Christina School District Assignment Board

Grade Level: Fifth

Week 7 (of 5.18.20)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td><strong>Math</strong></td>
<td><strong>ELA</strong></td>
<td><strong>Math</strong></td>
<td><strong>ELA</strong></td>
</tr>
<tr>
<td>Read <em>Masks</em></td>
<td>Solar Energy</td>
<td>Read <em>Masks</em> again to</td>
<td>Read <em>Masks</em> again to</td>
<td>Answer Discussion</td>
</tr>
<tr>
<td>What is the author</td>
<td>Looking for Solar</td>
<td>increase fluency.</td>
<td>increase fluency.</td>
<td>1-3 Questions on</td>
</tr>
<tr>
<td>trying to get you to</td>
<td>Energy in your</td>
<td></td>
<td></td>
<td>page 3.</td>
</tr>
<tr>
<td>understand after</td>
<td>Neighborhood</td>
<td></td>
<td></td>
<td>Create your own</td>
</tr>
<tr>
<td>reading the poem?</td>
<td></td>
<td></td>
<td></td>
<td>poem about wearing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>face masks today.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Temperature</strong></td>
<td></td>
<td><strong>Temperature</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conversion</td>
<td></td>
<td>Conversion</td>
<td></td>
<td></td>
</tr>
<tr>
<td><code>F=(C x 9/5) + 32</code></td>
<td></td>
<td><code>C=(F - 32) x 5/9</code></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Convert the following</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to Farenheit.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. 10°C C ____________</td>
<td></td>
<td>1. 32°F F ____________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sunlight passes through the windows and is absorbed into the seat covers, walls, and floor of the car. Using this information and your previous knowledge, what do you know about solar energy?

<table>
<thead>
<tr>
<th>Type:</th>
<th>Location:</th>
<th>Special Features:</th>
<th>2. Two objects that absorb solar energy.</th>
<th>3. An item that stays cool even when it's sunny outside.</th>
<th>4. An item that stays cool even when it's sunny outside.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. 30° C ______</td>
<td>3. 40° C ______</td>
<td>4. 37° C ______</td>
</tr>
</tbody>
</table>

2. Two objects that absorb solar energy.
3. An item that stays cool even when it's sunny outside.
4. An item that stays cool even when it's sunny outside.
### Christina School District Assignment Board

<table>
<thead>
<tr>
<th>Questions</th>
<th>Sketch what you found:</th>
<th>4. Something that casts a shadow from the sun.</th>
<th>5. 0°C</th>
<th>5. 90°F</th>
</tr>
</thead>
<tbody>
<tr>
<td>What questions do you have about solar energy?</td>
<td>If you can't find any in your neighborhood, where are some places it would be helpful?</td>
<td></td>
<td>6. 45°C</td>
<td></td>
</tr>
<tr>
<td>Find someone in your home to discuss solar energy with. See if you can go to the library to get more information about solar energy.</td>
<td></td>
<td></td>
<td></td>
<td>6. 212°F</td>
</tr>
</tbody>
</table>

### Science

#### Claim: The Earth Moves Around the Sun:
Think and write:
- a) How do we know the Earth is moving, and not the Sun? (Note: Do NOT just answer with "because that is what scientists have figured out").

#### Spinning Earth:
Color the Sun yellow. Cut along dotted lines on map pages. You’ll have 2 long strips of leftover paper. Put these strips of paper to the side. Place your 2 maps next to one another. Locate where

#### Spinning Earth Challenge:
Using your materials from yesterday's investigation, slowly spin to show what it would look like for 3 days on Earth to go by. Write: What did you do to pretend that 3 days went by? How many

#### Other Planets:
Pretend you’ve found another planet called Swiftia. Write your answer to the following: Swiftia spins twice as fast as the Earth. How long is a day on Swiftia? Explain.

