Including small actions that were happening
Middle		<p>I showed what the main character did. (The main character is me in a personal narrative.)</p> <p>I helped readers picture what happened. I did that by telling it bit by bit and by telling what I (or the character) did and said and thought.</p>
Ending		<p>I tried to make a good ending. I might have put a final action or feeling or lesson at the end.</p>

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Fifth Grade Distance Learning Plan

Thursday:

- Read a book from [ReadingIQ](#) or [Scholastic Learn at Home](#) independently for at least 45 minutes.
- Write a poem. Then share it with your family. Practice using your best handwriting. Have an adult check for spelling errors.



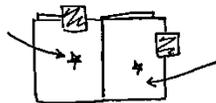
Friday:

- Read a book from [ReadingIQ](#) or [Scholastic Learn at Home](#) independently for at least 50 minutes.
- Write a review of a book/article that you read this week. Be sure to:
 - Give it a rating
 - Share a few details from the book.
 - Use details that you think will make others want to read the book
 - Give a reason why you think others should read the book.

Pro-Vision Academy Charter School

Fifth Grade Distance Learning Plan

*Share a few of the details from the book,
but not too many.*



*Tell details that you think will make
others want to read the book.*



*Give a reason why you think people
should read the book.*



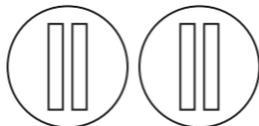
Math Activities (Suggested: 45 minutes of off-line activities)

TEKS: 5.3 I,J,K

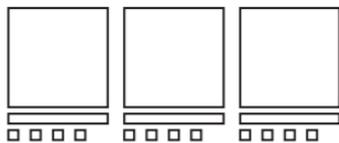
Monday: A large square represents 1, a bar represents 1 tenth, and a small square represents 1 hundredth. All divisors are whole numbers. Write the division equation each model represents.



Model 1



Model 2



Model 3



Model 4

Draw a bar model to solve each problem.

Problem 1: Karen, Bob, and Gina picked oranges. Karen picked twice as many pounds as Bob and 3 times as many pounds as Gina. The total weight of the oranges they picked was 2,200 pounds. How

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Fifth Grade Distance Learning Plan

many pounds of oranges did each person pick?

Problem 2: Maria orders food for a party. She orders 5 times the number of pounds of chicken as she does beef, and she orders 4 times the number of pounds of fish as beef. The total weight of the food she orders is 200 pounds. How many pounds of each item does Maria order?

Explain how you found the division equation that each model represents.
Describe how you used a bar model to solve each problem.

Tuesday: David and his friends go to a carnival. Each friend buys 24 tickets. Read each problem. Draw counters, then solve.

David uses one third of his tickets to ride the Big Loop twice. What is one third of 24 tickets?

Oliver uses one sixth of his tickets to ride the bumper cars twice. What is one sixth of 24 tickets?

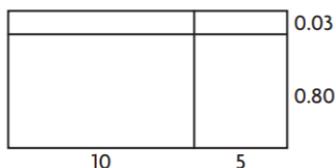
Karen uses two thirds of her tickets to ride the roller coaster four times. What is two thirds of 24 tickets?

John uses three fourths of her tickets to play nine games. What is three-fourths of 24 tickets?

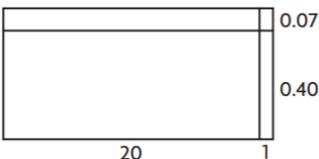
Write your own fraction problem to find part of a group of 24. Then use a model to solve.

Write the multiplication expression represented by the model. Then find the product.

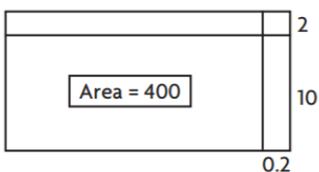
Model 1



Model 2



Model 3



Explain how you used the given area of the smaller rectangle in model 3 to help you write the multiplication expression the model represents.

Wednesday: Write on index cards or make paper cards. Create two word problems involving the product of a fraction and a whole number. Limit the fractions to denominators of 2, 3, 4, 5, 6, 8, 10, or 12. One problem should be finding part of a group and the other problem should be finding groups of a fractional part. Draw a model for each problem and solve.

Draw a diagram for the problem and solve.

Amanda makes 8 sandwiches. She cuts 4 of the sandwiches into thirds. She cuts the remaining 4 sandwiches into halves. Amanda eats 2 of the one third sandwich pieces. Her brother eats 2 of the one

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Fifth Grade Distance Learning Plan

half sandwich pieces.

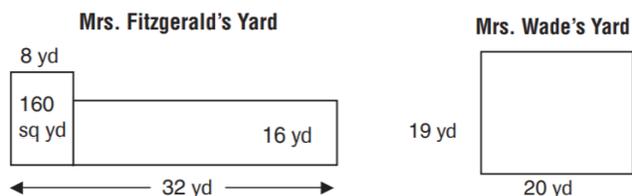
What fraction of the 8 sandwiches does Amanda eat?

What fraction of the 8 sandwiches does Amanda's brother eat?

Altogether, what fraction of the 8 sandwiches do Amanda and her brother eat?

