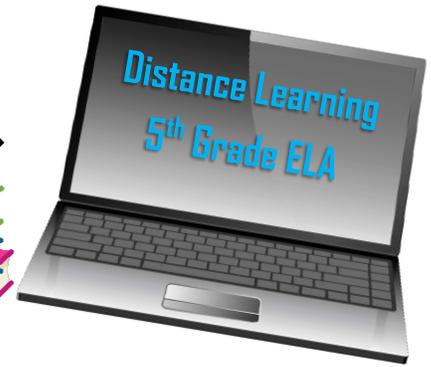


# Sneak Peek at Our Week

April 6<sup>th</sup> – April 10<sup>th</sup>



Dear Families,

Last week was a whirlwind! Thank you again for your patience. Your support and communication throughout the process is greatly appreciated!

We were thrilled to connect with many of our scholars online last week many different ways. Keep the messages coming! New this week in Canvas are brief activities for Health and Social Studies. Log in and check them out! ☺ Students may work at their own pace, but please make every effort to submit tasks by the end of the week so that the work does not become overwhelming.

As a reminder, please regularly check our school's website for information regarding distance learning. Using this link will give you access to your scholar's other teachers and their planned activities.

[https://conwayes.ocps.net/academics/distance\\_learning](https://conwayes.ocps.net/academics/distance_learning)

As always, please do not hesitate to contact us via Class Dojo\*, email, or phone during this time.

We're in this together,  
Tamera Patten  
Martha McCormick-Watson

**RESOURCE:** Grade 5 ELA Packet located on the [school's website](#). It can also be picked up at Conway ES from 9am – 2pm.

## PAPER ONLY

Monday	<ul style="list-style-type: none"> <li>Read and review skills slides.</li> <li>Read <i>John Henry and the Steam Drill</i>.</li> <li>Answer the questions: <i>How did John Henry respond to his challenge? What is the theme of this story?</i></li> </ul>
Tuesday	<ul style="list-style-type: none"> <li>Read Paul Bunyan.</li> <li>Answer the questions: <i>How did Paul Bunyan respond to his challenge? What is the theme of the story?</i></li> </ul>
Wednesday	<ul style="list-style-type: none"> <li>Read and review skills slides.</li> <li>Reread <i>John Henry and the Steam Drill</i> and <i>Paul Bunyan</i></li> <li>Complete the Graphic Organizer to compare the stories including the themes.</li> </ul>
Thursday	<ul style="list-style-type: none"> <li>Review and break down the writing prompt.</li> <li>Read both texts on Endangered Animals then annotate the texts for evidence</li> <li>Plan your essay using graphic organizers.</li> </ul>
Friday	<ul style="list-style-type: none"> <li>Write your essay.</li> <li>Edit and revise your essay.</li> </ul>

## BLENDED LEARNING

Monday ENGAGE	<ul style="list-style-type: none"> <li>Complete "gallery walk" discussion activities on Canvas connected to this week's texts.</li> </ul>
Tuesday EXPLORE	<ul style="list-style-type: none"> <li>Read <i>John Henry and the Steam Drill</i> and answer the above Monday questions in Canvas.</li> <li>Read Paul Bunyan and answer the above Tuesday questions in Canvas.</li> </ul>
Wednesday EXPLAIN	<ul style="list-style-type: none"> <li>Watch this <a href="#">video</a> to review the writing process.</li> <li>Read the prompt for these two texts. (on Canvas)</li> <li>Submit your <b>plan</b> on Canvas.</li> </ul>
Thursday ELABORATE	<ul style="list-style-type: none"> <li>Watch this <a href="#">video</a> that reviews figurative language</li> <li>Write and submit your <b>body paragraphs</b> on Canvas. Challenge yourself to use figurative language in your writing.</li> </ul>
Friday EVALUATE	<ul style="list-style-type: none"> <li>Write and submit your <b>introduction</b> and <b>conclusion</b> on Canvas.</li> <li>Revise and edit all submitted writing using this <a href="#">helpful video</a>.</li> </ul>

## BONUS ACTIVITIES

Anytime	<ul style="list-style-type: none"> <li>Read a book or complete an iReady lesson.</li> <li>Participate in Class Dojo* Challenges</li> <li>Take an AR Quiz (8am – 3pm)</li> <li>Watch a Brain Pop video connected to topic(s) of this week</li> </ul>
---------	---

\* Class Dojo communication method is for Patten only.

### Important to Note:

Whether your scholar is completing paper only tasks or blended learning, **ALL** must use the linked google forms to communicate daily learning to your teacher.

- [Mrs. Patten's Attendance](#)
- [Mrs. McCormick-Watson Attendance](#)

Responses are being used to mark attendance in Skyward.

# Fifth Grade ELA Academic Packet

Student \_\_\_\_\_

School \_\_\_\_\_



Week 2  
April 6 - April 10, 2020

Please follow your teacher's instruction on use and return of packets.  
Por favor siga las instrucciones de su maestro sobre el uso y la devolución de los paquetes.  
Tanpri swiv enstriksyon pwofesè w sou jan pou w itilize ak retounen pakè yo.  
Por favor, siga as instruções do professor sobre o uso e o retorno dos pacotes

OCPS Distance Learning Packet  
 Grade 5 ELA  
 Week of Monday, April 6th

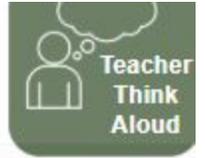
Day	Standard	Instructions
Monday	Understanding Characters  Determining the theme of a text.	<ul style="list-style-type: none"> <li>● Read and review the skills slides.</li> <li>● Read <i>John Henry and the Steam Drill</i>.</li> <li>● Answer the questions: <i>How did John Henry respond to his challenge? What is the theme of the story?</i></li> </ul>
Tuesday	Understanding Characters  Determining the theme of a text.	<ul style="list-style-type: none"> <li>● Read <i>Paul Bunyan</i>.</li> <li>● Answer the questions: <i>How did Paul Bunyan respond to his challenge? What is the theme of the story?</i></li> </ul>
Wednesday	Comparing Stories and Themes	<ul style="list-style-type: none"> <li>● Read and review the skills slides.</li> <li>● Reread <i>John Henry and the Steam Drill</i> and <i>Paul Bunyan</i></li> <li>● Complete the graphic organizer to compare the stories including the themes.</li> </ul>
Thursday	Informative/Explanatory Essay	<ul style="list-style-type: none"> <li>● Review and break down the writing prompt.</li> <li>● Read both texts on Endangered Animals then annotate the text for evidence.</li> <li>● Plan your essay using the graphic organizers.</li> </ul>
Friday	Informative/Explanatory Essay	<ul style="list-style-type: none"> <li>● Write your essay.</li> <li>● Edit and revise your essay.</li> </ul>
<b>Daily:</b> Read a book of your choice for 30 minutes.		

**\*\*If your child needs assistance, please contact your child's teacher.**

# Monday

## Theme

**Turn to your partner and discuss what theme is, and how you determine the theme of a story.**



The theme tells a message from the author that we can apply to everyday life. It is based on the text. The main character may learn a lesson in the story, which helps us to figure out the theme.

### Remember:

- Themes are lessons the text explains, develops, and explores.
  - There can be more than one.
  - A theme may be implicitly or explicitly stated.
  - A theme is a "real world" idea.
  - Themes are based on the details in the text, but are explained as a general concept or lesson that one applies to life.
  - An example of a theme is "Do unto others as you would want done unto you."

How did John Henry respond to the challenge?

Thinking about how he responded to the challenge, what is the theme of the story?

Name \_\_\_\_\_ Date \_\_\_\_\_

## John Henry and the Steam Drill

In the nineteenth century, hundreds of miles of railroad tracks were laid through West Virginia. Thousands of workers, called steel drivers, were hired to build the tracks. Using only their strength and a sledgehammer, the men drilled steel spikes and pounded huge steel nails to lay the tracks.

In songs and stories, John Henry was known as the best and strongest steel driver in the country. No one knows whether he was a real person or a made-up character. Some experts think the tales and ballads are based on the life of a real steel driver.

