


STUDENT FIRST & LAST NAME: _____

SCHOOL: _____ GRADE: _____ ID# / LUNCH# _____

Christina School District Assignment Board

Grade Level: 5

Week 8 (5.26.20)

	No School	Day 1	Day 2	Day 3	Day 4
ELA	Happy Memorial Day	Read <i>The Spookiest Attic</i> . Some events cause other events to happen. Write to tell how these events influenced the theme of the text.	Read <i>The Spookiest Attic</i> again to increase fluency. Answer questions 1-5.	Read <i>The Spookiest Attic</i> again to increase fluency. Answer questions 6-10.	Read the Word Study sheet. Use the words to write your own sentences.
Math	Happy Memorial Day	Exponents & Powers of Ten <i>Please complete the attached activity titled Exponents & Powers of Ten</i>	More Exponents & Powers of Ten <i>Please complete the attached activity titled More Exponents & Powers of Ten</i>	Division Review Page 1 <i>Please complete the attached activity titled Division Review Page 1</i>	Division Review Page 2 <i>Please complete the attached activity titled Division Review Page 2</i>
Science	Happy Memorial Day	How Do We Set Clocks?: Think and write your best answers to the following: How do you think the very first clock got set, when there was no other clock to look at? Long ago, people did not have the concept of hours or minutes. Someone had to come up with these ways to divide a day into parts. How would this week have gone wrong for you if you could only measure time in days?	Count Like the Ancient Egyptians: Ancient Egyptians divided the day into 12 parts for daytime 12 parts for nighttime. The number 12 was important to them because instead of counting using their 10 fingers, they would actually count by using their thumbs to count their finger segments:  Try counting like an Egyptian! Use your thumb to count all of the finger segments on that	Shadow Clock Activity (part 1): Think and write your best answers to the following: What happens to shadows as time passes? How could you use shadows to measure the Sun's position? Make a Shadow Clock: Need: paper plate, scissors, shadow clock template (attached), glue, ruler, toothpick, flashlight Using a ruler, make a giant "plus" sign in the middle of the plate. Label the points of the plus N, E, S, W. Cut out	Shadow Clock Activity (part 2): Using your Shadow Clock, work on making the clock go from 6 AM to 6 PM. Then write your answer to the following: What did you do with the flashlight/sun to make that happen? Now place your shadow clock so that the N is actually pointing North in your room. Write your answer to this question: What time is it (check clock). Then, move your flashlight until your shadow

STUDENT FIRST & LAST NAME: _____

SCHOOL: _____ GRADE: _____ ID# / LUNCH# _____

Christina School District Assignment Board

			same hand. How many finger segments do you have on one hand? Now think and write your best answer to the following: Why do you think there are 24 hours in a day?	template, glue to plate so point faces N and lines on template match up with N-S line you drew. Find current month and put toothpick there. Sticky tac or clay is recommended to secure toothpick. Experiment: Move the flashlight and watch the toothpick's shadow. Can you make a shadow long enough to reach the numbers? Write your best answers to the following: a) Which side of the plate is your flashlight on when the shadow tells you it's morning? b) So where is the sun in the sky in the morning? c) Which side of the plate is your flashlight on when the shadow tells you it's evening? d) So where is the sun in the sky in the evening? [SAVE Shadow Clock for tomorrow]	clock matches the real time. Write your best answer: If you could look through the ceiling right now and see the sun, where would it be? Sometime this week when the weather is sunny, take your shadow clock outside. Line up the N with actual North, then use the shadow clock to tell time. You've created a Sundial!
Social Studies	Happy Memorial Day	Complete Activity 1 from the document titled, "Role of Banks"	Complete Activity 2 from the document titled, "Role of Banks"	Complete Activity 3 from the document titled, "Role of Banks"	Complete Activity 4 and Activity 5 from the document titled, "Role of Banks"

The Spookiest Attic

by W.M. Akers



I hear sounds coming from up above my head. I try to sleep, but the tighter I close my eyes, the louder the noises seem to get. It sounds like someone dragging a rake across a chalkboard. Or...no, it's more like a bunch of marbles falling onto a linoleum floor. No, not that either. Tonight the sound could be two dozen maracas, rolling back and forth on a lazily tossing boat.

