

April 13, 2020

Dear Parents/Guardians,

Please use this cover page along with our created materials as a guide to support your student during this time of school closure. We are only an e-mail away if you should need guidance with the learning opportunities provided. Our goal during school closure is to keep your student's grade level skills robust. We are a team, and we are doing our best to keep a connection between the school and home.

Each teacher is also using Class Dojo for immediate contact with families through the Class Story and Messaging. The School website is the best place for updated information. If you haven't already, please check out the videos. We cannot stress it enough that if you haven't signed up for Class Dojo, this is a good time to do so.

Sincerely,

Ms. Spencer and Ms. Garcia bernadette.spencer@saltriversschools.org clarice.garcia@saltriversschools.org

5th Grade ELA & Math Daily Schedule for the Weeks of: April 13-17 & April 20-24

Monday – 4/13	Tuesday – 4/14	Wednesday – 4/15	Thursday - 4/16	Friday – 4/17
Work Packet: Read Sleep: The Secret to Success and answer Monday questions.	Work Packet: Reread Sleep article and answer Tuesday questions	Work Packet: Answer Wed. questions quoting from the text	Work Packet: Write a summary of the article	Work Packet: Word analysis page-answer questions 1-5
Monday – 4/20	Tuesday – 4/21	Wednesday – 4/22	Thursday - 4/23	Friday – 4/24
Work Packet: - Read The Great Depression and answer questions - Math Fact Practice – pg. 1	Work Packet: - Reread article and answer questions - Adding Fractions – pg. 2	Work Packet: - Answer Wed. questions on article - Adding Fractions – pg. 3	Work Packet: - Answer Thursday questions on reading - Review Multi Fractions: Easter Color by number pg. 5	Work Packet: - Word analysis- 6-15 Review Multi Fractions – Easter Color by Number p. 5

Note: Use multiplication chart if needed.

Use your device to Login to:

- **EdGenuity – 1 hour/daily** 30 minutes for reading & 30 minutes for math
- **Pearson Realize- Daily** Read **George's Secret Key to the Universe** and complete RWJ pages
- **Class Dojo: Student Portfolio – Daily** Check the Assignment Room often for any additional online resources assigned by Ms. Garcia and Ms. Spencer.

Essential Standard Focus (ELA): 5.RI.1, 5.RI.2, 5.RF.3

Essential Standard Focus (Math): 5.NF.1

Additional Resources to support your students:

- **EdGenuity Website:** <https://www.thelearningodyssey.com/>
- **Math Help:** [Khanacademy.org](https://www.khanacademy.org/)
- **Power School for Pearson Realize:** <https://powerschool.srpmic-ed.org/public/home.html>
- **Class Dojo:** [classdojo.com](https://www.classdojo.com)

If you would like your child's username and passwords for EdGenuity and Pearson Realize, reach out to their homeroom teacher by email or Class Dojo messaging.

Add and Subtract Whole Numbers and Ones with Fraction Units

1.	$3 + 1 =$	
2.	$3 + \frac{1}{2} =$	
3.	$3\frac{1}{2} + 1 =$	
4.	$3 - 1 =$	
5.	$3\frac{1}{2} - 1 =$	
6.	$4 - 2 =$	
7.	$4\frac{1}{2} - 2 =$	
8.	$5 - 2 =$	
9.	$5\frac{1}{3} - 2 =$	
10.	$5\frac{2}{3} - 2 =$	
11.	$5\frac{2}{3} + 2 =$	
12.	$6 + 2 =$	
13.	$6 + \frac{3}{4} =$	
14.	$6\frac{3}{4} + 2 =$	
15.	$6\frac{3}{4} - 2 =$	
16.	$6\frac{3}{4} - 3 =$	
17.	$6\frac{3}{4} - 4 =$	
18.	$6\frac{3}{4} - 6 =$	
19.	$6\frac{3}{4} - \frac{3}{4} =$	
20.	$2\frac{5}{6} + 3 =$	
21.	$2\frac{1}{6} + 3 =$	
22.	$2\frac{5}{6} + 7 =$	