The best-known tall tale about John Henry begins with a challenge. His boss asks him to compete in a contest against a machine called a steam drill. The steam drill was a new invention. Some thought it could do the work of four men.

John Henry wasn't afraid of anything or anyone. He was more than eight-feet tall and made of pure muscle. He knew he was stronger than any machine. So he accepted the challenge and assured his boss that he could win.

Before long, news of the contest spread throughout West Virginia. Onlookers came from all over to watch a man compete against a machine.

When the whistle blew, the contest began. The steam drill was turned on. John Henry lifted his 20-pound sledgehammer into the air. It came down with an enormous CRASH!

All the other steel drivers waited and watched. They had entrusted all their hopes in this one man. Again and again, John Henry kept driving steel. Again and again, the steam drill kept drilling. All day and all night, John Henry swung his hammer harder and faster.

Suddenly, the contest was over. The steam drill had broken down! The onlookers cheered! One man had beaten a machine!

# Paul Bunyan



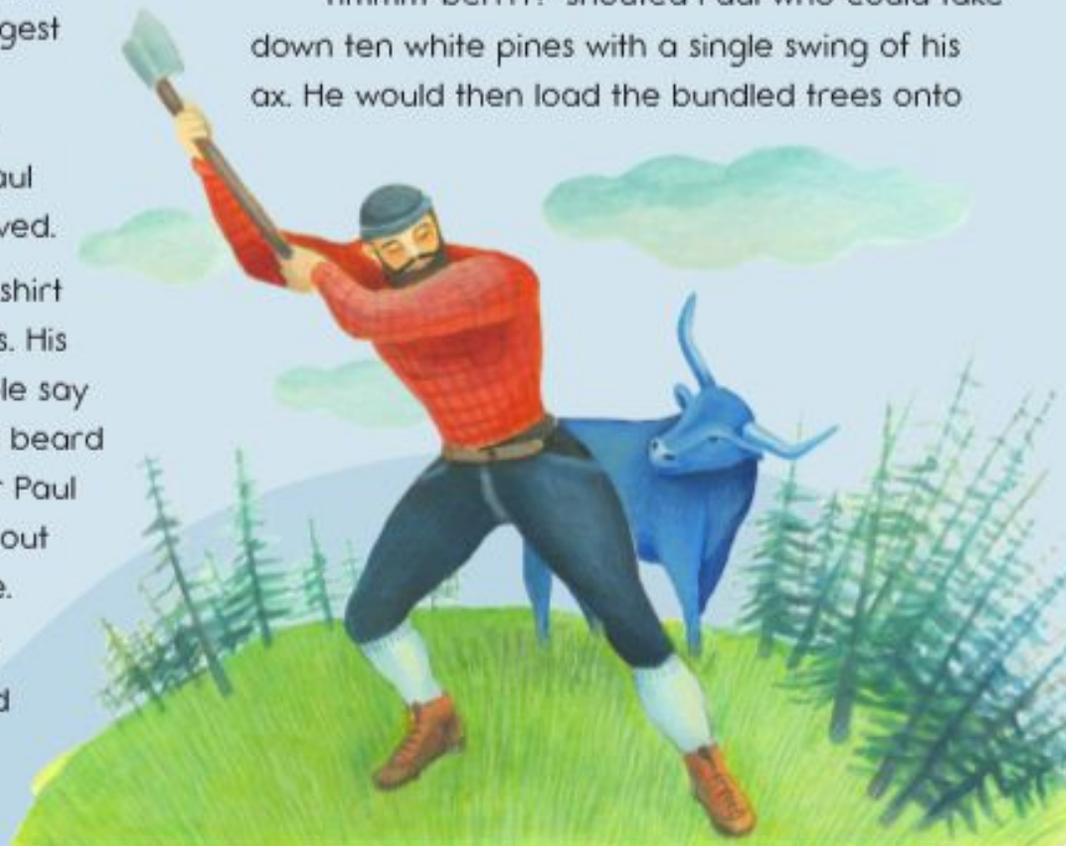
**T**he news spread quickly. A gigantic baby boy had been born in the state of Maine. People said he weighed 50 pounds at birth and ate five dozen eggs every day. But the strangest thing about this baby was his beard! His mamma had to comb it with a pine tree every day. The name of this baby was Paul Bunyan—the greatest logger who ever lived.

Growing up, Paul was so big that his shirt buttons were made out of wagon wheels. His thick beard was like a forest. Some people say that a family of bears could sleep in that beard during the winter. When it came time for Paul to leave his home state of Maine, he set out with his pet, a huge blue-ox named Babe.

"Babe, it is time for us to explore the vast region called the North Woods," said Paul. "We are going to invent logging!"

At that time, America was filled with forests. For miles and miles all you could see were trees as thick as a green carpet. Paul and Babe set out to clear timber along the northern border of the United States. The pioneers who were moving there needed wood to build houses, churches, and barns. Paul and Babe settled near the Big Onion River in Minnesota.

"Timm-berrrr!" shouted Paul who could take down ten white pines with a single swing of his ax. He would then load the bundled trees onto



Babe's back. After that, he sent his timber down the Onion River to the sawmill.

"Look, Babe, this river is as crooked as a tree branch. Let's straighten it out!" said Paul. So Babe grabbed one end of the river and shook it up and down until it was a straight line.

This made Paul think about hiring more loggers to help him cut down trees. He posted advertisements all over the North Woods. Of course, all of the loggers were required to be ten feet tall. Over 1,000 men applied and Paul hired them all.

One of the first things Paul and Babe did for the new men was dig some large holes that they filled with water. This provided drinking water for everyone. Today we call those holes the Great Lakes.

One winter was especially cold for the loggers. They refer to it as the Hard Winter in the North Woods. It was so cold that the loggers' feet were frostbitten. Paul scratched his beard as he tried to think of how to overcome this problem.

"Have the men grow their beards down to the ground. Then they can knit their beards into socks for their feet. That will keep them warm," Paul told his foreman.

Today Paul and Babe have retired from the logging business. But Paul's cough still sounds like thunder. If Babe jumps up and down, an earthquake may shake the ground. Yet everyone agrees that there will never be anyone as strong or as mighty as the great Paul Bunyan.

**DID YOU  
KNOW?**

The five **Great Lakes**—Erie, Huron, Michigan, Ontario, and Superior—contain 20% of the world's fresh water.



## Tuesday

How did Paul Bunyan respond to the challenge?

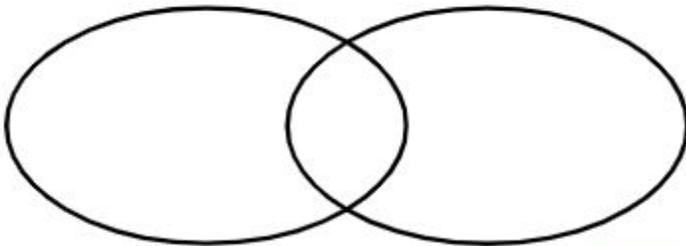
Thinking about how he responded to the challenge, what is the theme of the story?

# Wednesday

## Compare and Contrast



- ★ When we read two texts from the same genre, we can begin to think about how they are alike and different.
- ★ When the stories have similar **themes** and topics, we are going to focus on how they approached those themes and topics by comparing and contrasting them.



A theme is a message from the author that can be applied to everyday life.

Another way to compare is to use a three column chart.

Text 1	Both	Text 2
This is where information that is only in text 1 should be. This would be a way that the text is <b>different</b> from the second text.	This is where information that is in <b>both</b> texts should be. This would be a way that the texts are <b>similar..</b>	This is where information that is only in text 2 should be. This would be a way that the text is <b>different</b> from the first text.

<b><i>John Henry and the Steam Drill</i></b>	<b><i>Both Texts</i></b>	<b><i>Paul Bunyan</i></b>

**Common Theme:**

**How does “Paul Bunyan” approach the theme?**

**How does “John Henry and the Steam Drill” approach the theme?**

# America's Bird Soars



U.S. Fish and Wildlife Service  
*Bald eagle*

The bald eagle is flying high! This majestic bird clawed its way back from the edge of **extinction**, or dying out.