Whatever it is, it's scaring me to death. My name is Drew, and I sleep in the bedroom just underneath the attic. At least, I'm *supposed* to sleep there. Ever since the noise started, I can barely catch four winks, much less 40 of them. It's not the sound that bothers me so much as the pictures it puts in my head. Stuff like a rake on a chalkboard. Who could sleep while that's running through their brain?

Well, as my mother likes to say, I've had enough of this nonsense. Tonight I'm getting to the bottom of this. The only problem is, even before the noises started, the attic wasn't my favorite part of the house. In fact, it was my least favorite place-not just in the house, but in the whole world. A lot of people have spooky attics, but ours is the spookiest.

We live in a big old house-my dad says it's "rambling"-and the attic is way bigger than it needs to be. The lights don't work very well, and there are all sorts of shadowy corners behind clothes, chests, and boxes that have been there since long before we moved in. We really have *no idea* what is up there, and I can't imagine anything scarier than that.

Except, except...except whatever it is that's making these noises.

Tonight I'm not going to let my imagination run wild. I grip my dad's most powerful flashlight with my hand and check to make sure the batteries are working. I have spares in my backpack, just in case they run out. I also have a water bottle, a sandwich, some chips, and a few cookies in case I get stranded up there. Most importantly, I have my music player. This is crucial because everyone knows that monsters can't get at you as long as you've got music to keep you safe. I jam the headphones into my ears and turn the music up *loud*.

My parents have been asleep for hours when I open the creaky attic door and climb the steps into the darkness. The flashlight beam sweeps ahead of me, illuminating trunks and piles of junk and who knows what else. I creep across the dusty floor, moving slowly and making sure not a single part of the attic escapes my flashlight's glare. I ignore my sweaty palms, pounding heart, and the sickening sensation in my stomach that I am making a *very bad mistake*. This isn't about facing my fears, I tell myself. It's about getting some sleep. If I can't sleep, I can't study. If I can't study, I'll flunk out of school and have to join the circus. And the fact is I don't like the circus one bit.

I'm thinking so hard about how much I don't want to join the circus that I space out a little and am shocked to find myself all the way at the other end of the attic. I didn't find anything at all. If there are monsters up here, they must be better at hiding than I am at looking. Only now do I realize how far I am from the stairs. This attic is long, dark, and full of secrets. And I have to walk back across. More importantly, I *have* to find out what's making the skittering noise, or this whole trip was a waste. I take out my headphones and wait for the monsters to strike. They leave me alone...for now.

I hear the noise coming from far away. It's not just right above my bedroom but seems to be coming from several different directions at once. My ears are playing tricks on me, I think. This is what happens when you don't get enough sleep. I walk toward the place where the

noise is the loudest, my quivering flashlight held straight out in front of my body. There are three boxes stacked on top of one another with writing too small for me to read. I get closer, and the noise gets louder. A label on the box, written in faded marker, reads "Toys."

Of course! It's a box of old toys, probably from a hundred years ago or more. There are probably some wind-up toys in there, and somehow they've gotten wound. Each night they rattle up against each other, and each night they keep me awake. All I have to do is take the toys out of the box, and they'll quiet down.

I stand on my tiptoes, trying to reach the upper box of toys. I'm just getting a grip on it, when it slips out of my sweaty palms. It flips over, dumping its contents all over me. My head takes the blow from a bunch of heavy old toys, and my body is covered in 15 or 20 thousand creepy, crawly, fuzzy spiders.

Sometimes, it's not possible to scream loud enough. I run as fast as I can back to the stairs, knocking spiders off my body with both hands. I must have dropped the flashlight along the way, because it's dark when I get back downstairs, and I can't see whether I've gotten all the spiders off me until my mom turns on the hallway light.

"Andrew!" she says. "What's wrong?"

"I want to switch bedrooms," I tell her. "And you need to hire an exterminator."

Name: _____ Date: _____

1. Why is Drew not able to sleep?

- A. The noises coming from up above his head are too loud.
- B. His mom turns on the hallway light and starts talking.
- C. The attic in his house has shadowy corners.
- D. He is worried that he will have to join the circus.

2. Where does this story take place?

- A. on a lazily tossing boat
- B. in Drew's house
- C. at Drew's school
- D. at a circus Drew visits

3. Read these sentences from the story: "The only problem is, even before the noises started, the attic wasn't my favorite part of the house. In fact, it was my least favorite place-not just in the house, but in the whole world. A lot of people have spooky attics, but ours is the spookiest."