23.	$3\frac{5}{6} + 7 =$	
24.	$7\frac{5}{6} + 3 =$	
25.	$10\frac{5}{6} - 3 =$	
26.	$10\frac{5}{6} - 7 =$	
27.	$3 + \frac{4}{5} + 2 =$	
28.	$5 + \frac{7}{8} + 4 =$	
29.	$7 + \frac{4}{5} - 2 =$	
30.	$9 + \frac{5}{12} - 5 =$	
31.	$7 + \frac{1}{5} + \frac{1}{5} + 2 =$	
32.	$7 + \frac{2}{5} + 2 =$	
33.	$7 + \frac{2}{5} + 2 + \frac{2}{5} =$	
34.	$7\frac{2}{5} + 2\frac{2}{5} =$	
35.	$6 + \frac{1}{3} + 1 + \frac{1}{3} =$	
36.	$6\frac{1}{3} + 1\frac{1}{3} =$	
37.	$6 + \frac{2}{3} - 1 =$	
38.	$6\frac{2}{3} - 1\frac{1}{3} =$	
39.	$6\frac{2}{3} - 1\frac{2}{3} =$	
40.	$3 + \frac{4}{7} + 1 + \frac{2}{7} =$	
41.	$3\frac{4}{7} + 1\frac{2}{7} =$	
42.	$7\frac{4}{5} - 2\frac{3}{5} =$	
43.	$7\frac{4}{5} - 2\frac{2}{5} =$	
44.	$13\frac{7}{9} - 7\frac{5}{9} =$	

5.NF.1: Math Learning Goal: I can add fractions with sums greater than 2.

1. Add fractions using any strategy.

a. $2\frac{1}{4} + 1\frac{1}{5} =$

b. $2\frac{3}{4} + 1\frac{2}{5} =$

c. $1\frac{1}{5} + 2\frac{1}{3} =$

d. $4\frac{2}{3} + 1\frac{2}{5} =$

e. $3\frac{1}{3} + 4\frac{5}{7} =$

f. $2\frac{6}{7} + 5\frac{2}{3} =$

g. $15\frac{1}{5} + 3\frac{5}{8} =$

h. $15\frac{5}{8} + 5\frac{2}{5} =$

2. Erin jogged $2\frac{1}{4}$ miles on Monday. Wednesday, she jogged $3\frac{1}{3}$ miles, and on Friday, she jogged $2\frac{2}{3}$ miles. How far did Erin jog altogether?
3. Darren bought some paint. He used $2\frac{1}{4}$ gallons painting his living room. After that, he had $3\frac{5}{6}$ gallons left. How much paint did he buy?
4. Clayton says that $2\frac{1}{2} + 3\frac{3}{5}$ will be more than 5 but less than 6 since $2 + 3$ is 5. Is Clayton's reasoning correct? Prove him right or wrong.



Easter Color By Number #2



Name _____

Solve. Simplify all answers.

Color any squares with these answers
BLUE:

$$3 \times \frac{2}{8} = \text{—}$$

$$\frac{3}{4} \times \frac{6}{7} = \text{—}$$

Color any squares with these answers
BLACK:

$$9 \times \frac{7}{12} = \text{—}$$

Color any squares with these answers
WHITE:

$$\frac{2}{3} \times \frac{11}{12} = \text{—}$$

$$\frac{5}{6} \times \frac{8}{9} = \text{—}$$

Color any squares with these answers
PINK:

$$\frac{4}{9} \times 10 = \text{—}$$

$$\frac{1}{2} \times \frac{16}{6} = \text{—}$$

Color any squares with these answers
ORANGE:

$$\frac{4}{9} \times \frac{2}{5} = \text{—}$$

$$8 \times \frac{5}{6} = \text{—}$$

Color any squares with these answers
GREEN:

$$6 \times \frac{7}{12} = \text{—}$$

$$\frac{7}{10} \times \frac{2}{8} = \text{—}$$

Color any squares with these answers
YELLOW:

$$\frac{12}{4} \times \frac{8}{10} = \text{—}$$

$$\frac{3}{5} \times 15 = \text{—}$$

Color any squares with these answers
PURPLE:

