STUDENT FIRST & LAST NAME:_____

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

Christina School District Assignment Board

Grade Level: 5 Week 9 (6.1.20)

	Day 1	CSD PD	Day 2	Day 3	Day 4
ELA	Read *Squeak the Skater Goes Skating*. Write a summary of what you read and be sure to include cause and effect relationships.		Read *Squeak the Skater Goes Skating* again to increase fluency. Answer questions 1-5.	Read *Squeak the Skater Goes Skating* again to increase fluency. Answer questions 6-10.	Read the Word Study sheet. Use the words to write your own sentences.
Math	**Multiplying & Dividing by Powers of Ten** *Please complete the attached activity titled Multiplying & Dividing by Powers of Ten*		**Multiplying Two Decimal Numbers** *Please complete the attached activity titled Multiplying Two Decimal Numbers*	**Reviewing Numbers Small & Large Page 1** *Please complete the attached activity titled Reviewing Numbers Small & Large Page 1*	**Reviewing Numbers Small & Large Page 2** *Please complete the attached activity titled Reviewing Numbers Small & Large Page 2*
Science	**Who Set the First Clock? (review):** Write your best answers to the following: a) In ancient times, why would a cloudy day make it hard to know what time it was? b) Say one morning the Earth suddenly stopped spinning. Would a shadow clock still work? Explain. c) The planet Mercury takes 176 days to do one spin around its pole. Compared to the Earth, would the Sun appear to move more quickly across Mercury's sky or more slowly? Why?		**What do "A.M." and "P.M." mean?** Read the article. Highlight and/or underline important details for understanding. Annotate any questions you may have in the margins.	**Match the Sun's Position to Clock Time:** Complete the 8 questions on the handout provided.	**Moving Shadow Game:** On a sunny day, find a place outside where the shadow of a building or wall makes a straight line. Mark that line with chalk. Predict where the shadow will be in 15 minutes. Mark your guess with other colors of chalk. In 15 minutes, mark where the shadow ended up. How close was your guess? Try again to see if you can do better. (Hint: This game is best when the sun is low in the sky. Don't play at noon, when the sun is high in the sky.) Have fun!

STUDENT FIRST & LAST NAME:_____

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

Christina School District Assignment Board

Social Studies	Complete Activity 1 and Activity 2 from the document titled, “Economic Systems”		Complete Activity 3 from the document titled, “Economic Systems”	Complete Activity 4 from the document titled, “Economic Systems”	Complete Activity 5 from the document titled, “Economic Systems”

Squeak the Skater Goes Surfing

by Michael Stahl

Legend has it that Lincoln Elementary School once had a student named Steven James Skweekenheimerschtophen. He was a very popular boy and different from everyone else. Even though Skweekenheimerschtophen had a one-of-a-kind last name, it was not actually what made him so well known. By the time he was halfway through Kindergarten, his teacher grew tired of calling out "Skweekenheimerschtophen" each time she took attendance, so she decided to shorten his name to just "Squeak." The nickname stuck, and everyone went around calling him Squeak. His ability to ride a skateboard like no other is what made him famous at school and in his town. However, it was not until he accepted the challenge of surfing that he would become a hero.

When Squeak entered the fifth grade, he was already a wiz at riding a skateboard. Every day he would be outside pushing himself to do better, crazier tricks. One of the best places in town to do so was in the playground of his very own school, so he spent a lot of his time there. This gave all his classmates a chance to watch him get better at skateboarding, day after day. While on his board, he'd hop up onto any railing he could find, and fly off any surface, too. Squeak quickly learned how to do 360-degree turns in the air, and how to flip his legs up to the sky while keeping the board against his feet with one arm and holding his whole body upside down with his other arm. The crowd of classmates would cheer him on, especially when he performed a new stunt for the very first time. The school's principal did not mind that Squeak got so much attention from participating in a sport that was a little bit dangerous. Squeak always wore his protective gear: a helmet, knee pads, and elbow guards. He also kept his grades up, proving he was really a great role model for the other students.