What can be concluded from these sentences?

- A. Drew likes the attic because it is interesting.
- B. Drew likes the attic because it is noisy.
- C. Drew dislikes the attic because it is spooky.
- D. Drew dislikes the attic because it is boring.

4. Why does Drew explore the attic?

- A. He wants to find out what is making the noises he hears from his bedroom.
- B. He wants to try dragging a rake across a chalkboard while his parents are asleep.
- C. He wants to find some of his old toys to play with because he cannot fall asleep.
- D. He wants to have an adventure without leaving the house where he lives.

5. What is a theme of this story?

- A. how much fun old toys can be
- B. how nice mothers can be
- C. how boring a circus can be
- D. how scary an attic can be

6. Read the following sentences: "My name is Drew, and I sleep in the bedroom just underneath the attic. At least, I'm *supposed* to sleep there. Ever since the noise started, **I can barely catch four winks, much less 40 of them.**"

What does Drew mean when he says that he "**can barely catch four winks, much less 40 of them**"?

- A. He means that his eyes are itching and causing him to wink.
- B. He means that he used to be able to wink forty times in a row.
- C. He means that he is having trouble sleeping.
- D. He means that he sleeps very well every night.

7. Choose the answer that best completes the sentence below.

Drew does not find monsters in the attic; _____, he finds spiders.

- A. including
- B. instead
- C. therefore
- D. for instance

8. After Drew knocks the box over in the attic, the toys that were inside it fall on top of him. What else from the box falls on him?

9. Describe what Drew does after the contents of the box fall on him.

10. Will Drew be able to sleep better now that he knows the cause of the noises in the attic? Support your answer with evidence from the story.

Word Study Warm Up (1-2 minutes)

The /ôr/ sound can be spelled *or*, *oar*, or *ore*. The /âr/ sound can be spelled *are* or *air*, and the /är/ sound can be spelled *ar*.

glory	aware	carton
adore	aboard	dairy
ordeal	pardon	warn

Fluency sentences (1-2 minutes)

1. We enjoyed the glory of winning.
2. Joe was aware of the time.
3. Buy a carton of eggs.
4. I adore your new coat!
5. People came aboard the ship.
6. The dairy also bottles milk.
7. Traveling during the holidays can be an ordeal.
8. Please pardon my dirty room.
9. Alarms will warn us of storms.

NAME _____

DATE _____



Exponents & Powers of Ten

When you multiply 10s together, like $10 \times 10 \times 10$, the product is called a power of 10. You can use an exponent to show a power of 10. The exponent tells how many times to multiply 10 by itself.

- 1 Complete the chart below to show different powers of 10.

Standard Form	Factor Form	Exponential Form
10	10	10^1
100	10×10	10^2
	$10 \times 10 \times 10$	
10,000		10^4
100,000	$10 \times 10 \times 10 \times 10 \times 10$	
		10^6

- 2 Multiply each whole number by powers of 10, using the steps shown in the example.

ex $43 \times 10^2 = 43 \times (10 \times 10) = 43 \times 100 = 4,300$

a $79 \times 10^3 =$

b $105 \times 10^2 =$

c $4568 \times 10^4 =$

d $17 \times 10^5 =$

- 3 Multiply each decimal by powers of 10, using the steps shown in the example.

ex $5.8 \times 10^3 = 5.8 \times (10 \times 10 \times 10) = 5.8 \times 1,000 = 5,800$

a $4.7 \times 10^3 =$

b $0.68 \times 10^2 =$

c $5.16 \times 10^4 =$

d $12.63 \times 10^5 =$

NAME _____

DATE _____



More Exponents & Powers of Ten

- 1 Multiply each number by powers of 10, using the steps shown in the example.

ex $29 \times 10^3 = 29 \times (10 \times 10 \times 10) = 29 \times 1,000 = 29,000$

ex $7.2 \times 10^3 = 7.2 \times (10 \times 10 \times 10) = 7.2 \times 1,000 = 7,200$

a $62 \times 10^3 =$

b $2,078 \times 10^2 =$

c $47 \times 10^4 =$

d $6.8 \times 10^3 =$

e $0.098 \times 10^2 =$

f $26.75 \times 10^4 =$

- 2 Sara solved the problems below, and got all the answers correct.