#### Spaceship Earth:
Write your best answers to the following:
- a) When you watch a sunset, is the Sun really moving across the sky? What’s happening?
- b) From Sunday evening to
Instead, what OTHER clues/observations could help support this claim?

b) How fast is the Earth spinning? (How many miles or kilometers an hour? How do you know? [refer to Note above])

You live. Color in a circle that marks your location. Place the map with the circle underneath the other map. Hold both up to the light so you can see through and locate the circle. Color in another circle on the 2nd map in the same place, wherever it occurs. Turn the maps so the arrows at the top face each other. Separate and tape the between, placing 1 on the “A” boxes, and 1 on the “B” boxes. Pick up the maps. Hold them so your location is the front and put maps over your head. Find a space where you can spin in place safely. Put the Sun model on the desk. Face the Sun. Write your answer to the following: If the Earth is facing the Sun, like you are right now, about what time do you think it is where you live? Spin slowly to the left until your back is to the Sun. Write: About what time do you think it is now where you live? [SAVE materials]

Friday evening, how many complete spins does the Earth make?

c) If the Earth were to spin twice as fast as it does now, how many hours would be in one day (one complete spin)?

d) If the Earth were to spin half as fast as it does now, how many hours would be in one day (one complete spin)?

e) During the investigation, you spun around from right to left (counterclockwise). If the Earth were to spin in the opposite direction (clockwise), what would be different about the sunrise and sunset?

Social Studies

**Drawing Conclusions about Springer Family**

Activity 1:

Complete page 1 of chart

See attached chart

Activity 1: continued

Complete page 2 of chart

See attached chart

Activity 2:

Check your answers. Make corrections to your guess

Activity 3:

Answer questions for Objects 1-3

See attached

Activity 3: continued

Answer bullet questions for Objects 4-6

See attached
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>See attached chart</th>
<th>questions</th>
<th>questions</th>
</tr>
</thead>
</table>

Christina School District Assignment Board
Sheldon Allan “Shel” Silverstein (1930-1999) was an American poet, cartoonist, and author of children’s books. “Masks” is a poem from Silverstein’s book of poems called “Everything On It.” As you read, take notes on what you think the masks stand for.

Masks
By Shel Silverstein
2011

She had blue skin.
And so did he.
He kept it hid
And so did she.
They searched for blue
Their whole life through.
Then passed right by—
And never knew.

—Shel Silverstein

“Masks” from “Everything On It,” © 2011, Evil Eye, LLC. Reprinted with permission, all rights reserved.
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best explains the metaphorical meaning of blue skin in the poem?
   A. In the poem, only two people in the whole world have blue skin, which means that they must be soulmates.
   B. In the poem, blue skin is such a common trait that people must wear masks in order to appear unique.
   C. In the poem, blue skin represents a quality that people are afraid to share even though it is an important part of their identity.
   D. In the poem, blue skin represents the sadness that people try to hide by always being polite and keeping smiles on their faces.

2. PART B: Which quote from the poem best supports the answer to Part A?
   A. “She had blue skin”
   B. “kept it hid”
   C. “searched for blue”
   D. “never knew”

3. How does the illustration contribute to the meaning of the poem?
   A. The size of the masks in the illustration emphasizes how hard people try to hide their true selves.
   B. The simplicity of the drawing shows that being your true self is easy to do.
   C. The masks facing opposite directions in the illustration show that lying will get you nowhere.
   D. The different hairstyles in the drawing show that just because two people have blue skin doesn't mean they are alike in every way.

4. How do the last four lines help develop the message of the poem?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the poem, the two characters hide their blue skin from others. In your opinion, why do they hide this quality?

2. Based on your own experiences, do people in the real world feel pressured to be just like everyone else? Have you ever pretended to be a certain way in order to fit in? If so, how did you pretend?

3. How does this poem help you think about what it means to be a good friend?
Activity 1:

You are going to investigate the Springer family who lived in New Castle, Delaware approximately 200 years ago. Throughout the investigation, you will attempt to determine what the primary sources (artifacts and documents) left behind tell you about the family.