After one particular weekend when Squeak took home five gold medals in a skateboarding competition, he thought to himself that he might want to give something new a try. Squeak was basically bored. He loved skateboarding and would never stop. He was completely

certain about that. However, anytime Squeak would compete against other skilled skateboarders, he would win-hands down. He needed something new to push him. After seeing a video on the Internet of some amazing surfers, he knew what challenge he wanted to take on next.

"Surfing is perfect for me," he told his parents at Sunday dinner, while trying to get them to pay for lessons. "Besides," he added with a heap of confidence, "it's just like skateboarding!"

Squeak's parents agreed to pay for some surfing lessons for their son. They hired a man named Troy Mason to teach him. Troy had been in international competitions when he was young and was rather famous in the surfing world. He was a little bit older now and could not compete against the youngsters who were taking over the sport. So, he decided he should teach those young kids how to surf the right way.

Squeak knew in his mind that he would find surfing success. He had dreamt of going out in the ocean on his very first day and doing flips and spins as if he were on his skateboard and the waves were just like the rails in his schoolyard. Squeak would soon find out, though, that surfing may look similar to skateboarding, but it is quite different.

After forty-five minutes of his first lesson with Troy, Squeak had failed to balance himself on his new surfboard for more than a second or two. Of course, the board was slippery, which caused problems for Squeak. On top of that, unlike the pavement underneath his skateboard that never moved, the water never *stopped* moving, causing him to fall time and time again.

"You'll get it, kid," Troy said to him, trying to encourage Squeak after seeing the frustration on Squeak's face. "Don't you worry about a thing. You just need to keep coming out here into the water with me to practice, same as what you did with your skateboard."

Squeak thanked Troy for that and indeed showed up for each of his lessons, ready to try and learn surfing over the course of the next few weeks. It was just the challenge he needed. Squeak realized that he certainly wasn't bored with surfing!

Throughout his fourth lesson with Troy, Squeak was finally making some progress. He could stand on the board and direct it a little bit left and a little bit right.

"Keep up the good work!" said Troy. "Let's head back to the beach and get some milkshakes."

Troy turned around and swam in the direction of the beach. Squeak wanted to keep on surfing and try staying on his board a little longer.

Suddenly, Squeak heard someone yelling from way over his left-hand side in the water. "Help!

Help!" the man said. Squeak saw that the man was drowning, but no one else had seen or heard him. The lifeguard must've just switched spots, and Troy was headed in the opposite direction.

Squeak concentrated as hard as he could and hopped on his board, taking a wave right over to the man who called for help. It was the longest time Squeak had spent balanced on his surfboard yet! Squeak got over to him in a jiffy and put his arm under the other man's. They used his board to float on in to the beach where a crowd gathered. Finally, the lifeguard saw what was happening and jumped in to help, too.

By the time Squeak and the man he'd helped got back to the beach, Troy was waiting along with a crowd of people.

"Troy!" Squeak squealed. "Did you see me? I surfed! I really surfed!"

"I saw you surf," said Troy. "But the more important thing is you saved that drowning man. You're a hero!"

From then on, Squeak was known more for his surfing than his skateboarding.

Name: _____ **Date:** _____

1. What activity does Squeak try after getting bored with skateboarding?

A. swimming
B. roller-skating
C. surfing
D. sailing

2. What is the climax of the action in this story?

A. Squeak starts surfing lessons with Troy.
B. Squeak saves a man from drowning.
C. Squeak practices skateboarding in his school playground.
D. Squeak gets his nickname.

3. Although surfing may look similar to skateboarding, it is actually quite different.

What evidence from the story supports this statement?

A. Although Squeak is good at skateboarding, surfing is a challenge for him.
B. At dinner Squeak tells his parents that surfing is just like skateboarding.
C. Squeak takes surfing lessons from Troy Mason, who used to be a famous surfer.
D. Squeak spends a lot of time practicing skateboarding in his school playground.

4. What is one similarity between Squeak's skateboarding and his surfing?

A. He is not very good at either when he starts out.
B. He works hard to get better at both.
C. He takes lessons to get better at both.
D. They both make him into a hero.