$76 \times 10^1 = 760$

$76 \times 10^2 = 7,600$

$76 \times 10^3 = 76,000$

$76 \times 10^4 = 760,000$

- a** Describe what is happening to the number of zeros in these problems.

- b** Explain why it works that way.

In 2012, the estimated population of Chicago, Illinois, was 2,714,856. The chart below shows four different ways to write this number.

Standard Form	2,714,856
Word Form	two million, seven hundred fourteen thousand, eight hundred fifty-six
Expanded Form	$(2 \times 1,000,000) + (7 \times 100,000) + (1 \times 10,000) + (4 \times 1,000) + (8 \times 100) + (5 \times 10) + (6 \times 1)$
Exponential Form	$(2 \times 10^6) + (7 \times 10^5) + (1 \times 10^4) + (4 \times 10^3) + (8 \times 10^2) + (5 \times 10^1) + (6 \times 10^0)$

- 3 Use the information shown above to help write the 2012 estimated population of Los Angeles, California, in word, expanded, and exponential form. (The standard form is written in for you.)

Standard Form	3,857,799
Word Form	
Expanded Form	
Exponential Form	

NAME _____

DATE _____

**Division Review** page 1 of 2

Solve each problem. Be sure to show your work.

1 Kyra made 184 brownies for a potluck dinner.

a If she arranges them on 12 plates, how many brownies will be on each plate?

b If she arranges them on 15 plates, how many brownies will be on each plate?

c If she arranges them on 23 plates, how many brownies will be on each plate?

d Should Kyra arrange the brownies on 12, 15, or 23 plates? Why?

2 Solve:

a $\frac{1}{4} \div 9 = \underline{\hspace{2cm}}$

b $7 \div \frac{1}{6} = \underline{\hspace{2cm}}$

c $\frac{1}{5} \div 8 = \underline{\hspace{2cm}}$

(continued on next page)

NAME _____

DATE _____

Division Review page 2 of 2**3** Solve each problem. Show your work.

a $380 \div 38 = \underline{\hspace{2cm}}$

b $190 \div 38 = \underline{\hspace{2cm}}$

c $570 \div 38 = \underline{\hspace{2cm}}$

d What strategy or strategies did you use for these problems?**4** Solve each problem. Show your work.