$$\frac{7}{8} \times 5 = \text{—}$$

$$\frac{3}{8} \times \frac{5}{12} = \text{—}$$

Easter Color By Number #2

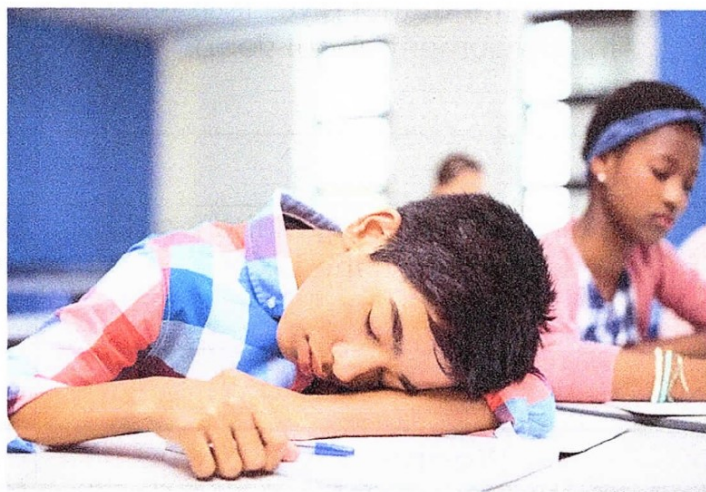
Name _____

$\frac{20}{27}$	$\frac{9}{14}$	$\frac{9}{14}$	$\frac{3}{4}$	$\frac{3}{4}$	$\frac{9}{14}$	$\frac{3}{4}$	$\frac{9}{14}$	$\frac{9}{14}$	$\frac{9}{14}$	$\frac{3}{4}$	$\frac{9}{14}$	$\frac{3}{4}$	$\frac{9}{14}$	$\frac{3}{4}$
$\frac{9}{14}$	$\frac{3}{4}$	$\frac{3}{4}$	9	$2\frac{2}{5}$	9	$\frac{9}{14}$	$\frac{3}{4}$	$\frac{9}{14}$	$\frac{3}{4}$	$\frac{3}{4}$	$\frac{9}{14}$	$\frac{11}{18}$	$\frac{20}{27}$	$\frac{9}{14}$
$\frac{9}{14}$	$\frac{3}{4}$	$2\frac{2}{5}$	$\frac{20}{27}$	$\frac{11}{18}$	9	$2\frac{2}{5}$	$\frac{3}{4}$	$\frac{3}{4}$	$\frac{3}{4}$	$\frac{9}{14}$	$\frac{20}{27}$	$\frac{11}{18}$	$\frac{20}{27}$	$\frac{11}{18}$
$\frac{3}{4}$	$\frac{9}{14}$	9	$5\frac{1}{4}$	$\frac{11}{18}$	$2\frac{2}{5}$	9	$\frac{3}{4}$	$\frac{9}{14}$	$\frac{3}{4}$	$\frac{9}{14}$	$\frac{9}{14}$	$\frac{9}{14}$	$\frac{3}{4}$	$\frac{3}{4}$
$6\frac{2}{3}$	$\frac{8}{45}$	$2\frac{2}{5}$	9	9	$2\frac{2}{5}$	$2\frac{2}{5}$	9	9	$2\frac{2}{5}$	$2\frac{2}{5}$	9	$\frac{3}{4}$	$\frac{3}{4}$	$\frac{9}{14}$
$\frac{9}{14}$	$\frac{3}{4}$	9	$2\frac{2}{5}$	9	$2\frac{2}{5}$	9	$2\frac{2}{5}$	$2\frac{2}{5}$	9	$2\frac{2}{5}$	9	$2\frac{2}{5}$	9	$\frac{9}{14}$
$\frac{20}{27}$	$\frac{3}{4}$	$\frac{9}{14}$	$2\frac{2}{5}$	9	9	$\frac{8}{45}$	$6\frac{2}{3}$	$\frac{8}{45}$	$6\frac{2}{3}$	$\frac{8}{45}$	$\frac{8}{45}$	$6\frac{2}{3}$	$2\frac{2}{5}$	9
$\frac{11}{18}$	$\frac{11}{18}$	9	$2\frac{2}{5}$	9	$6\frac{2}{3}$	$\frac{8}{45}$	$6\frac{2}{3}$	$6\frac{2}{3}$	$6\frac{2}{3}$	$\frac{8}{45}$	$6\frac{2}{3}$	9	$2\frac{2}{5}$	9
$\frac{9}{14}$	$\frac{9}{14}$	9	$2\frac{2}{5}$	$2\frac{2}{5}$	$\frac{8}{45}$	$6\frac{2}{3}$	$\frac{8}{45}$	$\frac{8}{45}$	$\frac{8}{45}$	$\frac{8}{45}$	$2\frac{2}{5}$	9	$2\frac{2}{5}$	$\frac{9}{14}$