In the middle of the 20<sup>th</sup> century, the number of bald eagles in the United States was declining rapidly. Thus, the species was put on the nation's list of endangered species. By 2008, however, the bald eagle was no longer considered to be endangered.

## Trouble Ahead

In the early 1700s, bald eagles were a common sight. There were about half a million of those birds living in what is now the United States.

Over time, their population fell dramatically. In the early 1960s, a very low amount of bald eagles remained.

What caused the number to drop? Hunting and the use of harmful chemicals sprayed on crops were largely to blame. Those chemicals poisoned the birds and their eggs.

Pollution also contributed to the problem. Bald eagles often became sick after eating fish from polluted waters.

In addition, the bald eagles' **habitat** was being destroyed as people cut down trees to build roads and homes. A habitat is a place in nature where an animal makes its home.

## Population Boom

Thanks to laws that helped protect bald eagles and banned harmful chemicals, the birds made a comeback. In 2007, the population of bald eagles living in the United States reached about 20,000. Although some threats still exist, the future continues to look hopeful for bald eagles.

**Conservation**, or protection, efforts have helped their survival. "There is no doubt that it is the single best conservation story the United States has had," bald eagle expert Bryan Watts told *Weekly Reader*.

### **A National Symbol**

In 1782, the bald eagle was made the national bird of the United States. The nation's founders chose the bird because it symbolized freedom, strength, and courage. At the time, some people disagreed about the choice for the national bird. Benjamin Franklin, for example, thought the turkey would make a better choice because it was "a much more respectable bird."

# The Koala Search

By Chris Jozefowicz



Chris Jozefowicz

**WR News** heads down under to find out what scientists are doing to save Australia's koalas.

Koalas are pictured everywhere in Australia—on cleaning products, on boxes of chocolate, on sports team jerseys. Yet the animals live only in pockets along the east coast.

The **marsupials** once inhabited the entire coastline. (A marsupial is a mammal that typically carries its young in a pouch.)

The koala population dropped after farmers cut down many of the forests where koalas lived and hunters killed the animals for their fur.

By the early 1900s, "koalas were basically shot out of south Australia," says **ecologist** Bill Ellis. An ecologist is a scientist who studies the relationships among living things and their environments.

I recently joined Ellis and his team in a forest on St. Bees Island, 19 miles off the northeastern coast of Australia, with eight other volunteers. The island is a natural laboratory, yielding findings that may help protect koalas elsewhere on the continent.

## Tree Tags



Chris Jozefowicz

The volunteers combed the island for koalas in the blue gum trees. When we found a koala, we gathered information about the trees in the area.

Blue gum is a species of eucalyptus tree in which the furry leaf eaters spend most of their time. Eucalyptus trees are native to Australia, and their leaves are the main food source for koalas. Although koalas can walk on the ground, they are better suited for life in the **canopy**, the high cover of branches and leaves in a forest.

### **Goat Trouble?**

What has Ellis's research told him so far? The St. Bees population seems to be healthy. Yet Ellis wonders whether the koalas might be heading for hard times. The island is overrun with wild goats, and Ellis thinks the goats are eating the small blue gum trees.

Without those trees, the koalas will run out of food in the future. Ellis hopes more research will help him understand how to protect the blue gums—and the koalas that depend on them. "I think that's what everyone is trying to do—to make a difference," Ellis says.

Name \_\_\_\_\_

**Directions:** Bald eagles and koalas are dropping in numbers. Write to explain the reasons for the threats to bald eagles and the threats to koalas. Use evidence from the text to support your answer.

**Manage your time carefully so that you can:**

- read the passages
- plan your response in the box below
- write your response
- revise and edit your response

**PLAN**

## Thursday

**Prompt:** *Bald eagles and koalas are dropping in numbers. Write to explain the reasons for the threats to bald eagles and koalas. Use evidence from the texts to support your response.*

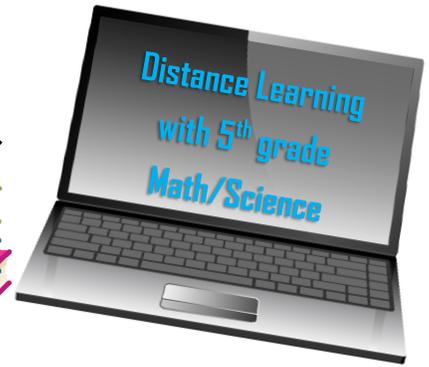
***Planning Page***

# Friday

A large rectangular box with a thin black border, containing 25 horizontal black lines spaced evenly down the page, intended for writing.

# Math/Science Sneak Peak

April 6<sup>th</sup> – April 10<sup>th</sup>



## **THANK YOU FAMILIES!**

I am just AMAZED at all of the scholars and families this week. You all have worked hard to ensure routines are in place and learning continues!

Remember I am here to help! I was able to chat with so many scholars through email, texts, phone calls, and face time! I was able to conduct a few live mini lessons with scholars on FaceTime that needed extra practice and it was great! Please do not hesitate to reach out if you need a few extra practice problems or assistance on the work.

Please feel free to work at your own pace! Complete modules/packets when you have the time.

As a reminder, please regularly check our school's website for information regarding distance learning. Using this link will give you access to your scholar's other teachers and their planned activities.

[https://conwayes.ocps.net/academics/distance\\_learning](https://conwayes.ocps.net/academics/distance_learning)

As always, please do not hesitate to contact me via Class Dojo, email, or phone during this time.

We're in this together,  
Aislinn Van Buren and Mr. Harris  
5<sup>th</sup> Grade Math and Science

**RESOURCE:** Grade 5 Packet located on the [school's website](#). It can also be picked up at Conway ES from 9am – 2pm.

### **Math**

Monday	<ul style="list-style-type: none"> <li>• Daily Youtube Lesson</li> <li>• Practice Quiz Problems</li> <li>• Reflex Math</li> </ul>
Tuesday	<ul style="list-style-type: none"> <li>• Daily Youtube Lesson</li> <li>• Practice Quiz Problems</li> <li>• Reflex Math</li> </ul>
Wednesday	<ul style="list-style-type: none"> <li>• Daily Youtube Lesson</li> <li>• Practice Quiz Problems</li> <li>• Reflex Math</li> </ul>
Thursday	<ul style="list-style-type: none"> <li>• Daily Youtube Lesson</li> <li>• Practice Quiz Problems</li> <li>• Reflex Math</li> </ul>
Friday	<ul style="list-style-type: none"> <li>• Friday Volume QUIZ</li> </ul>

### **Science**

Monday	<ul style="list-style-type: none"> <li>• Read through the power point slides about Plant and Animal Life Cycles</li> </ul>
Tuesday	<ul style="list-style-type: none"> <li>• Complete the foldable (paper) or online Nearpod about Plant and Animal Life Cycles</li> </ul>
Wednesday	<ul style="list-style-type: none"> <li>• Study Island Plant and Animal Life Cycles</li> </ul>
Thursday	<ul style="list-style-type: none"> <li>• Read the passage from bootcamp about Plant and Animal Life Cycles</li> </ul>
Friday	<ul style="list-style-type: none"> <li>• Week 25: Plant and Animal Life Cycles Quiz/Vocabulary</li> </ul>

### **Attendance**

Daily	<ul style="list-style-type: none"> <li>• Please make sure to email, classdojo, call or text your HOMEROOM teacher for attendance. We need to take this DAILY</li> </ul>
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Remember ALL course content can be found on CANVAS. Just go to LAUNCH.OCPS.NET and click on the canvas app.

You can download this to your SMARTPHONE or TABLET/iPAD using the CLASSLINK APP and searching for OCPS.

## Math and Science Learning Links WEEK 2

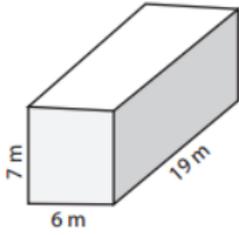
Here are all of the videos that are in the Canvas Learning Modules. Please reach out to Ms. Van Buren or Mr. Harris if you have any questions!

