

Christina School District Assignment Board

Grade Level: 5th

Week of April 6th, 2020

	Monday	Tuesday	Wednesday	Thursday	Friday
ELA	Read <i>In Art Class</i> . Write a summary of what you read.	Read <i>In Art Class</i> again to increase fluency. Answer questions 1-5.	Read <i>In Art Class</i> again to increase fluency. Answer questions 6-10.	Read the Word Study sheet. Use the words to write your own sentences.	No School
Math	Finding Volume <i>Complete the page entitled Finding Volume Remember that Volume is length x width x height.</i>	Camping Trip <i>Complete the attached page Camping Trip</i>	Tank Volume <i>Complete the attached page Tank Volume</i>	Home Volume! <i>Find 5 rectangular prisms at home and find their volume. Draw, label, and solve each item's volume.</i>	No School
Science	Test Like an Alchemist (part 1): Write your answer to the following: Do you think there could really be a potion that does something amazing or valuable? (Do you think there are really liquids or mixtures that can transform things?) Why or why not? If you could make a potion, what would you want it to do? Activity: Find a dull, brown penny (must be dated before 1982). Then write down your answer to the following: Suppose you wanted to make this dull brown penny bright and shiny. Can you think of any liquids in your house that might do that? Why do you think those liquids might work? Do you think any of these liquids will make a dull penny shiny: soapy water, vinegar, salty water, salt & vinegar?	Test Like an Alchemist (part 2): Dip (only HALFWAY) a different dull brown penny (must be dated pre-1982) in each (need 4 total) for at least 10 minutes: Soapy Water: Mix 2 tbs liquid soap (or detergent) with 2 cups water. Vinegar: Pour 2 cups of vinegar. Salt and Vinegar: Mix 6 tablespoons salt with 2 cups vinegar. The salt won't all dissolve, but add it anyway. Salty Water: Mix 6 tablespoons salt with 2 cups water. The salt won't all dissolve, but add it anyway. a) Draw a picture of what you think happened to make the dull penny become shiny. It's ok to guess for now. Label your drawing. If you want, include things that are too small to see. Describe what you drew and	Test Like an Alchemist (part 3): Thinking about the investigation you did yesterday, consider whether oxygen in the air turns the penny brown over time. Write down your answers: Do you think it turns the penny brown all the way through, or just on the surface? How could you figure it out? Consider whether the dull layer was removed, or a shiny layer added and how you could figure out which is true, then REVISE YOUR MODEL: a) Your ideas might have changed since your last drawing. Draw a revised model to show what you think happens when dull brown copper pennies get shiny, including things that are too small to see if you want. Then write an explanation of your drawing. *(when done, CONTINUE to let pennies soak in salt & vinegar	The King's Sword: a) Observe the nail left in the penny + vinegar & salt solution. b) Make a drawing that explains how you think copper got onto the nail. Label your drawing, including things that are too small to see if you want. b) Write down what evidence you have to support the explanation that you drew. Think of what evidence you would use to convince someone.	No School

Christina School District Assignment Board

	Why do you think that?	what you think happened. What more do you want to know? b) Figuring out why the penny became shiny is tricky. Write down questions about the pennies and liquid that might help you figure it out. *(when done, dump as many dull brown pennies as you can find into the salt & vinegar solution, and let soak overnight)	solution overnight and ADD one steel nail. Make sure to observe the liquid prior to adding the nail)		
Social Studies	Hist 1a: Chronology of the Causes & Effects of the American Revolution Complete Steps 1 & 2 from the document titled, "Chronology of the Causes & Effects of the American Revolution"	Hist 1a: Chronology of the Causes & Effects of the American Revolution Complete Step 3 from the document titled, "Chronology of the Causes & Effects of the American Revolution"	Hist 1a: Chronology of the Causes & Effects of the American Revolution Complete Step 4 from the document titled, "Chronology of the Causes & Effects of the American Revolution"	Hist 1a: Chronology of the Causes & Effects of the American Revolution Complete Step 5 from the document titled, "Chronology of the Causes & Effects of the American Revolution"	No School

In Art Class

by ReadWorks

When Kylie was twelve, she started taking classes at Miss Grace's School for Art. She didn't like it at first: it smelled bad from all the acrylic paint, and Miss Grace was very demanding when it came to homework and being on time. Kylie's mom, if she was ever late dropping her off at Miss Grace's apartment after school, would grumble that *they* were paying *her*, and she needed to calm down. On top of all that, the "novice artists"-the kids who hadn't really done art before-worked mostly with clay, and Kylie quickly learned that she was a terrible sculptor.