5. What is a theme of this story?

A. the importance of saving money
B. the need to choose your friends wisely
C. the benefits of challenging yourself
D. the difficulty of living in a new place

6. Read the following sentence: "Every day he would be outside **pushing himself** to do better, crazier tricks."

What does the phrase **pushing himself** mean?

A. leaning hard against a wall
B. getting upset with himself
C. relaxing after doing a new trick
D. making himself work hard

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

First, Squeak skateboards; _____, he surfs.

A. initially
B. although
C. next
D. as an illustration

8. When does Squeak start making some progress with surfing?

_____

_____

_____

9. What does Squeak do to reach the drowning man?

_____

_____

_____

10. Why was Squeak finally able to surf at the end of the story? Support your answer with evidence from the passage.

Word Study Warm Up (1-2 minutes)

The /ûr/ sound can be spelled *ir, ur, or, er,* or *ear.* The /îr/ sound can be spelled *eer* or *ear.*

weary	alert	murmur
thirsty	reverse	worship
career	research	volunteer

Fluency sentences (1-2 minutes)

1. The weary hikers rested.
2. Rangers stay alert fires.
3. I listened to the murmur of water.
4. Drink water if you are thirsty.
5. To get home, reverse the directions.
6. We visited a place of worship.
7. Journalism may lead to a career.
8. Scientists do research in labs.

NAME _____ | DATE _____

Multiplying & Dividing by Powers of Ten

1 Solve the multiplication problems below.

$34 \times 0.01 =$ _____ $34 \times 0.10 =$ _____ $34 \times 1 =$ _____

$34 \times 10 =$ _____ $34 \times 100 =$ _____ $34 \times 1{,}000 =$ _____

2 Solve the division problems below.

$34 \div 0.01 =$ _____ $34 \div 0.10 =$ _____ $34 \div 1 =$ _____

$34 \div 10 =$ _____ $34 \div 100 =$ _____ $34 \div 1{,}000 =$ _____

3 What patterns do you notice in the equations you completed above?

4 Solve the multiplication and division problems below.

$62 \div 100 =$ _____ $3.4 \times 1000 =$ _____ $7.89 \div 0.10 =$ _____

$0.43 \times 100 =$ _____ $0.08 \times 0.01 =$ _____ $123.05 \div 100 =$ _____

5 Ramon bought erasers shaped like animals to give away at Family Night at his school. Each eraser costs $0.10. If he spent $25.60, how many erasers did he buy?

a Write a division equation to represent this situation.

b Solve the problem using a strategy that makes sense to you. Show all your work.

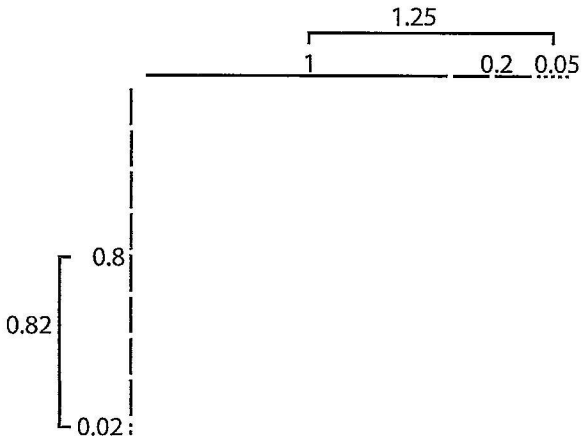
NAME | DATE

Multiplying Two Decimal Numbers

1 The memory card for Steve's camera measures 0.82 inches by 1.25 inches.

a What do you estimate the total area of the memory card is?

b Find the exact area of the memory card. Show all your work. Fill in the array below if it helps you.



c What is the place value of the smallest unit of area in the array above?