	Math	Science
Monday	Volume Video <a href="https://www.youtube.com/watch?v=g4Sn3pGjl2s">https://www.youtube.com/watch?v=g4Sn3pGjl2s</a>	<b>Life Cycle of Plants and Animals PowerPoint</b> <a href="https://ocps.instructuremedia.com/embed/19d5e609-4a28-4013-a109-b36462137512">https://ocps.instructuremedia.com/embed/19d5e609-4a28-4013-a109-b36462137512</a>
Tuesday	Volume of Irregular Shapes <a href="https://www.youtube.com/watch?v=cdnX0g89ecE">https://www.youtube.com/watch?v=cdnX0g89ecE</a>	<b>Foldable or Nearpod</b> Please complete the foldable or the Nearpod on Canvas <a href="#">Complete and incomplete Metamorphosis</a>
Wednesday	Volume of Irregular Shapes <a href="https://www.youtube.com/watch?v=-wqlSEf30g">https://www.youtube.com/watch?v=-wqlSEf30g</a>	Please visit " <b>Study Island</b> " using a tablet, laptop, or smartphone and complete the <b>Life Cycle of Plants and Animals Quiz</b>
Thursday	Volume Review <a href="https://www.youtube.com/watch?v=H8qx_87eP6g">https://www.youtube.com/watch?v=H8qx_87eP6g</a>	<b>Bootcamp Text</b> <a href="https://ocps.instructuremedia.com/embed/a8c87b8e-6848-46a3-9e96-b18f36597df0">https://ocps.instructuremedia.com/embed/a8c87b8e-6848-46a3-9e96-b18f36597df0</a>
Friday	Volume Quiz <a href="https://www.youtube.com/watch?v=ragjeQLUpLE">https://www.youtube.com/watch?v=ragjeQLUpLE</a>	<b>Virtual Lab – Plant Dissection</b> <a href="#">Virtual Lab Youtube Video</a>

FRIDAY

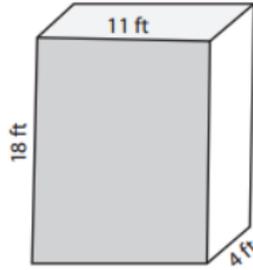
Find the volume of each rectangular prism.

1)



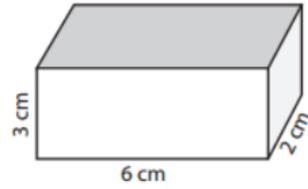
Volume = \_\_\_\_\_

2)

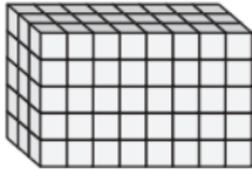


Volume = \_\_\_\_\_

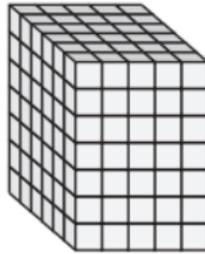
3)



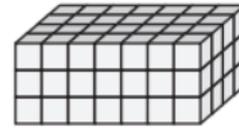
Volume = \_\_\_\_\_



Volume = \_\_\_\_\_



Volume = \_\_\_\_\_



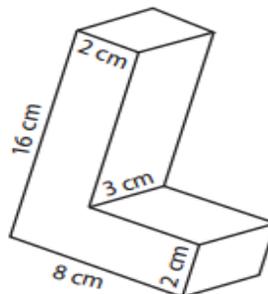
Volume = \_\_\_\_\_

7. Rylee is moving to a new house and needs to pack up. Which measurement should she use to determine the amount each box will hold?

- a. area
- b. length
- c. volume
- d. perimeter

8

6)



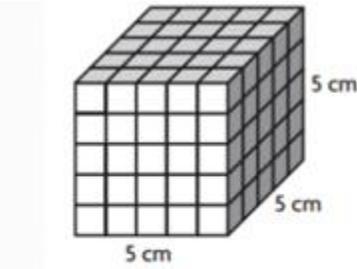
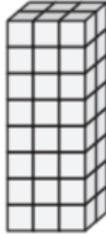
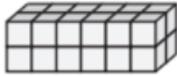
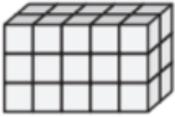
Volume = \_\_\_\_\_

Thursday

Select all the prisms that have a volume between 20 and 40

Select all the options that could be the dimensions of a rectangular prism with a volume of 384 cubic feet (ft).

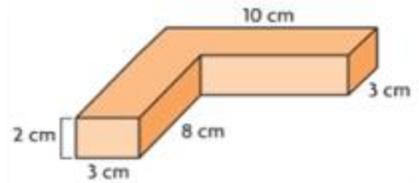
- length: 6 ft, width: 8 ft, height: 8 ft
- length: 4 ft, width: 12 ft, height: 24 ft
- length: 4 ft, width: 6 ft, height: 16 ft
- length: 4 ft, width: 8 ft, height: 12 ft
- length: 3 ft, width: 10 ft, height: 20 ft



Each cube = 1 cu cm

What is the volume of the prism in cubic centimeters?

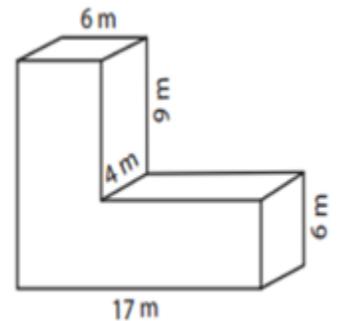
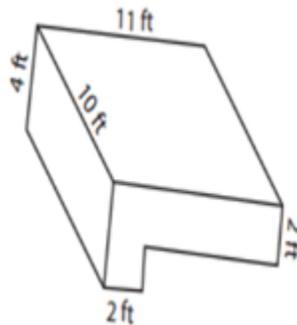
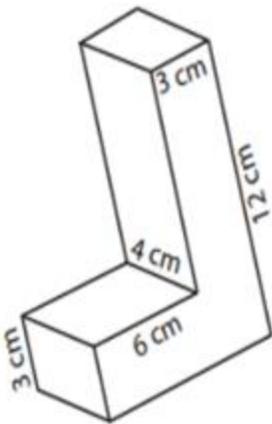
A composite figure is shown. What is the total volume of the figure?



- A. 109 cubic cm
- B. 108 cm
- C. 256 cubic cm
- D. 108 cubic cm

Wednesday

What is the VOLUME of the following figures?



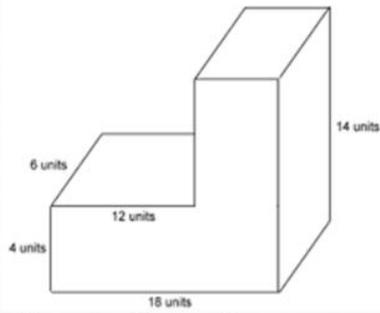
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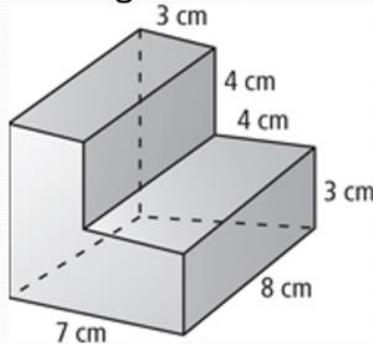
Tuesday

A solid figure is shown.



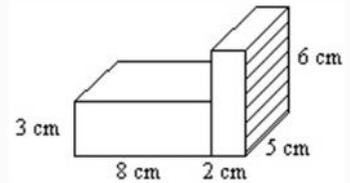
What is the volume, in cubic units, of the solid figure?

A solid figure is shown.



What is the volume, in cubic centimeters (cm), of the solid figure?

A solid figure is shown.



What is the volume, in cubic centimeters (cm.), of the solid figure?