It wasn't until her third year working with Miss Grace that Kylie found something she was really good at. Charcoal drawing came easily to Kylie, and she loved watching the lines spread unevenly across the page as she moved the bits of charcoal back and forth over the paper. The black shadowing Kylie could add to faces in order to give them depth and feeling felt real through the threads of rough charcoal that shaded and formed the portraits Kylie completed in Miss Grace's drawing class.

One day, Sophia, the best artist in the school, sat down and set up her easel next to Kylie's usual spot in the room.

Kylie was washing her hands in the sink in the corner and turned to see Sophia sitting primly next to her stuff. Kylie groaned and felt nerves beginning to bubble in her stomach. She'd actually found an art form that she enjoyed-and was good at-and now Sophia was going to outshine her *again*? Kylie fought back tears as she dried her hands and hurried to her seat when Miss Grace entered the room.

"Hello class," she said, taking her place at the front of the makeshift classroom and leaning one hand on the large wooden desk.

"Hello, Miss Grace," everyone in the room said in unison.

"We'll continue to work on the projects we began last week," Miss Grace said, walking around the classroom, weaving between students and their easels, gesturing with one hand imperiously.

"Charcoal drawing. A perfectly adequate precursor to more sophisticated and elegant forms of visual art, but one that we must necessarily take some time with as we continue to learn the fine art of shading, shading, shading." The class was silent, watching Miss Grace move around the room as if she were a ballerina, twirling around students in a forward flow of movement.

"Please take your charcoal drawings from the closet," she said, "and continue. Please maintain the same themes you were working on during the previous lesson, and let me know if you have any questions or concerns."

Everyone's chairs scraped as they pushed away from their easels and went to the closet to pick out their charcoal drawings from a large pile on the second shelf. Kylie had already picked up her drawing and was now sitting miserably at her easel, staring at the paper pinned to the wood easel. What masterpiece would Sophia have come up with for today?

Sophia returned to her seat and smiled nervously at Kylie. "I like your drawing," she said, pointing to the outlines of a face of a young girl on Kylie's easel.

Kylie blushed and mumbled, "Thanks."

Sophia slowly pinned her drawing to her easel, and Kylie couldn't help it-she gasped. It appeared that Sophia had been plagued by indecision, something with which Kylie could definitely sympathize. Sophia had clearly tried to draw a landscape scene, botched the river, then tried to turn it into a boat sitting upside down in a meadow. It was a mess.

For a brief moment, Kylie felt victorious-she couldn't actually believe her drawing was better than Sophia's. But then she looked at Sophia, who was watching Kylie with an anxious expression on her deeply flushed face.

"I... I couldn't decide what to do," Sophia said defensively.

"Yeah," Kylie said. She turned back to her drawing, gazing at the shading around the eyes appreciatively. Sophia looked at her own failed landscape, and a very awkward silence developed in the space between their seats.

"I've totally been there," Kylie said. She didn't look at Sophia, and she wasn't sure why she'd said it. Why did she need to comfort the most talented girl in the class just because she'd made one terrible drawing? Kylie had a dozen bad drawings stuffed in a box under her bed.

But Sophia smiled gratefully. "That's really nice of you to say," she said, scooting her chair closer to Kylie's. "You're so good, sometimes I feel like my stuff is just so *bad* in comparison."

Kylie laughed and looked to see if Sophia was joking, but she seemed completely serious. Now Kylie was shocked. "What are you talking about?" she said. "I'm not talented... Miss Grace never compliments me. You're the best one in our class!"

Sophia raised her eyebrows a little bit. "I might be a really good copier of all the stuff that Miss Grace wants us to draw, but I have no idea what to do when it comes to making up my own images. You're so wonderful at that!"

Kylie felt her heart pound. She could barely believe what she was hearing. Throughout her three years at Miss Grace's, she had made up her own pictures, going off into the world in her head and drawing whatever she found there. Miss Grace never said anything about it but had always pointed to Sophia's perfect pastel, watercolor, and crayon replicas of the famous works of art she pinned to the front of the classroom during each session. Kylie always seemed to see the masterpieces that Miss Grace loved so much distorted or twisted; the colors off, or the shapes switched around.