$\frac{3}{4}$	$\frac{3}{4}$	$2\frac{2}{5}$	$2\frac{2}{5}$	9	9	$\frac{8}{45}$	$6\frac{2}{3}$	$\frac{8}{45}$	$6\frac{2}{3}$	$2\frac{2}{5}$	$2\frac{2}{5}$	9	$\frac{3}{4}$	$\frac{3}{4}$
$\frac{9}{14}$	$4\frac{4}{9}$	$\frac{3}{4}$	9	$2\frac{2}{5}$	9	9	9	$2\frac{2}{5}$	$2\frac{2}{5}$	9	9	$\frac{9}{14}$	$4\frac{3}{8}$	$\frac{9}{14}$
$4\frac{3}{8}$	$1\frac{1}{3}$	$4\frac{4}{9}$	$3\frac{1}{2}$	$2\frac{2}{5}$	$2\frac{2}{5}$	$2\frac{2}{5}$	9	9	$2\frac{2}{5}$	9	$3\frac{1}{2}$	$\frac{5}{32}$	$4\frac{4}{9}$	$\frac{5}{32}$
$1\frac{1}{3}$	$\frac{5}{32}$	$4\frac{4}{9}$	$3\frac{1}{2}$	$\frac{7}{40}$	$6\frac{2}{3}$	$\frac{7}{40}$	$3\frac{1}{2}$	$\frac{8}{45}$	$\frac{7}{40}$	$3\frac{1}{2}$	$\frac{7}{40}$	$1\frac{1}{3}$	$4\frac{3}{8}$	$1\frac{1}{3}$
$4\frac{4}{9}$	$1\frac{1}{3}$	$4\frac{3}{8}$	$\frac{7}{40}$	$\frac{7}{40}$	$6\frac{2}{3}$	$3\frac{1}{2}$	$\frac{7}{40}$	$6\frac{2}{3}$	$\frac{7}{40}$	$3\frac{1}{2}$	$\frac{7}{40}$	$4\frac{3}{8}$	$4\frac{4}{9}$	$\frac{5}{32}$
$\frac{7}{40}$	$1\frac{1}{3}$	$3\frac{1}{2}$	$3\frac{1}{2}$	$\frac{8}{45}$	$\frac{7}{40}$	$\frac{8}{45}$	$6\frac{2}{3}$	$3\frac{1}{2}$	$\frac{8}{45}$	$3\frac{1}{2}$	$3\frac{1}{2}$	$\frac{7}{40}$	$\frac{5}{32}$	$3\frac{1}{2}$

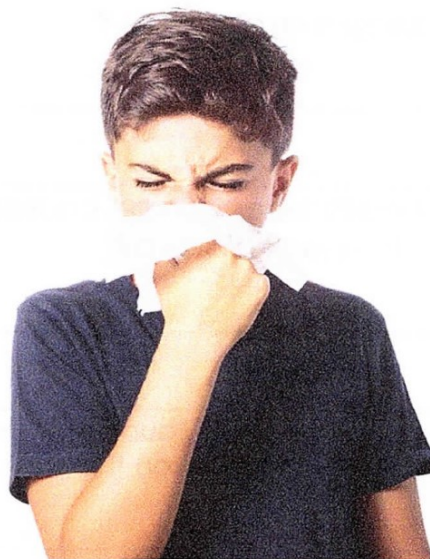
Sleep: The Secret to Success

Can't I stay up a little later? That is a question most kids find themselves asking on school nights. Often, kids want to stay up late when they have a project to finish or a test the next day. Or if they are so busy with extra-curricular activities, sports and homework, they want more time to just relax before bedtime. And sometimes, kids just want to be able to set their bedtime themselves. If you could set your own bedtime, how much sleep would you choose to get? The National Sleep Foundation recommends children age six to thirteen sleep for 9-11 hours. Sure, following their recommendation will help you feel less tired during the day. But did you know it can also improve your grades, your health and your performance in sports?