2 Fill in an estimate and the exact answer for the problems below. Show your work.

Estimate:	Estimate:	Estimate:
0.40 × 0.56	2.06 × 1.42	3.7 × 0.28
Exact Answer:	Exact Answer:	Exact Answer:

NAME _____ | DATE _____

Reviewing Numbers Small & Large page 1 of 2

1 Write two fractions that are equal to each decimal number.

0.2 = _____ and _____ 0.02 = _____ and _____

0.002 = _____ and _____ 0.06 = _____ and _____

2 Complete the chart below.

Number	0.1 less	0.1 greater	0.01 less	0.01 greater	0.001 less	0.001 greater
3.5	3.4	3.6	3.49	3.51	3.499	3.501
7.38						
12.03						
16.7						
3.784						
13						

3 Round each number to the place shown to complete the chart below.

Number	Nearest tenth (0.1) Look at the 0.01 place.	Nearest hundredth (0.01) Look at the 0.001 place.	Nearest thousandth (0.001) Look at the 0.0001 place.
0.5477	0.5	0.55	0.548
0.9403			
0.0875			
8.0035			

4 A microgram is a unit of mass that is one millionth of a gram (0.000001 g) or one thousandth of a milligram (0.001 mg). What is the mass, in micrograms, of 100 milligrams?

(continued on next page)

NAME | DATE

Reviewing Numbers Small & Large page 2 of 2

5 The football team for the University of Hawaii, the Rainbow Warriors, plays its home games in the Aloha Stadium in Honolulu, Hawaii. The stadium holds about 50,000 people.

a How many stadiums of this size would it take to hold 500,000 people (a bit less than the number of people living in Fresno, California)?

b According to estimates, there are over 100 million people living in the Philippines. How many Aloha Stadiums would it take to hold 100 million people?

6 The table below shows the estimated population of different countries as of 2014. Round each number to complete the table.

Country	Population	Nearest 1,000,000	Nearest 100,000	Nearest 10,000
Brazil	203,562,000	204,000,000	203,600,000	203,560,000
Ethiopia	87,952,991			
Italy	60,769,102			
Burma	51,419,420			
Canada	35,540,419			
Belgium	11,225,469			

What do “A.M.” and “P.M.” mean?

We call our morning hours “A.M.” and our afternoon or evening hours “P.M.” Breakfast time happens in the “A.M.” You might know that A.M. hours actually start at midnight. Every hour after midnight, up until lunchtime, is A.M. (Sometimes instead of A.M. we say, “in the morning.” For example, 3 in the morning, 4 in the morning, and so on.)

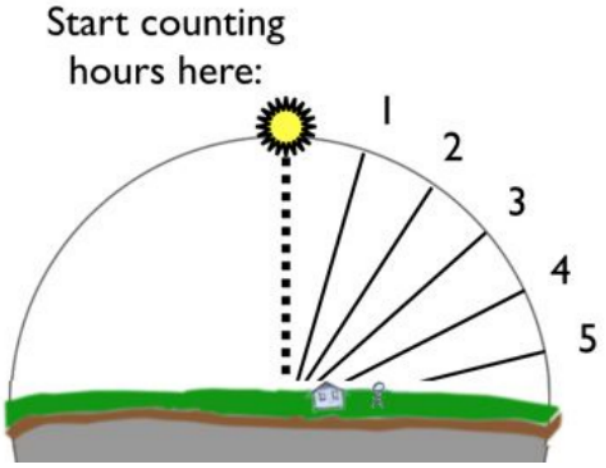
Dinnertime happens in the “P.M.” P.M. hours begin at noon, and last up until 11:59 P.M.--that’s 11:59 at night.

What do these two *abbreviations* mean? And where do they come from?