"Seriously," Sophia whispered, leaning close to Kylie. "You are so great at making new things out of the old stuff we have to look at."

"I never thought about it that way," Kylie said slowly.

Sophia smiled. "I can't believe we're having this conversation!" she said. "I've loved your work for two years."

"I've loved yours, too," Kylie said.

Sophia laughed. "Well, definitely not this one," she said.

"Aww," Kylie grinned. "Maybe not right now. But if you move this line up in a diagonal, like this," she said, pointing her finger in a swoop on Sophia's paper, "and build on the highlights of cloud shapes you already have, you can turn the boat into a cluster of rose bushes and the rest of the river into a forest."

Sophia was quiet for a moment, and Kylie was nervous she had offended her. "That's a great idea!" she said finally. "Thank you so much."

Kylie smiled and turned back to her drawing, looking every so often at Sophia's work to see that she was taking her advice, down to the last linear swoop.

Name: _____ Date: _____

1. What kind of classes does Kylie start taking when she is twelve?

- A. music classes
- B. dance classes
- C. art classes
- D. theater classes

2. What is a turning point in this story?

- A. Miss Grace says that charcoal drawing is "a perfectly adequate precursor to more sophisticated and elegant forms of visual art."
- B. Kylie sees that Sophia's drawing is a mess.
- C. Kylie starts taking classes at Miss Grace's School for Art.
- D. Kylie sits miserably at her easel.

3. Read these sentences from the text.

Kylie was washing her hands in the sink in the corner and turned to see Sophia sitting primly next to her stuff. Kylie groaned and felt nerves beginning to bubble in her stomach. She'd actually found an art form that she enjoyed-and was good at-and now Sophia was going to outshine her again? Kylie fought back tears as she dried her hands and hurried to her seat when Miss Grace entered the room.

Based on this information, what can you conclude about Kylie's feelings at this point in the story?

- A. Kylie feels curious and adventurous.
- B. Kylie feels calm and confident.
- C. Kylie feels nervous and upset.
- D. Kylie feels proud and triumphant.

4. Sophia's drawing is described in the story as "a mess." What information in the text best supports this description?

- A. "For a brief moment, Kylie felt victorious-she couldn't actually believe her drawing was better than Sophia's."
- B. "'Seriously,' Sophia whispered, leaning close to Kylie. 'You are so great at making new things out of the old stuff we have to look at.'"
- C. "Sophia was quiet for a moment, and Kylie was nervous she had offended her."
- D. "Sophia had clearly tried to draw a landscape scene, botched the river, then tried to turn it into a boat sitting upside down in a meadow."

5. What is a theme of this story?

- A. You may be more talented than you think you are.
- B. Art is more important than friendship.
- C. Not everyone has what it takes to be an artist.
- D. Friendship is more important than art.

6. Read these sentences from the text.

I've totally been there,' Kylie said. She didn't look at Sophia, and she wasn't sure why she'd said it. Why did she need to comfort the most talented girl in the class just because she'd made one terrible drawing?

Why might the author have asked the question that starts, "Why did she need to comfort..."?

- A. to encourage readers to think about the theme of the story
- B. to show readers what Kylie is thinking
- C. to show readers what Sophia is thinking
- D. to encourage readers to reread the previous paragraph

7. Read these sentences from the text.

For a brief moment, Kylie felt victorious-she couldn't actually believe her drawing was better than Sophia's. But then she looked at Sophia, who was watching Kylie with an anxious expression on her deeply flushed face.

'I... I couldn't decide what to do,' Sophia said defensively.

What is the purpose of the ellipsis (...) in the last sentence?

- A. to show the end of a complete thought
- B. to signal a cause-and-effect relationship between what has come before and what will come after
- C. to show a pause between Sophia's words
- D. to signal a contrast between what has come before and what will come after

8. In the first half of the story, Kylie believes that Sophia is a better artist than she is. Support this conclusion with evidence from the text.

9. Identify three compliments that Sophia gives Kylie.

10. Explain how talking to Sophia changes Kylie's opinion of herself as an artist.
Support your answer with evidence from the text.

Word Study Warm Up (1-2 minutes)

The spelling of a base word does not change when adding a suffix unless the base word ends in a consonant and y.

delightful	forgiveness	calmly
effortless	government	lately
plentiful	enjoyment	harmless

Fluency sentences (1-2 minutes)

1. That funny show was delightful!
2. The prisoner sought forgiveness for his crime.
3. He calmly explained his position.
4. You made that dive look effortless.
5. We have a democratic government.
6. The weather has been cold lately.
7. We have a plentiful supply of food.
8. Dad plays golf for enjoyment.
9. I have no fear of harmless spiders.