Thursday: You want to buy a new soccer ball. It is on sale for \$12.60. You have one \$10 bill, two \$5 bills, three \$1 bills, 6 quarters, and 3 nickels. Make a table to find four ways you could pay for the soccer ball.

Solve: Peter mows lawns for his neighbors. He charges \$1 for every 5 square yards of lawn he mows. Will Peter earn more money for mowing Mrs. Fitzgerald's Yard or Mrs. Wade's Yard? How do you know?



Friday: Draw a picture and solve: Jan enters a 20-foot by 30-foot rectangular room. The long sides face north and south. Jan enters the exact center of the south side and walks 10 feet north. Then she walks 8 feet east. How far is she from the east side of the room?

Play Multiplication Battle: Use a deck of cards or make cards with paper and a writing utensil (numbers 1-9). Ask a friend to play with you. You will each flip two cards and multiply the numbers. Whoever has the higher product wins and keeps the cards. The player with the most cards at the end of the game wins. Be sure to explain how you know you won the battle. "I win because the product of ____ and ____ is _____. That is greater than the product of ____ and ____ which is _____."

Science Activities (Suggested: 25 minutes of off-line activities)

[Scholastic Learn at Home \(website\)](#)

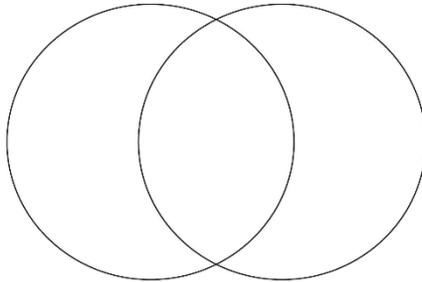
TEKS: 5.2f 5.9a 5.6a

Monday: Investigate and compare hot and cold environments.
Create a Venn-Diagram to represent the differences and similarities of the two environments.

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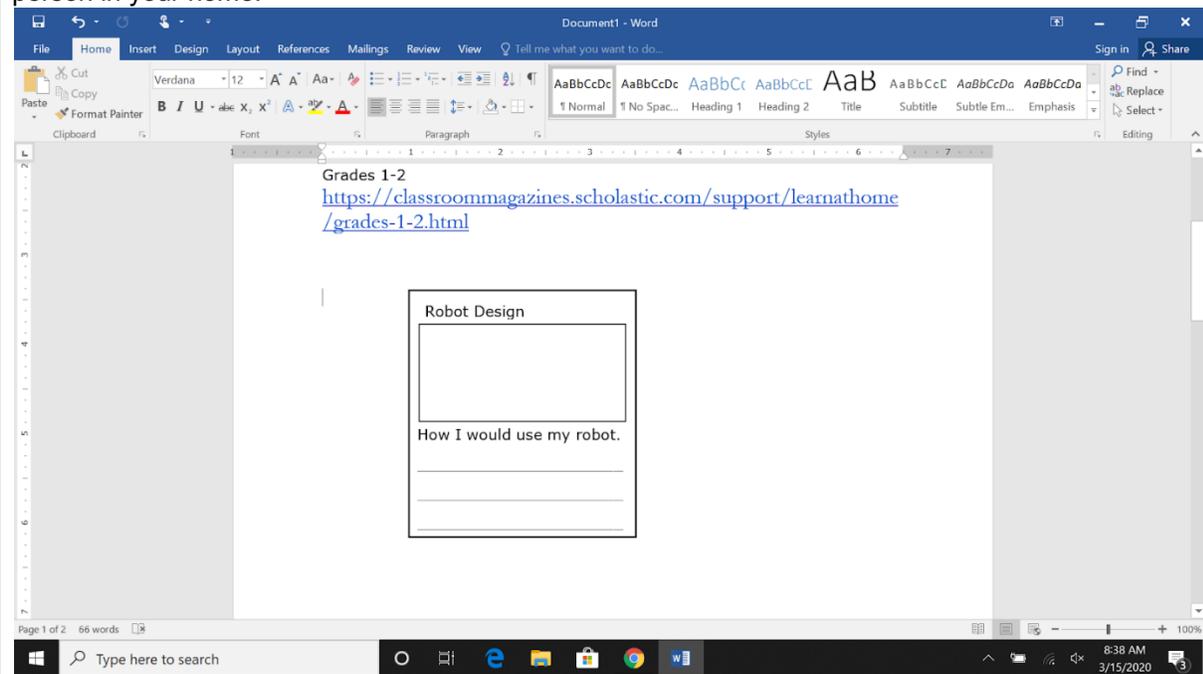
Fifth Grade Distance Learning Plan

Venn-Diagram



Tuesday: How would you use a robot?

Design and illustrate your robot on paper. Explain how you would use your robot in writing and to a person in your home.