a $670 \div 67 = \underline{\hspace{2cm}}$

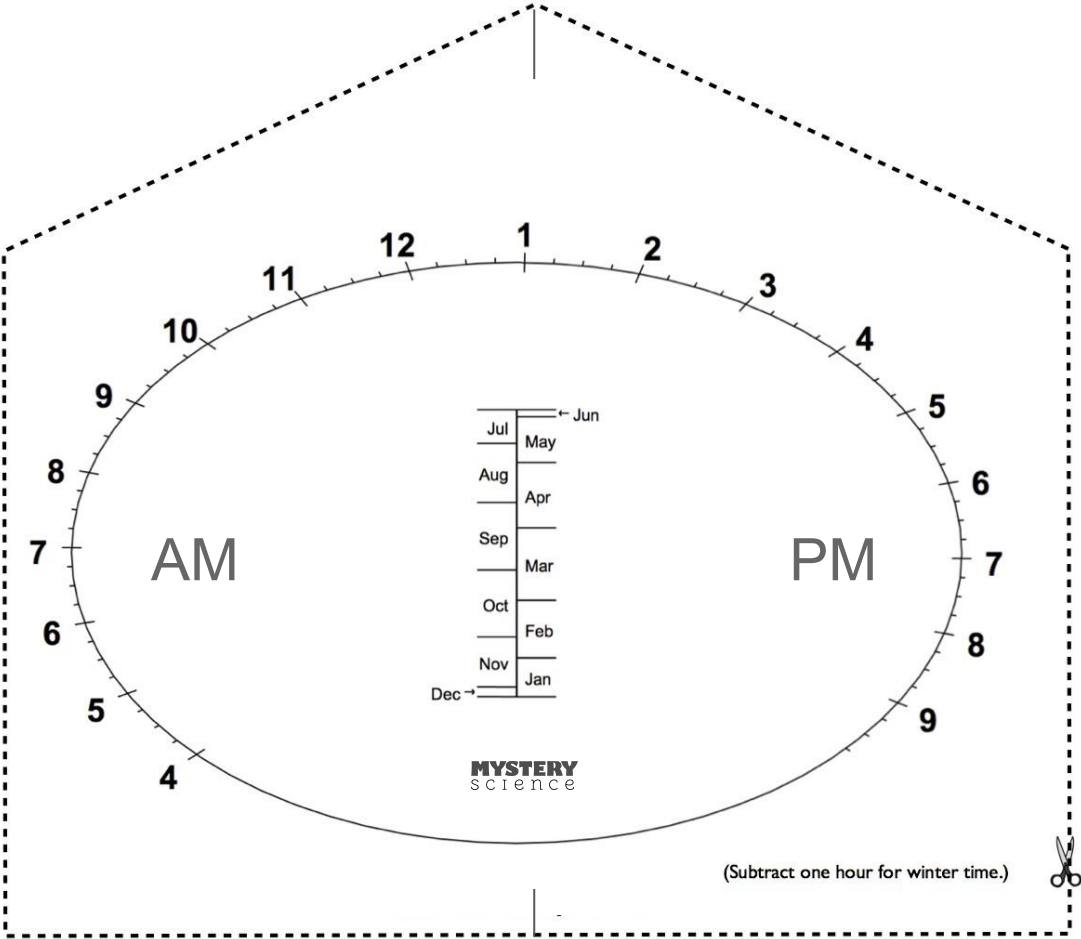
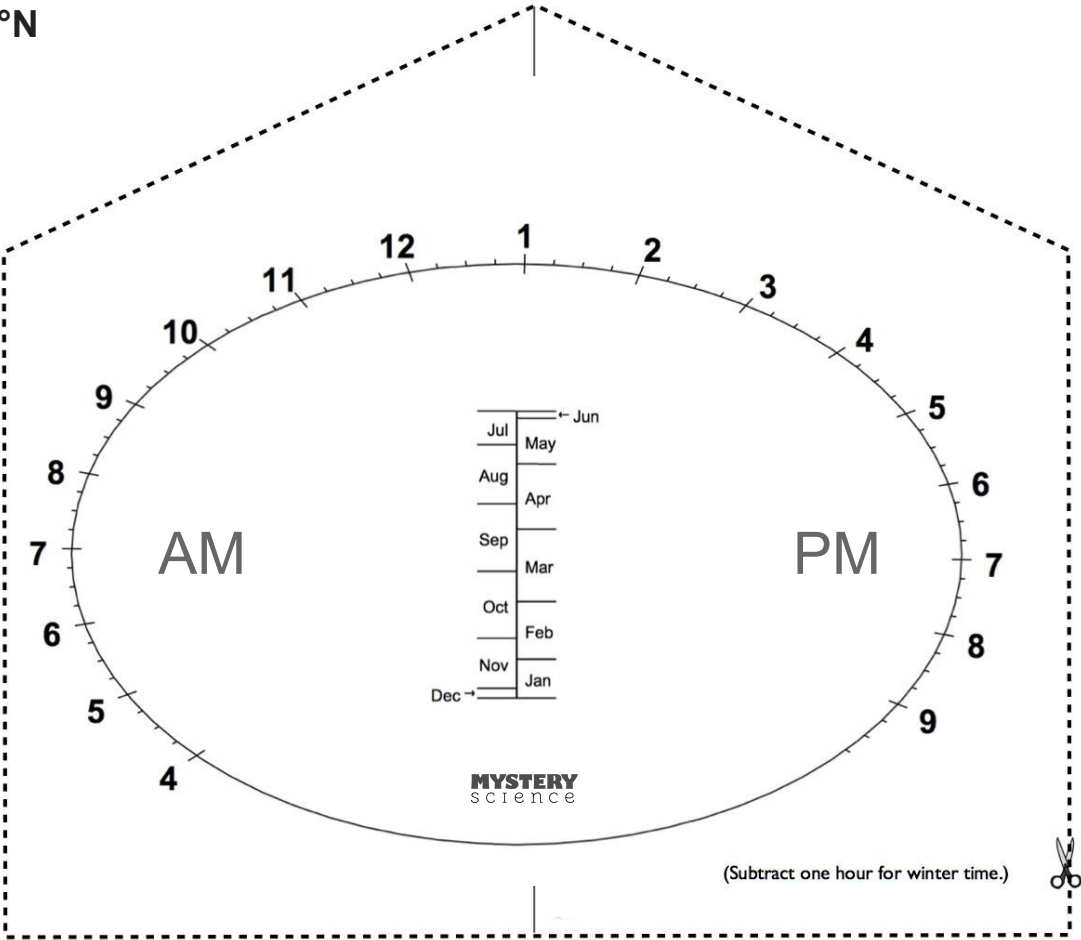
b $603 \div 67 = \underline{\hspace{2cm}}$

c $737 \div 67 = \underline{\hspace{2cm}}$

d What strategy or strategies did you use for these problems?