Research has linked getting enough sleep to better school performance. One study of 3,000 students found that A and B students averaged more sleep on school nights than those students who made Cs or lower. Think staying up late studying for a test will help you get a better grade? Not according to another study, which found that those who didn't get enough sleep were more likely to perform poorly on tests and quizzes. So staying up late cramming for a test may actually be counterproductive. Research published in the *Journal of Sleep Medicine* suggests that kids might be able to improve their grades just by getting 20 minutes of additional sleep a night.



Lack of sleep also makes you more **vulnerable**, or likely to catch an illness by lowering your immune system. Our body releases disease-fighting hormones, proteins and chemicals while we sleep. Those who don't get enough sleep may be less able to fight off germs and viruses. Growth hormone also gets released while you sleep, so not getting enough sleep can **hinder** your growth. Research has also shown that getting enough sleep helps you maintain a healthy weight.



If you play sports, studies have also shown that sleep has a positive impact on athletic performance. Getting enough sleep reduces injury rate, can improve your shooting accuracy rate in basketball and can make your sprint faster. Similar positive results have been found for swimmers and tennis players.

Want to be healthier, and do better in school and sports? Get 9 – 11 hours of sleep a night. Sleep may just be the secret to your success.

Monday	Tuesday
Based on the title, what will this text most likely be about? _____	According to the text, what are some reasons kids might want to stay up late? _____
How does the author feel about sleep? _____	What evidence does the author give to support that getting more sleep can help you do better in school? _____
List one reason the author gives that supports their argument about sleep. _____	According to the text, why is staying up late to study not a good idea? _____
Determine the meaning of the word vulnerable in the text. _____	Determine the meaning of the word hinder in the text. _____
Wednesday	Thursday
According to the author, how can a lack of sleep make you sick? _____	Write a short summary about this text. _____ _____ _____ _____ _____ _____ _____ _____
What other health issues can be caused due to a lack of sleep? _____	
What is the main idea of the fourth paragraph? Highlight two details that support the main idea. _____ _____	
Why did the author write this text? _____	

Name:

Nonfiction: Explicit Meaning – Q1:3

Date:

As you answer this week's questions, highlight your evidence in the text.

The Great Depression

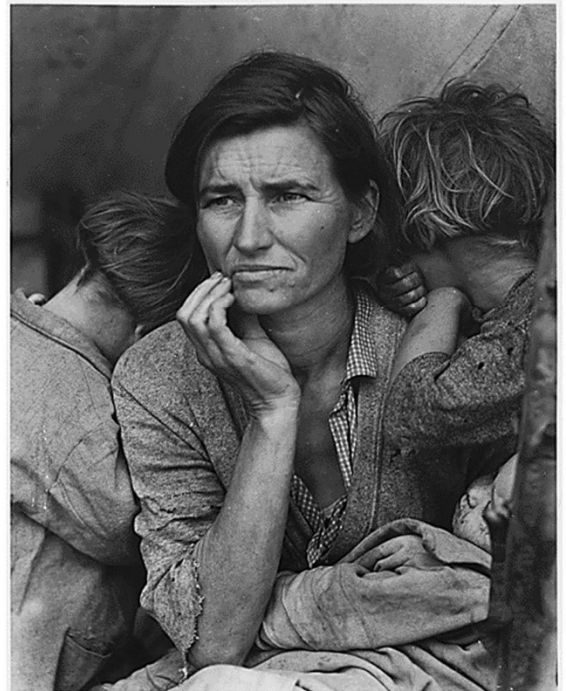
The Great Depression was a time of widespread suffering and financial hardship. Between 1929-1939, millions of Americans lost their jobs and their savings. Without income or money, many also lost their homes.