Suffixes -ful, -ly, -ness, -less, -ment

NAME _____

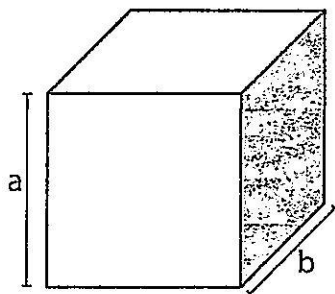
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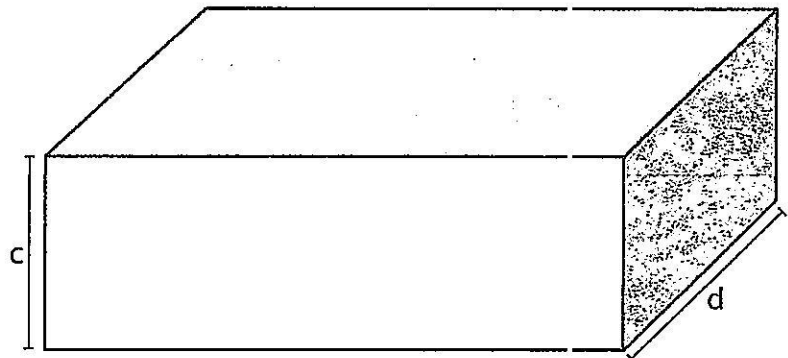
Finding Volume

- 1 Measure the dimensions of the rectangular prisms below in inches. Then find the volume of each prism in cubic inches. Remember to label your answers.

Volume = _____

note: $a = b$

Volume = _____

note: $2 \times c = d$

- 2 Matt measured the dimensions of a box and found that the area of the base is 16 in^2 and the height is 64 in. What is the volume of the box? Show your work.
- 3 Matt's friend, Franny, found that the volume of a rectangular prism was 96 in^3 . She remembered that the area of the base was 16 in^2 . What was the height of the box? Show your work.

NAME _____

DATE _____

**Camping Trip** page 1 of 2

The Zamora family is going on a camping trip next week. There are four people in the family: Mr. and Mrs. Zamora and the 11-year-old twins, Ramon and Daria. Help them do some planning for their trip. Fill in the bubble beside the correct answer to each question below.

- 1 Mrs. Zamora wants to cut a piece of rope that's long enough to dry the family's laundry on every day. Which of these units should she use to measure the rope?
☐ inches ☐ feet ☐ yards ☐ miles
- 2 Mr. Zamora wants to figure out how far they'll have to drive to get to the campsite. He already knows it will take about a day to get there. Which of these units should he use?
☐ inches ☐ feet ☐ yards ☐ miles
- 3 Ramon wants to find the area of his sleeping bag to see how much room he'll have in the family's tent. Which of these units should he use?
☐ square inches ☐ square feet ☐ square yards ☐ square miles
- 4 Daria says that when they arrive she's going to measure the area of their campsite. Mrs. Zamora says the campsite is big enough for their car, their tent, their picnic table and chairs, and their campfire, with a little room left over. Which of these units should Daria use?
☐ square inches ☐ square feet ☐ square yards ☐ square miles
- 5 Mr. Zamora wants to find the volume of the car's trunk so he'll know how much luggage will fit. Which of these units should he use?
☐ cubic inches ☐ cubic feet ☐ cubic yards
- 6 Daria is going to collect pebbles at the lake. She wants to measure the volume of a metal lunch box to keep them in. Which of these units should she use?
☐ cubic inches ☐ cubic feet ☐ cubic yards

(continued on next page)

NAME _____

| DATE _____

Camping Trip page 2 of 2**Review**

- 7** Jasmine is planning a large family gathering. She needs to rent at least 200 chairs. Company A charges \$0.50 per chair for the first 100 and then \$0.25 for every chair after that. Company B charges \$0.40 per chair.
- a** Which company should Jasmine rent from? Explain your answer.
 - b** How much money will she save by using that company? Show your work.
- 8** Frank bought several items in the produce department of his grocery store for a family gathering. He purchased 13.25 pounds of apples and twice that amount of oranges. What was the total weight of the fruit that Frank bought? Show your work.
- 9** **CHALLENGE** Frank also made punch to take to the family gathering. He filled a jar with $3\frac{3}{4}$ liters of punch and another jar with $5\frac{3}{4}$ liters of punch. On his way to the family gathering, some of the punch spilled out of the jars in his car. Only $1\frac{1}{2}$ liters were left in the first jar, and $3\frac{1}{4}$ liters were left in the second jar. How much of the punch was spilled?