5 CHALLENGE Lily has 1,062 books to give away. She gave 279 books to her younger sister. She gave $\frac{1}{3}$ of her remaining books to her brother. She divided the remaining books into 15 boxes to give to a homeless shelter. If she put the same number of books into each of the 15 boxes, how many books are in each box?

Latitude: 40°N



Role of Banks

Social Studies Home Learning Activities

Standard Benchmark	Economic Standard 2a: Students will understand the role of banks and other financial institutions in the economy.
Grade Band	4-5
Vocabulary/Key Concepts	Bank: A business that accepts deposits and makes loans Interest Rate: the percentage of the amount of a loan that is charged for a loan. Also, the percentage paid on a savings account. Interest: the amount of money people are paid for saving money at a bank and it is the amount paid by people to the bank for taking out a loan.

***This lesson was created by UD's Center for Economic Education & Entrepreneurship
– modified by CSD for use at home.***

Activity 1

Read the play, "How Banks Affect the Community," and answer the questions.

How Banks Affect the Community

Narrator: Joshua Bates, a construction worker, receives a company bonus check from his job.

Joshua Bates: Wow! I will take this money to my bank before I spend it. I am saving to buy a house. It will be nice to own a house and pay a mortgage instead of using my money on rent.

Narrator: Joshua Bates drives to his neighborhood bank, Community Trust Bank.

Bank Teller: Hello Mr. Bates, How can I help you today?

Joshua Bates: I would like to make a deposit to my account. Here is my deposit slip and my company bonus check. Could you also check the current interest rate that the bank is paying me for use of my money?



Bank Teller: Sure, I would be happy to help you with that. Mr. Bates, your new balance is \$7743 and the current interest rate on your savings account is 2.5%.

Joshua Bates: Thank you very much.

Narrator: Meanwhile, Jamonn Grier comes into the same bank to sign papers for a car loan.

Loan Officer: Hello, again Mr. Grier. Congratulations on your car loan. The interest rate on your car loan is 5.9%.

Jamonn Grier: That is wonderful news. I can't wait to purchase my new car.

Narrator: Mr. Grier hurries over to Auto World where he has a conversation with the owner of Auto World, Jack Knight.

Jamonn Grier: I've been driving this 2013 car for the past seven years and I think it is time for a new car. Plus, your company has the best prices in town.

Narrator: Mr. Grier selects a new model car.

Jack Knight: She is a beauty and we do have the best prices in the area! How will you pay for the car?

Jamonn Grier: I have a loan from Community Trust Bank. Will you take a check?

Jack Knight: Certainly, Mr. Grier! Just sign the contract; write the check out to Auto World, and the car will be yours. Mr. Grier, it is good doing business with you!

Narrator: Jack Knight's business has been growing. He decides to expand his car dealership. To do this, he needs a loan. Mr. Knight goes to Community Trust Bank to apply for a loan.

Loan Officer: Good morning. How may I help you?

Jack Knight: I'm Jack Knight and I own Auto World. The car business has been very good. I'd like to put an addition onto my showroom. To do this, I'll need a loan.



Narrator: Jack Knight fills out his loan application and later returns to see the loan officer.

Loan Officer: Mr. Knight, I'm happy to tell you your loan has been approved. Sign these papers and the amount of your loan will be deposited to your account.

Narrator: Jack Knight is thrilled and immediately begins making plans for his new showroom. He begins by hiring a contractor, Ms. Allison. Ms. Allison has her own company, Dover Construction Company.

Narrator: Ms. Allison begins planning. She contacts ACE Lumber, First State Glass, Delaware Concrete Company and Clark Carpets and Floors.

Mr. Fernandez, Manager Ace Lumber: How can I help you Ms. Allison.

Ms. Allison: I need to buy lumber and some other supplies to begin construction on an addition to Auto World.