The stock market crash in October of 1929 is commonly viewed as the start of The Great Depression. Many people had invested their money in the stock market hoping to get rich. They'd buy stocks at one price, and then sell them for more than they'd paid. For years this strategy worked. But in October of 1929, a large number of stocks from top American companies all got sold off at the same time. When people saw this, they took it as a sign that they better start selling off their stocks as well. Suddenly, everyone was selling and few were buying. Not only couldn't stocks be sold for a profit, they couldn't be sold for the price they'd been bought for. Investors panicked. They started selling off their stock for anything they could get. Think of it like a reverse auction. Instead of people bidding more and more for what you're selling, you are willing to accept less and less just to get it sold.

Even people who hadn't invested in the stock market began to panic. If millionaire investors could lose their **fortunes**, average Americans feared the money in their banks could disappear, too. People lined up to withdraw their money from their banks. But a bank isn't like a safe. Banks only keep a limited amount of the money deposited into them. The rest they invest, or loan to other people to buy things like homes and stocks. When lots of customers want to withdraw their money at the same time, the bank doesn't have enough. Banks tried to collect back the money they'd loaned. But if people had borrowed that money to buy stock, and they couldn't sell their stock, that loan couldn't get repaid. Thousands of banks lost money and went out of business. People who had their life savings in these banks never got their money.

The prices of **products**, from groceries to automobiles, dropped. On the surface this sounds good, because now everything is more affordable. However, when stores sell their items for less, they now have less to pay their employees. Many times, employees would either lose their jobs or take a large cut in pay. These employees then had less money to spend at other stores. They didn't have enough money to pay their bills or pay back their loans.

Daily life was a struggle for millions of Americans. Many blamed President Herbert Hoover for the country's poverty, unemployment, hunger and homelessness. In 1933, they voted out Herbert Hoover, and elected a new president: Franklin Delano Roosevelt. Thousands of everyday people, including children, wrote to him and First Lady Eleanor Roosevelt asking for help, and they finally got it.



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Monday	Tuesday
What is the main idea of the text? _____	At this time in America, what was the problem for most Americans? _____
According to the text, what was The Great Depression? _____	According to the text, what caused people to start selling off their stocks? _____
Based on the text, what is commonly viewed as the start of The Great Depression? _____	How do you think investors felt when they were forced to sell their stocks for less than they paid? _____
Determine the meaning of the word fortunes in the text. _____	What caused Americans to withdraw their money from the bank? _____
Wednesday	Thursday
Why do you think the author chose to include a photograph with the text? _____	Why was it <i>not good</i> when the prices of products dropped? _____
According to the text, why couldn't the banks return everyone's money? _____	Based on the text, what were the things President Herbert Hoover was blamed for? _____
Why do you think the author compared the stock market to an auction? _____	According to the text, who helped end The Great Depression? _____
Determine the meaning of the word products in the text. _____	What do you think it was like to live during The Great Depression? _____

Name _____

Endings -ed, -ing, -s

DIRECTIONS Use the ending *-ed*, *-ing*, or *-s* to change the underlined verb in each sentence to the tense indicated. On the line, rewrite the sentence with the new tense so that it makes sense. You might need to add, delete, or change the spelling of some other words.

1. Change to past: Uncle Steve calls breakfast the most important meal of the day.

2. Change to present: He has been cooking eggs and spinach every morning.

3. Change to in process: I have tried to get him to cook something else.

4. Change to past: He makes his own favorite food every day without thinking.

5. Change to present: Let's hope my most recent request is making a difference.

DIRECTIONS Read each sentence. Then add *-s*, *-ed*, or *-ing* to the word in parentheses and complete the sentence correctly.

6. Tomorrow, I am _____ on vacation. (go)
7. I _____ to go last week, but my flight was cancelled. (plan)
8. Something always _____ in the way of my plans! (get)
9. I was already _____ in the taxi to the airport. (ride)
10. My sister _____ to tell me about the big storm. (call)
11. The hurricane _____ flights from landing. (prevent)
12. Fortunately, my hotel was not _____. (damage)
13. Now I will be _____ the aftermath of the storm. (witness)
14. The driver is just _____ up to the terminal. (pull)
15. I hope the plane _____ on time today! (leave)