NAME _____

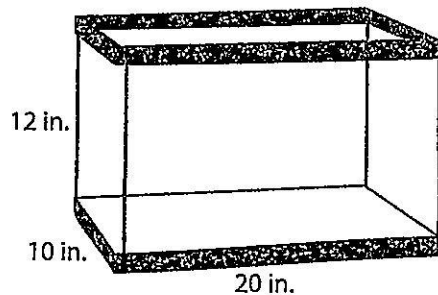
DATE _____



Tank Volume

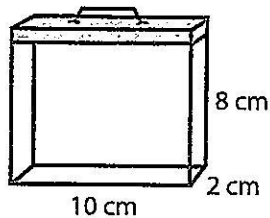
- 1 At a pet store, the volume of a tank or kennel depends on the size of the pet. Use the information in the pictures to write and solve an equation for the volume of each tank, cage, or kennel. Label your answers with the correct units.

ex



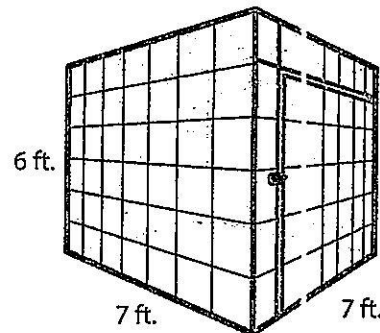
Equation $20 \times 10 \times 12 = 2,400$