Monday

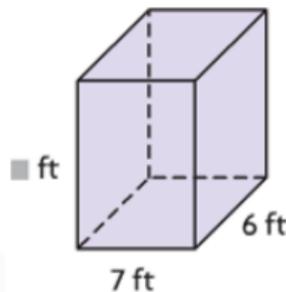
Select all the options that could be the dimensions of a rectangular prism with a volume of 240 m .

- Length: 24m, Width: 0m, Height: 1m
- Length: 6m, Width: 4m, Height: 10m
- Length: 12m, Width: 20m, Height: 1m
- Length: 10m, Width: 3m, Height: 8m
- Length: 12m, Width: 12m, Height: 1m

Select all the options that could be the dimensions of a rectangular prism with a volume of 125 ft .

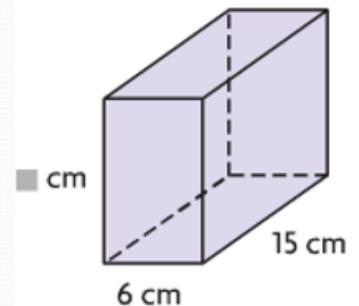
- Length: 5ft, Width: 5ft, Height: 5ft
- Length: 12ft, Width: 25ft, Height: 20ft
- Length: 1ft, Width: 25ft, Height: 5ft
- Length: 25ft, Width: 5ft, Height: 1ft
- Length: 1ft, Width: 125ft, Height: 0ft

A shipping box in the shape shown below has a volume of 420 cubic feet. What is the height, in feet, of the shipping box?



A cereal box in the shape shown below has a volume of 900 cubic centimeters. What is the height, in centimeters, of the cereal box?

- A. 12 cubic cm      B. 10 cm      C. 921 cm      D. 15 cm



# Distance Learning Week 2 Volume

Monday

I can find the unknowns when using volume.

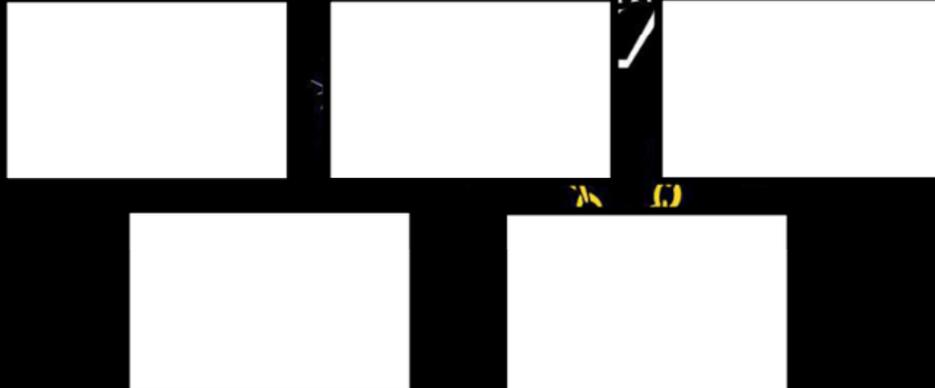


Volume of rectangular prisms



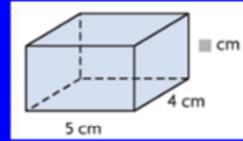
Select all the options that could be the dimensions of a rectangular prism with a volume of 360 m<sup>3</sup>.

- Length: 3m, Width: 10m, Height: 12m
- Length: 9m, Width: 4m, Height: 10m
- Length: 36m, Width: 1m, Height: 10m
- Length: 36m, Width: 10m, Height: 10m
- Length: 6m, Width: 6m, Height: 10m



For this slide, we will find the volume for each box. Every box that has the volume of 360m<sup>3</sup> will be a correct answer. Remember volume is length x width x height. The first problem is 3 x 10 x 12. This equals 360 m<sup>3</sup> therefore we would check or mark that box as correct. Continue to do that for the rest of the problems.

A jewelry box in the shape of a rectangular prism is has a volume of 60 cubic centimeters.  
What is the height of the jewelry box?



Step 1: Write the formula & Fill in the volume

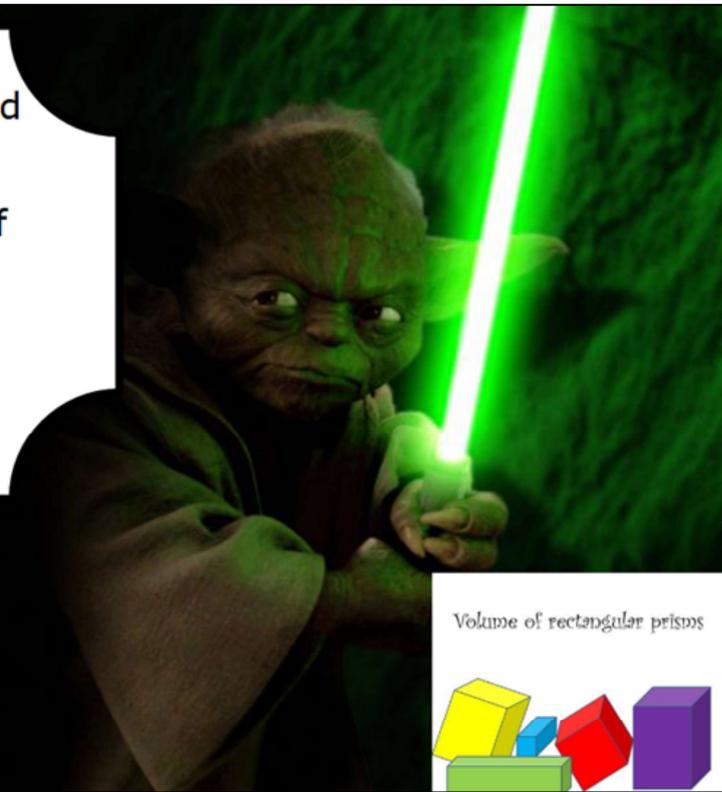
Step 2: Fill in the known measurements & multiply

Step 3: Determine missing measurement & Solve

Here we need to follow the 3 steps listed below. Step 1 -  $? \times 4 \times 5 = 60$ . Step 2 -  $? \times 20 = 60$   
Step 3 -  $3 \times 20 = 60$

Tuesday

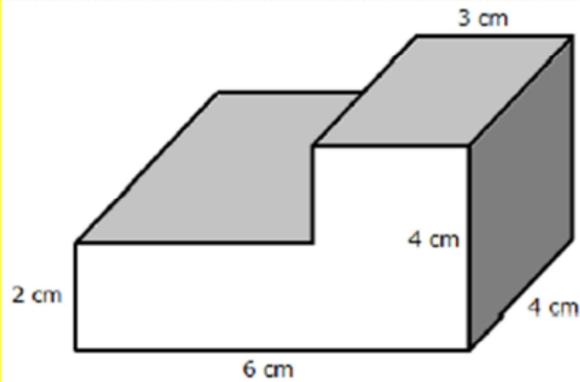
I can find  
volume of solid  
figures  
composed of  
two non-  
overlapping  
rectangular  
prisms.



Volume of rectangular prisms



A solid figure is shown.

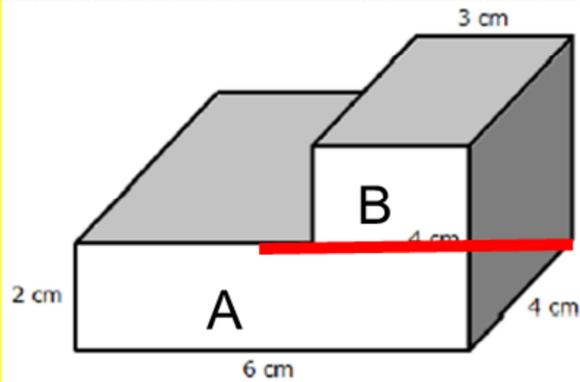


What is the volume?



This is an irregular rectangular prism. We can still use the volume formula for this because we can add a line to this prism to create TWO prisms. Once we determine the missing sides we can find the volume.

A solid figure is shown.