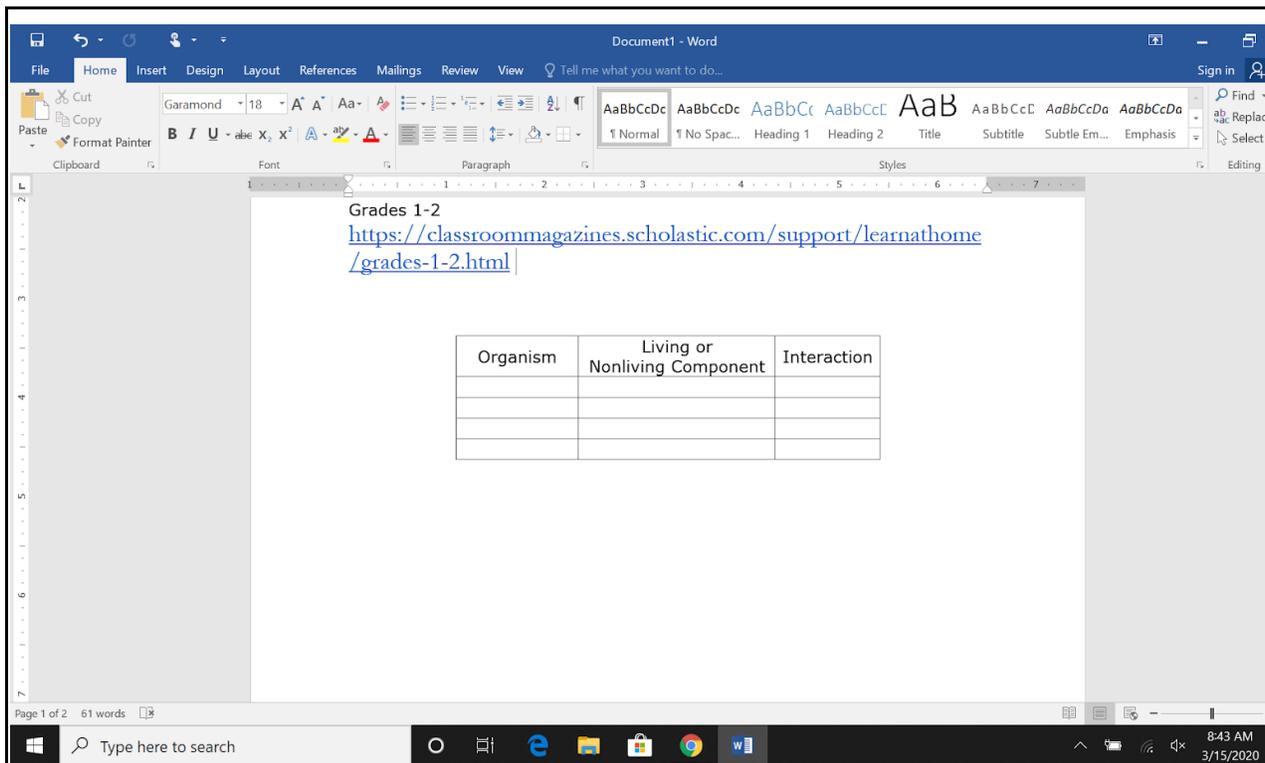
Extension - Create a model of your robot using materials in your home.

Wednesday: Research otters in California.

Create a chart and identify how the otter interacts with living components and nonliving components.

Pro-Vision Academy Charter School

Fifth Grade Distance Learning Plan



Extension - Observe your environment and identify how an organism interacts with living and nonliving components.

Thursday: What is your favorite sport?
Record how your favorite sport uses energy. MELTS

-  Mechanical Energy
-  Electrical Energy
-  Light Energy
-  Thermal Energy
-  Sound Energy

Forms of Energy

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Fifth Grade Distance Learning Plan

Play catch with a ball or a crumpled piece of paper with someone in your home.



What would happen if the energy were changed or removed?

Extension - Design an experiment to test the force of gravity on the ball or crumpled piece of paper.

Friday: Investigate the Trash Collector.

Think about a place in your community that has a trash or pollution problem. Draw a diagram of a litter collector that could be built in your area to help collect trash.

Extension - Trash to treasure: make something out of trash (toilet paper roll, box, milk carton, etc).

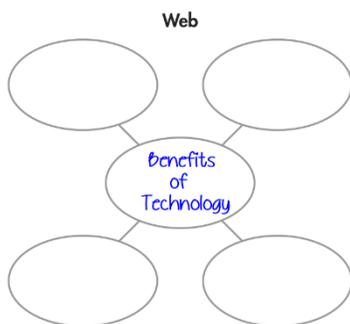
Social Studies Activities (Suggested: 25 minutes of off-line activities)

Monday: Choose one of your family traditions and write a report that includes the following: why the tradition is important, how the tradition began, date/time of year the tradition takes place. (Non-Digital)

Tuesday: Create a poster (using notebook paper) illustrating and explaining why individuals have a duty to participate in following civic affairs: voting, serving on a jury, obeying the laws. (Non-Digital)

Wednesday: Create a map of your neighborhood - make sure to include a title, map key, compass rose, scale, and grid system. (Non-Digital)

Thursday: Create a web, and provide examples of how technology has benefited society. (Non-Digital)



Friday: Draw a comic strip or create a graphic novel illustrating and describing the fundamental rights guaranteed in the Bill of Rights. (Non-Digital)