Fish Tank Volume $2,400 \text{ in}^3$



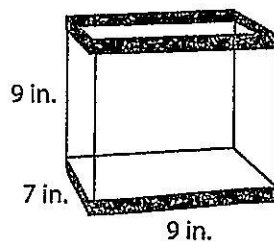
Equation

Ant Farm Volume



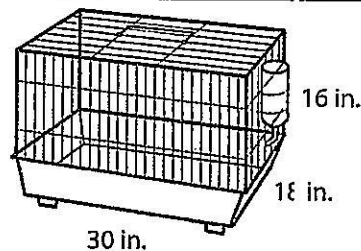
Equation

Dog Kennel Volume



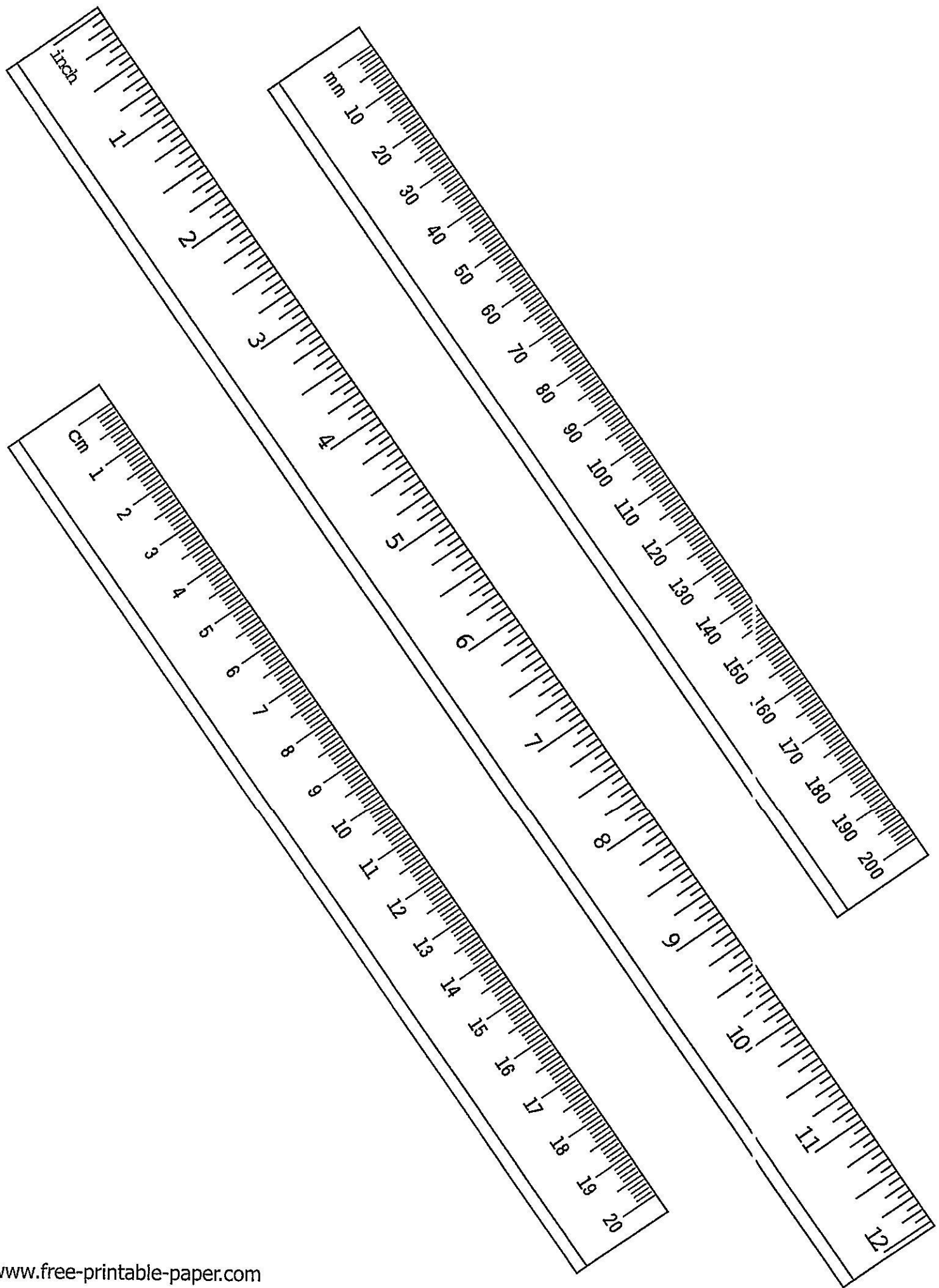
Equation

Scorpion Tank Volume



Equation

Guinea Pig Cage Volume



Chronology of the Causes & Effects of the American Revolution

Social Studies Home Learning Activities

Standard Benchmark	History 1a: Students will study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors.
Grade Band	Fourth / Fifth
Vocabulary/Key Concepts	<p>Colony / Colonies - a country or area under the full or partial political control of another country, typically a distant one, and occupied by settlers from that country</p> <p>Colonists – a person who settled in a colony</p> <p>Chronology - the arrangement of events or dates in the order of their occurrence (in the order they happen)</p> <p>Native Americans - In simple words Native Americans are the people that have been living in America before its discovery by Columbus. They have the bloodline of original people of north and south America. They are the first owners of America. They are also known as American Indians, Indigenous Americans, Indian and Alaska Natives.</p> <p>Independence - freedom from the control or influence of others.</p> <p>War - a state or period of fighting between states or nations.</p> <p>Tax - are ways that the government can collect money from its citizens to pay for things that the people need, like schools and roads.</p> <p>Immediate cause - the final act in a series of events that leads to a particular result or event.</p> <p>Long term cause - something that has been around for a while and finally got to a point where something was done.</p> <p>Short term cause - something that invoked (or caused) immediate action</p>

Activity 1: A Chronology of the Causes and the Effects of the American Revolution

Directions:

- Step 1: Read the article “Causes of the American Revolution” (found on page 2 in this document) and as you read, underline the events that caused the American Revolution.
- Step 2: Use the chart (found on page 4), “Chronology of the Causes and Effects of the American Revolution” to create a chronology of events that caused the American Revolution. Read the article again. As you read through the article, write the event that happened first in the first box on the Chart. In addition, write the date (or estimated date, if the article does not give a specific date) in the second column, under “date / estimated date.”
- Step 3: In the third column, under “Immediate or Long Term Cause” label each cause as an immediate cause or a long term cause.
- Step 4: In the 4th or right column, under “Effects for the Causes” for each cause, describe its effect.
- Step 5: At the bottom of the chart, or on a separate sheet of paper. Choose the cause that you think had the biggest effect on the war. Explain why you think this cause had the biggest effect on the war.
- NOTE: The first cause, along with its other information has been completed for you.

Causes of the American Revolution

from <https://kidskonnnect.com/history/causes-american-revolution/>

The American Revolutionary War, also known as the American War of Independence, was a long conflict that spanned more than eight years of fighting between Great Britain and 13 of its North American colonies.