Learn about the Springers by examining some of the evidence they left behind. How many people were in the family? What did they eat? How did they make a living? In the process, find out what future historians could learn about you from the things you will leave behind.
Directions: Look at the pictures and answer the questions in the chart

| OBJECTS | Describe the Object | What is it made of? | How might it have been used | What does the object say about the time, history | What is the object?
|---------|---------------------|---------------------|-----------------------------|-----------------------------------------------|-------------------
<p>| 1       |                     |                     |                             |                                               | Don't know GUESS |
| 2       |                     |                     |                             |                                               |                   |
| 3       |                     |                     |                             |                                               |                   |
| 4       |                     |                     |                             |                                               |                   |</p>
<table>
<thead>
<tr>
<th>OBJECTS</th>
<th>Description</th>
<th>Material</th>
<th>Use</th>
<th>History</th>
<th>Time, History</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Used to grind</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Has recipes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Used at harvest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Processed food</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 2: Check your Answers

WHAT ARE THE OBJECTS? DID YOU GUESS RIGHT?

OBJECTS 1 & 2:
Object 1: Betty Lamp – The Betty Lamp was one of the earliest used lamps in America. A ourse wick burning in the spout fueled by grease or fish oil in the cup produced a dim, smoky light and a strong smell.

Object 2: Candle Mold – As they cooked, housewives saved all the fat and grease to make into tallow, which they then poured into the candle mold. Wax from bayberries and beehives were used to make fancier candles.

OBJECTS 3 & 4:
Object 3: Niddy Noddy – The niddy noddy was used like a reel to wind wool yarn into standard length skeins before knitting or weaving. As women and children would yarn they would sing this counting rhyme as a way of keeping track of the length of each skien:
“Niddy Noddy, Niddy Noddy, Two heads And one body ‘Tis one ‘Taint one ‘Twill be one by and by, etc.”

Object 4: Wool Cards – Wool cards were used to brush wool to get all the fibers going in the same directions before spinning into yarn. Carding wool was often a child’s job.

OBJECTS 5 & 6:
Object 5: Mortar and Pestle – Dried herbs and roots put in the mortar were crushed with the pestle. Small amounts were then used in cooking and for making simple medicines.

Object 6: The Poor Planter’s Physician – Books like the “Poor Planter’s Physician” were a resource for remedies and treatment of illnesses.

OBJECTS 7 & 8:
Object 7: Sickle – Using a sickle, one man could cut about an acre of wheat a day. Wheat was planted in the fall and harvested in June or July.

Object 8: Flail – Harvested grains like oats and rye were threshed by hand using a flail to break the grain away from the chaff.
Activity 3: What About You?

Now, read through the following information and answer the “QUESTIONS: What about you?” on the same sheet of paper as you used for the previous questions. In addition, take note on what the information tells you about the Springers. Did you figure out all of the following information? Compare what you have to what the following information states about the Springers.

OBJECTS 1 & 2 tell us that the Springers used betty lamps and candles for light, but these were not very bright sources of light. Their daily life was strongly affected by cycles of day and night, because most of the work had to be done during the daylight.

QUESTIONS: What about you?
- How does the availability of electric light affect your daily life?

OBJECTS 3 & 4 tell us that the Springers were farmers. Like most rural families, they raised sheep to provide wool for their clothes and other household items. Wool was processed at home, but the yarn was often taken to a professional waver to be made into cloth.

QUESTIONS: What about you?
- Where do your clothes come from?
- What things could future historians tell about our life or the work you do by studying your clothing?

OBJECTS 5 & 6 tell us that because they lived on a farm, the Springers probably did not have access to professional medical care. Women often acted as healers and midwives, relying on each other for medical advice and support.

QUESTIONS: What about you?
- Who provides your medical care?
- What evidence in your home could future historians use to learn about your family’s health?
The Sun