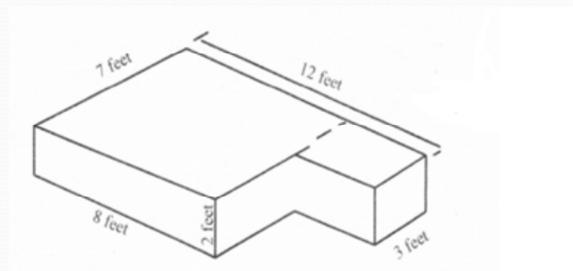


What is the volume?



I added the red line so you can see where the two new shapes are formed. Now we know the length, width, and height of box A ( $4 \times 2 \times 6 = 48$  cubic cm). Now we need to find the volume of box B. For Box B we see the width is 3 cm and the length is 4 cm. Although the height is not labeled we can figure it out because the total height is 4 minus the 2 that is labeled is 2 cm so the height is 2 cm. We can now figure out the volume for box B by doing  $3 \times 4 \times 2 = 24$  cubic cm. We then add the volume for box A and B to get the total volume  $48 + 24 = 72$  cubic cm

A solid figure is shown.



What is the volume, in cubic inches (in.), of the solid figure?



The line is drawn here for us. So I will call the larger box BOX A and the small box BOX B. We know that Box A has all the needed measurements show so the volume is  $7 \times 8 \times 2 = 112$  cubic cm. For Box b we know the height is 2, the length is 3 and we need to determine the width. 12 is the total and we take  $12 - 8$  because 8 is the opposite side piece. So the missing width is 4. We can now find the volume using the formula  $3 \times 2 \times 4 = 24$  cubic cm. We now add the volume of Box A and the Volume of Box B so  $112 \text{ cubic cm} + 24 \text{ cubic cm} = 136 \text{ cubic cm}$ .

Wednesday

I can find  
volume of solid  
figures  
composed of  
two non-  
overlapping  
rectangular  
prisms.



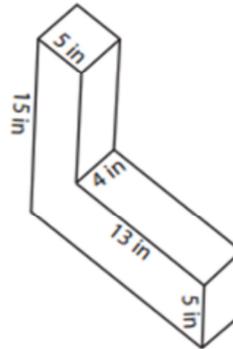
Volume of rectangular prisms



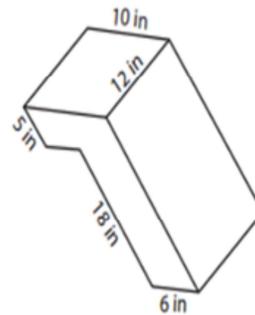
Does this figure have a volume between 250 and 570 cubic units?

A - YES

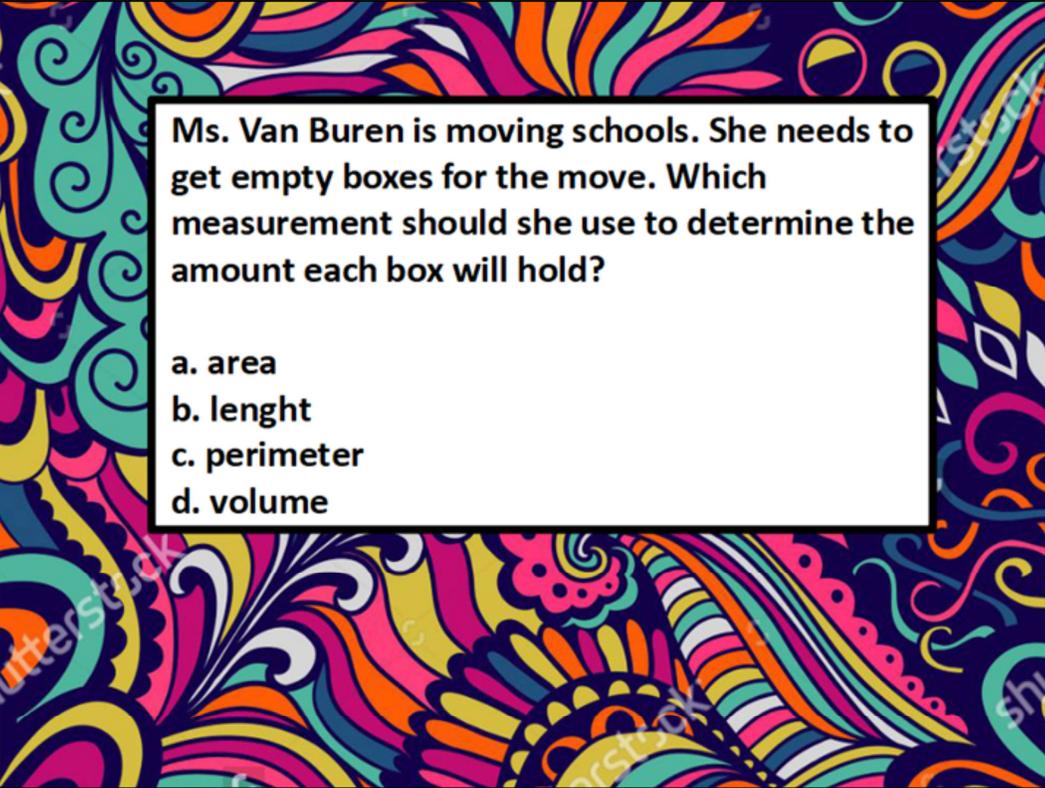
B - NO



Does this figure have a volume between 250 and 570 cubic units?  
A - YES  
B - NO



Thursday

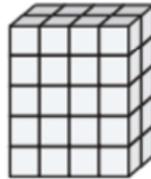


Ms. Van Buren is moving schools. She needs to get empty boxes for the move. Which measurement should she use to determine the amount each box will hold?

- a. area
- b. length
- c. perimeter
- d. volume

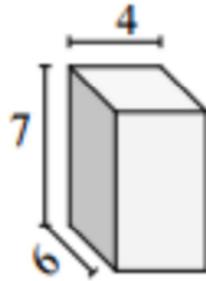
The amount of space inside a box or the amount each box will hold is D Volume.

What is the volume of this prism?



Remember we can still use the formula for this. There are 4 squares on the bottom for length. There are 5 squares in the first column for height. There are 2 squares on the side for width.  $4 \times 5 \times 2 = 40$  cubic units.

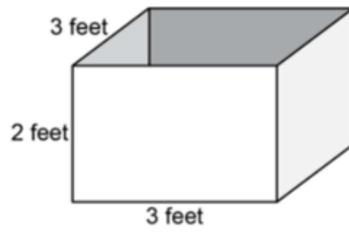
What is the volume of this prism?



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$$4 \times 7 \times 6 = 168 \text{ cubic units}$$

A shipping box in the shape of a rectangular prism has the dimensions shown.

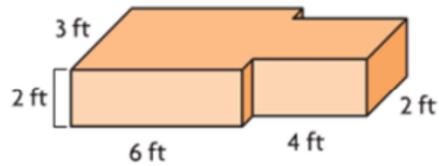


What is the volume, in cubic feet, of the box?