Key Facts & Information

MAJOR CAUSES

- Many of the colonies were founded by people wanting to escape persecution in England. When the British government started to become more involved with the colonies, tension rose and the colonies worried they would once again lose their freedoms and be persecuted by the British.
- The British Parliament taxed the colonies for helping them in the French and Indian War. This war took place between the American colonies and New France. The war lasted from 1754 to 1763 and British troops helped the colonists to fight the war, and also protected them after the war. They weren't free though and Britain needed to tax the colonies to pay for the troops.
- In 1764, the British started to impose new taxes and laws on the colonies. Before this, the British had left the colonies to govern themselves, but they started to implement a lot of new laws such as the Sugar Act, Currency Act, Quartering Act, and the Stamp Act.
- Colonists started to protest the taxes and formed the Sons of Liberty. They were a group of Patriots formed in 1765 in Boston and the group soon spread across the colonies. One protest lead to fighting and several colonists were shot and killed by the British. This became known as the Boston Massacre.
- The British introduced the Tea Act in 1773. The protests against this act saw patriots in Boston throw 342 chests of tea into the water – this was the Boston Tea Party. In today's money, that tea would have been worth roughly a million dollars.
- The British government punished the colonies for the Boston Tea Party. They did this by passing the Massachusetts Government Act through Parliament. The act was designed to suppress dissent and restore order in Massachusetts.
- The British also enacted the Boston Port Act. The events of the Boston Tea Party had appalled the British, and, in response, this act was made to completely shut down the Boston Harbor until the dumped tea was paid for. This angered people in Boston, but it also angered the other colonies who believed the British might do the same thing to them.
- The laws imposed by the British did not control the colonies as they wanted. Instead, the countless taxes and laws angered the colonies, and lead to them becoming more united against the British rule. Other colonies sent supplies to Boston during the blockade of the harbor. At the same time, the Sons of Liberty was growing across the Americas.
- In 1774, twelve of the thirteen colonies sent representatives to the First Continental Congress. This was a direct response to the Intolerable Acts imposed by the British and they sent a petition to King George III to repeal the acts. When they didn't receive a response, they also began to boycott British goods.

THE AMERICAN REVOLUTION: EVENTS AND OUTCOMES

- Upon the imposition of new taxes by the British Parliament, many colonists resented, especially politicians including Patrick Henry, who gave a momentous speech “Give me liberty or give me death”.
- On April 18, 1775, Paul Revere, a Patriot and founding member of the Sons of Liberty, made his famous midnight ride which warned the colonies with the coming of the British troops.
- It is believed that Paul Revere was summoned by Dr. Joseph Warren to ride to Lexington, Massachusetts to warn the advancing British troops.
- A day after, the first shot of the revolution was heard at the Battle of Lexington and Concord.
- On May 10, 1775, the Second Continental Congress met at the State House in Philadelphia. Unlike the first Congress, the meeting was participated by all delegates from the thirteen colonies, including Georgia.
- The Second Continental Congress was able to accomplish the following; (1) the establishment of the Continental Army became the official militia of the united thirteen colonies, headed by Commanding General George Washington, (2) through the Olive Branch Petition, the colonists tried to make peace and negotiation with King George III, (3) On July 4, 1776, the Declaration of Independence was issued, (4) through the Flag Resolution, the a flag was officially adopted, and (5) the Articles of Confederation was stipulated.
- In 1783, the Treaty of Paris negotiated by colonists Benjamin Franklin, John Adams, and John Jay formally ended the American Revolution.
- The battle in Yorktown, Virginia in the fall of 1781, was the last major standoff between the British and American troops.
- Aside from formally recognizing independence of the thirteen colonies, Britain ceded most of its territory east of the Mississippi River. However, both nations were given navigation rights to the River.
- The newly acquired northwest territories, including present-day Ohio, Michigan, Indiana, Wisconsin, and parts of Minnesota soon gave way to American westward expansion.

Chronology of the Causes & Effects of the American Revolution

Causes of the American Revolution	Date / Estimated Date	Immediate or Long Term Effect	Effects of the Causes
French and Indian War	1754-1763	Long term	Britain taxed the colonies to pay for the French and Indian War. This annoyed the colonists. The colonists eventually went to war.

- Choose the cause that you think had the biggest effect on the war. Explain why you think this cause had the biggest effect on the war.