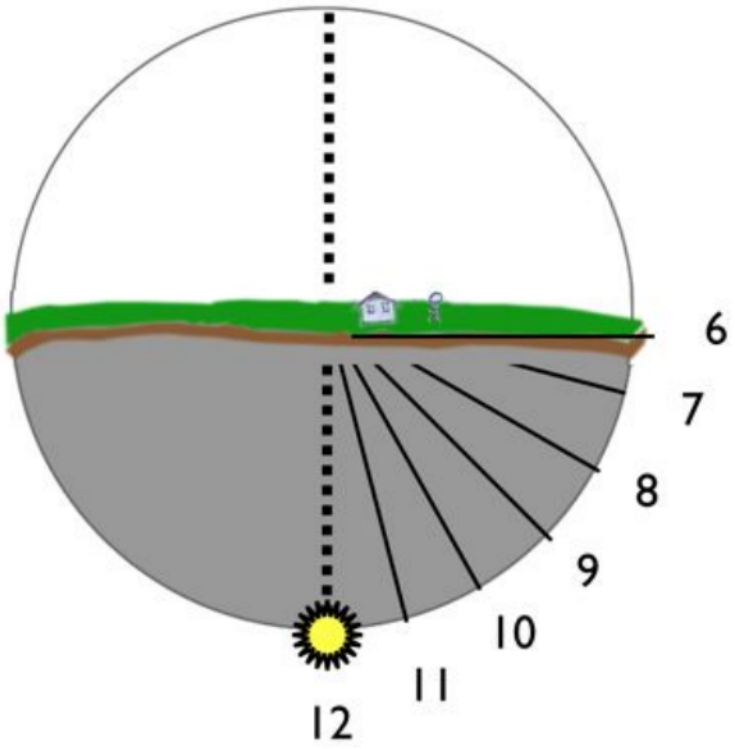
The ancient Egyptians divided a day into 12 parts of daytime, and 12 parts of nighttime. But eventually the ancient Romans came along. The Romans kept the Egyptians’ idea of dividing the day into two parts of 12. But they got rid of the idea of counting 12 daytime hours and 12 nighttime hours.

Instead of dividing their hours into daytime and nighttime the Romans divided their day right down the middle, between sunrise and sunset.

In other words, instead of starting to count the hours at the beginning of daytime, the Romans started counting their hours at noon (midday). Midday is when the Sun is at its highest point in the sky.



As the sun went down, the Romans imagined it kept going around, like in the diagram below. Its last point, where the “12” is, is the very middle of the night, or midnight. It’s the opposite of noon.



So the Romans split the day in half at this midday to midnight line. They called this line *meridiem*, which was their word for midday.

A.M. stands for *ante meridiem*. That’s Latin* for “before midday.” So the A.M. hours are the ones that happen before midday.

P.M. stands for *post meridiem.* That’s Latin for “after midday.” So the P.M. hours are the ones that happen after midday.

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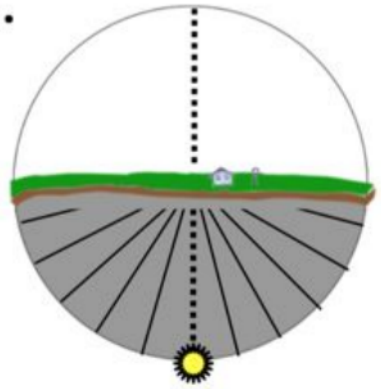
*Latin was the name of the language spoken by the Romans.

Name: _____

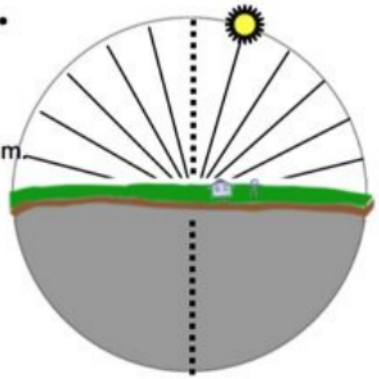
Follow the directions.

1.



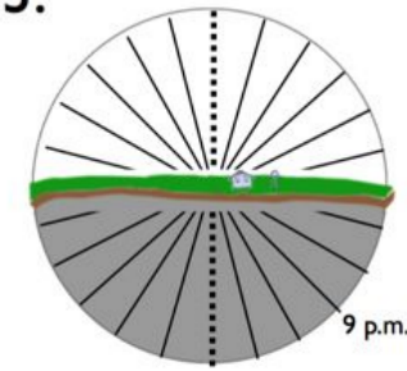
What time is it? _____

2.