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$$3 \times 2 \times 3 = 18 \text{ cubic ft}$$

1. Jayden made the composite figure shown below. What is the total volume of the shape?



www.shutterstock.com - 449709727

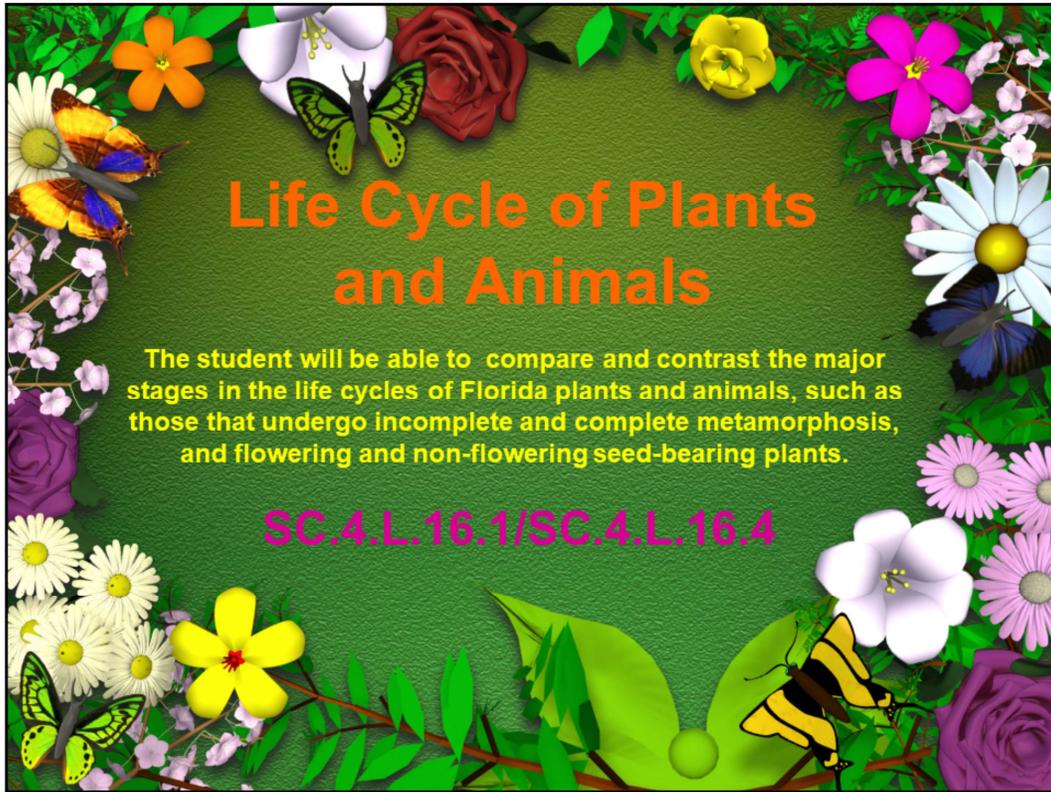
Volume of first box is 36 cubic feet. Volume of second box is  $4 \times 2 \times 2 = 16$  cubic feet. First box plus second box =  $16 + 36 = 52$  cubic ft

# Friday

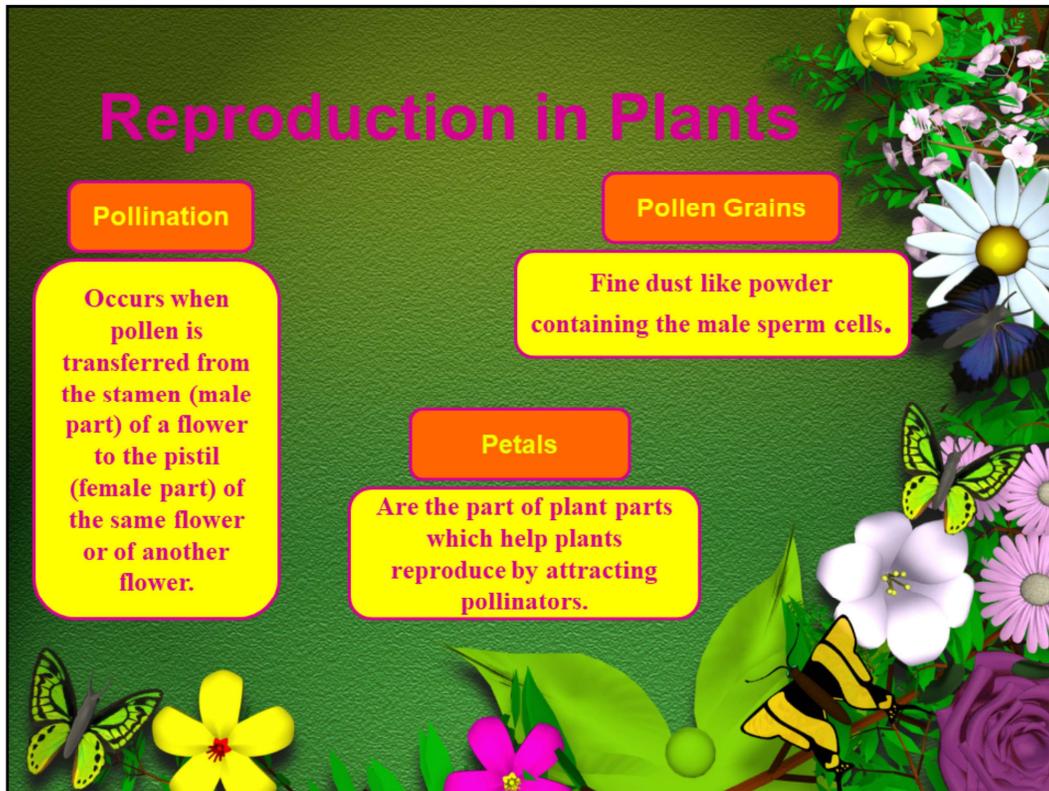
Quiz practice

## Today Scholar's will complete a quiz on Volume.

Scholars can go back to the practice problems from Monday through Thursday to review or watch any of the videos posted on Canvas or YouTube. Please email your teacher for resources if you do not have access to canvas.



There are several similarities between the life cycles of plants and animals. The primary goal of plants and animals is to survive from generation to generation. Just like in the reproduction of animals, plants need the union of the male and the female cells to reproduce. Plants however, have both male and female parts in the same flower; whereas, most animals have the female and male reproductive organs in separate organisms.



**Pollination** occurs when pollen is transferred from the stamen (male part) of a flower to the pistil (female part) of the same flower or of another flower. The pollen is made in the **stamen** of the flower. **Pollen grains** are fine dust like powder containing the male **sperm cells**. **Petals** of the flower are the plant parts which help plants reproduce by attracting pollinators. The main role of the petals is to attract insects through their bright colors and sweet fragrance. Examples of insect pollinators are honeybees, butterflies, wasps, beetles, and moths. Other examples include birds, especially hummingbirds and mammals, like bats. Other flowers are not colorful and therefore, rely on the wind and in some instances, water for pollination.

# Reproduction in Plants

## Fertilization

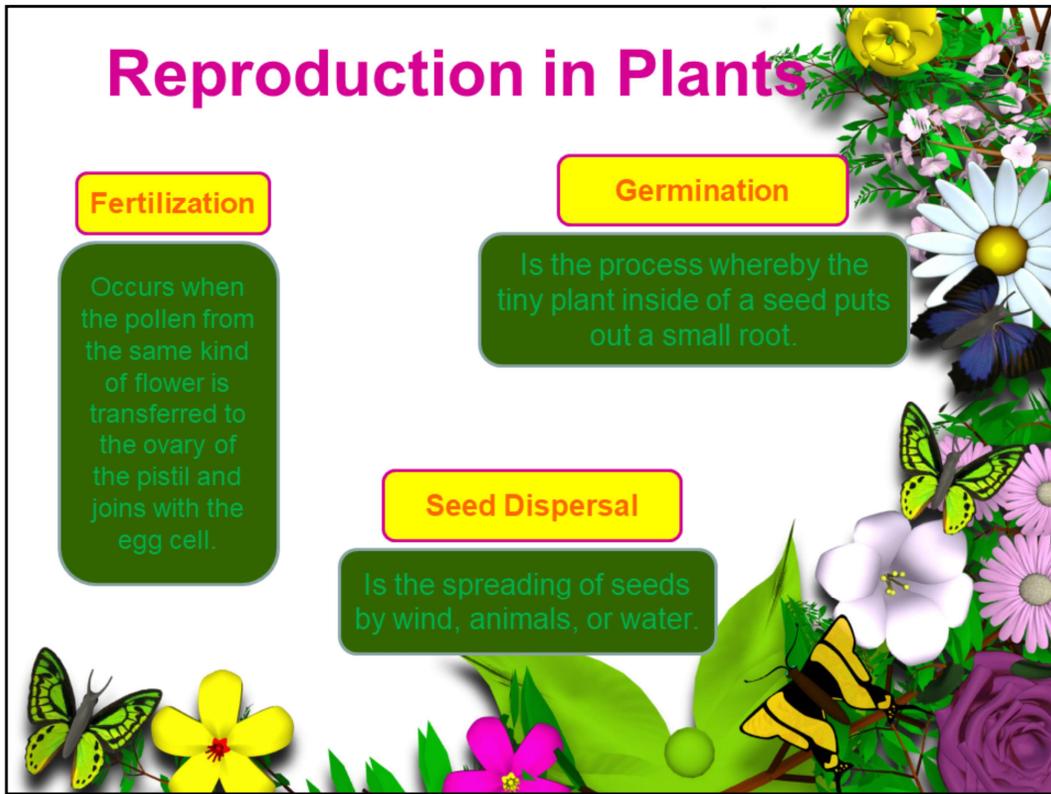
Occurs when the pollen from the same kind of flower is transferred to the ovary of the pistil and joins with the egg cell.