Mr. Fernandez: No problem. Let's go into the warehouse and write out an order form.

Narrator: Ms. Allison makes similar agreements with the owner of First State Glass, Delaware Concrete Company, and Clark Carpets and Floors.

Narrator: Jack Knight is very pleased with his new showroom. He hires three additional sales people to handle the additional business now that he has more space. One of these sales people is Ms. Maria Lopez. Jack Knight talks with Ms. Lopez as she leaves work.

Jack Knight: Maria, What are you going to do this evening?

Ms. Lopez: I am spending the night out with my kids. We are having dinner at our favorite restaurant, Pizza Place. Then, I am going to Food Town to buy some groceries.

Narrator: Meanwhile Mr. Bates returns to the bank.

Bank Teller: How may I help you, Mr. Bates?



Mr. Bates: I just learned that Community Trust Bank has approved my mortgage so I can buy a new house. I need to withdraw money from my savings account for the down payment.

1. What services did Community Trust Bank offer? _____

2. What people and businesses were affected by the services Community Trust Bank offered? _____



Interest:

Interest is the amount of money people are paid for saving money at a bank and it is the amount paid by people to the bank for taking out a loan.

Interest rate:

Interest rate is the percentage of the amount of a loan that is charged for a loan or the percentage paid on a savings account.

3. Why was Mr. Grier's interest rate higher than Mr. Bates' interest rate?

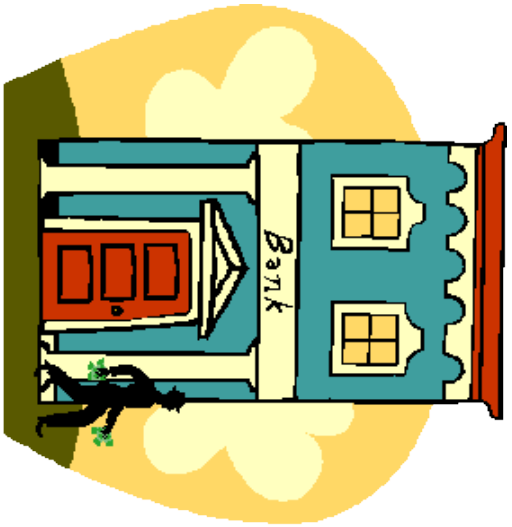
Activity 2

Community Map

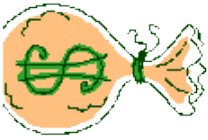
On the Community Map (next page), use the information from the play to make a web using arrows to connect the bank to individuals and businesses that were affected by the loans Community Trust Bank made and to connect the businesses with other businesses and people that benefited from the original loan.



Community Map



COMMUNITY TRUST BANK



Mr. Bates



ACE LUMBER



Auto World



Mr. Grier



Pappa Palace

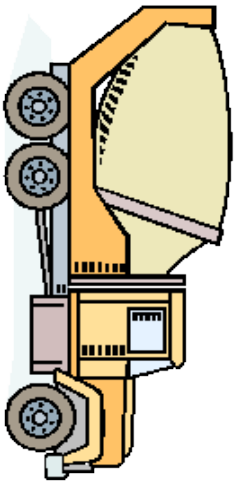


Food Town



Ms. Lopez

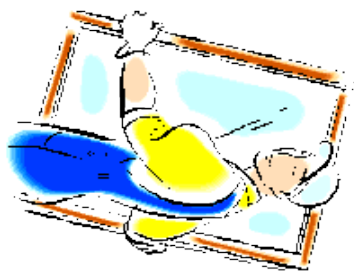
DOVER CONSTRUCTION



DELAWARE CONCRETE COMPANY



CLARK CARPETS & FLOORS



FIRST STATE GLASS



Activity 3

Answer the questions using information from your Community Map and the play.

1. Which people and businesses were affected directly by Community Trust Bank?

2. Which people and businesses were affected indirectly by Community Trust Bank?

3. How did the one loan to Mr. Knight affect the community?

4. Mr. Bates hires New Home Builders to build his new house. How many people might be affected by the mortgage Mr. Bates received from the bank?

Activity 4: Complete in the box on the next page.

Mrs. Keene borrows money from First State Bank to start a bakery. Draw a web showing how this loan affects the community.



Activity 5:

Explain your understanding of the role of banks in a community.