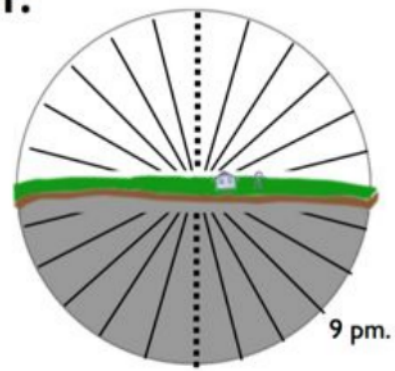
What time is it? _____

3.



Draw a sun on 3 P.M.

4.



Draw a sun on 11 A.M.

These next questions are challenging because you are thinking of the Sun and clock from outer space. You don't have to do them but if you're up for the challenge you can try.

5.

direction of earth's spinning

What time is it for Lego Man Joe? _____

6.

direction of earth's spinning

What time is it for Lego Man Joe? _____

7. Draw Lego Man Joe at midnight (12 A.M.)

direction of earth's spinning

8. Draw Lego Man Joe at 9 P.M. (halfway between sunset and midnight).

direction of earth's spinning

Social Studies Home Learning Activities

Standard Benchmark	Economic Standard 3a: Students will identify different means of production, distribution, and exchange used within economic systems in different times and places.
Grade Band	4-5
Vocabulary/ Key Concepts	Commodity money: Money that has value as money and as a good. Characteristics of Money: acceptable, divisible, durable, uniform, scarce, portable

Activity 1: Know the characteristics of money

Throughout history many goods have been used as money. This type of money is called commodity money. Commodity money is money that has value as a good and as a money. Examples include corn, nails, shells and glass beads.

For something to be useful as money, it must have these characteristics.

- Relatively scarce—there is a limited amount available.
- Portable—easy to carry around
- Uniform—the same size and shape
- Acceptable—people accept it as payment for goods and services
- Divisible—easily divided into smaller amounts
- Durable—lasts a long time, stays in good condition

Activity 2:
Read about the four examples of commodity money. For each type of commodity complete the chart by placing a check mark for each characteristic that would make it useful if we used it as money today.

Examples of Commodity Money

Bricks of Tea Bricks of tea were used as a form of money throughout China, Tibet, Mongolia, and Central Asia. The nomads of Mongolia and Siberia preferred tea bricks over coins.	
Dried Fish Dried fish were used as commodity money in 15th century Iceland. Horseshoe = 1 dried fish Pair of shoes = 3 dried fish Cask of butter = 120 dried fish	
Cacao Beans Cacao beans were used as commodity money in Mexico up until the 1500s. In the Aztec empire cocoa beans were more valuable than gold dust as a form of money.	
Salt In the 1600s parts of Africa used salt, cut into cubes, as commodity money.	

Characteristics	Bricks of Tea	Dried Fish	Cacao Beans	Cubes of Salt
Acceptable				
Divisible				
Durable				
Portable				
Relatively Scarce				
Uniform				

Activity 3:

Would any of these forms of money be useful as money today?_____

Use information from the table to support your answer. _____

_____

_____

_____

_____

Activity 4

Think of the money we use today.

Does it have all of the characteristics that makes something useful as money? _____ Explain.

_____

_____

_____

_____

_____

_____

_____

_____

Activity 5

Read the story (on the following page) about the man who loved sousaphones and answer the question.

Sousaphones are very large instruments. See the pictures below.

Man with Sousaphone on Train

Men Playing a Sousaphone

The Man Who Loved Sousaphones.

There was a man who loved sousaphones. He decided to work in the Sousaphone Factory. He loved his job. Every day he tested the sousaphones. His job was to make sure every sousaphone made the perfect oompah, oompah sound. He loved his job so much he asked to be paid in sousaphones. The factory owner agreed. On payday, all the workers received a paycheck except the man who loved sousaphones. He was paid with two sousaphones.

Using what you know about the characteristics of money, explain why using sousaphones as money might be a problem for the man. You can use words and/or pictures to explain your answer. Think about trying to use sousaphones to buy a movie ticket, pay for a candy bar or make a deposit into a savings account at the bank.

_____

_____

_____

_____

_____

_____