## Germination

Is the process whereby the tiny plant inside of a seed puts out a small root.

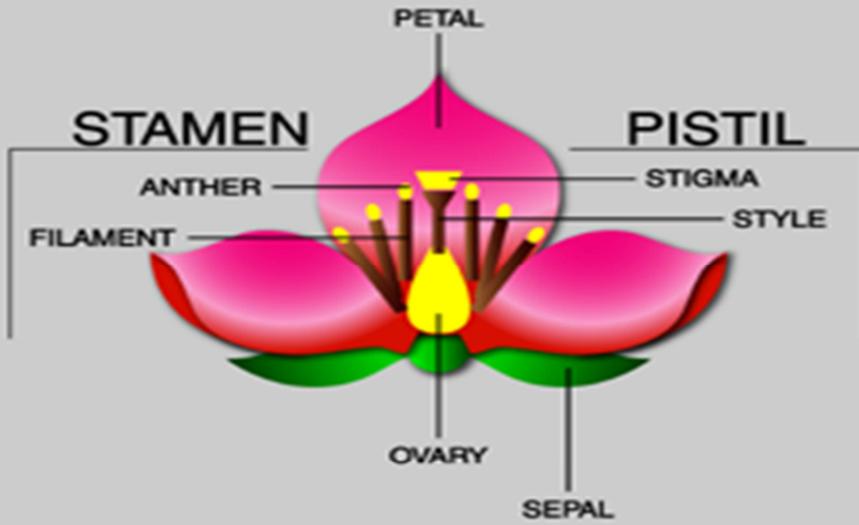
## Seed Dispersal

Is the spreading of seeds by wind, animals, or water.

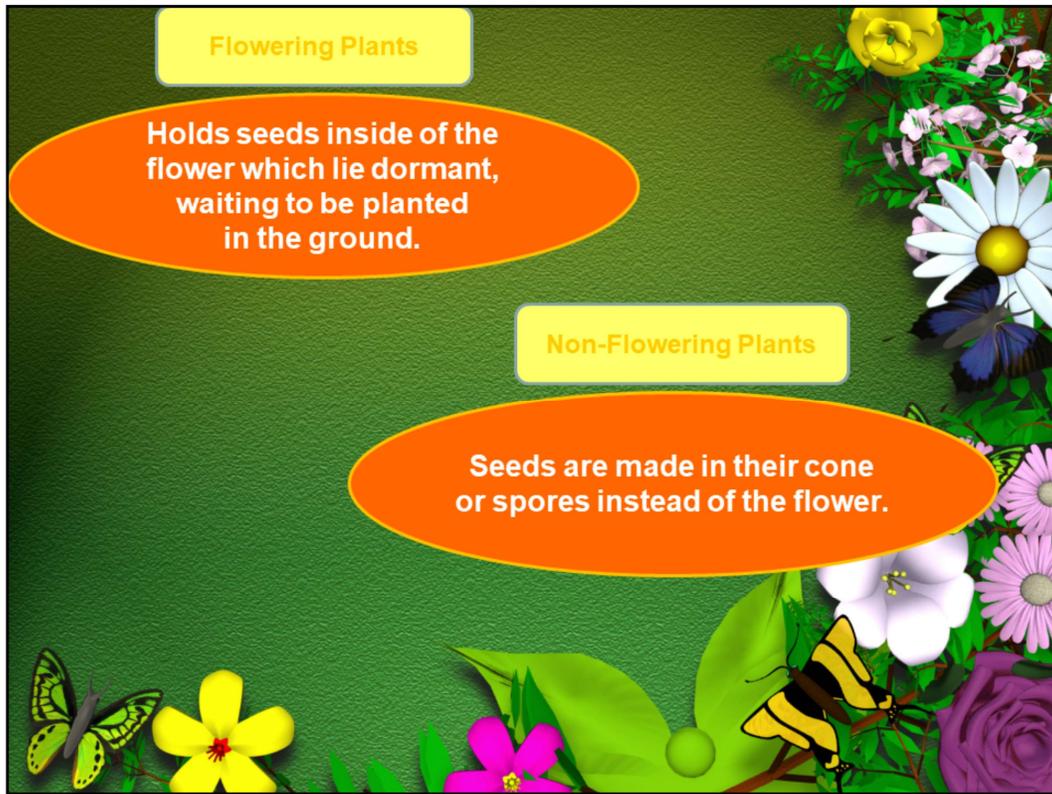


**Fertilization** occurs when the pollen from the same kind of flower is transferred to the **ovary** of the **pistil** and joins with the **egg cell**. Once a flower is fertilized it produces seeds. Seeds contain a new plant embryo. An embryo is a tiny complete plant ready to start growing. Seeds may also be dispersed by people that plant them in various locations. **Seed Dispersal** is the spreading of seeds by wind, animals, or water. **Germination** is the process whereby the tiny plant inside of a seed puts out a small root. The root will continue to grow and develop into new plant life if the conditions are right. The conditions required for a seed to germinate are the proper temperature and the availability of water and light.

## Life Cycle of Flowering Plants

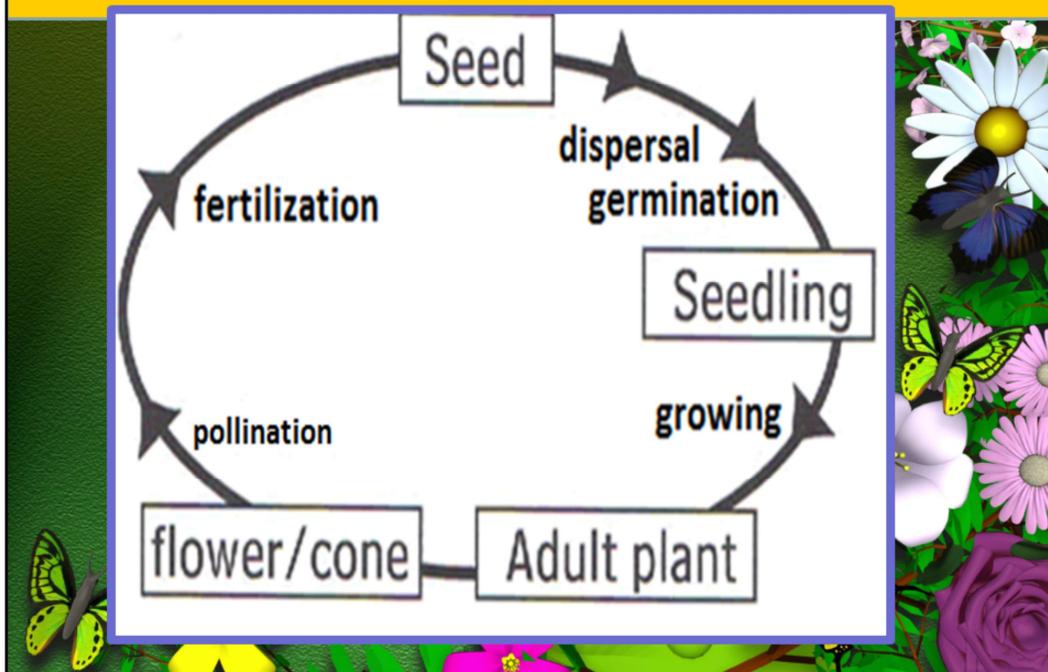


Have students identify the function of each flower part.

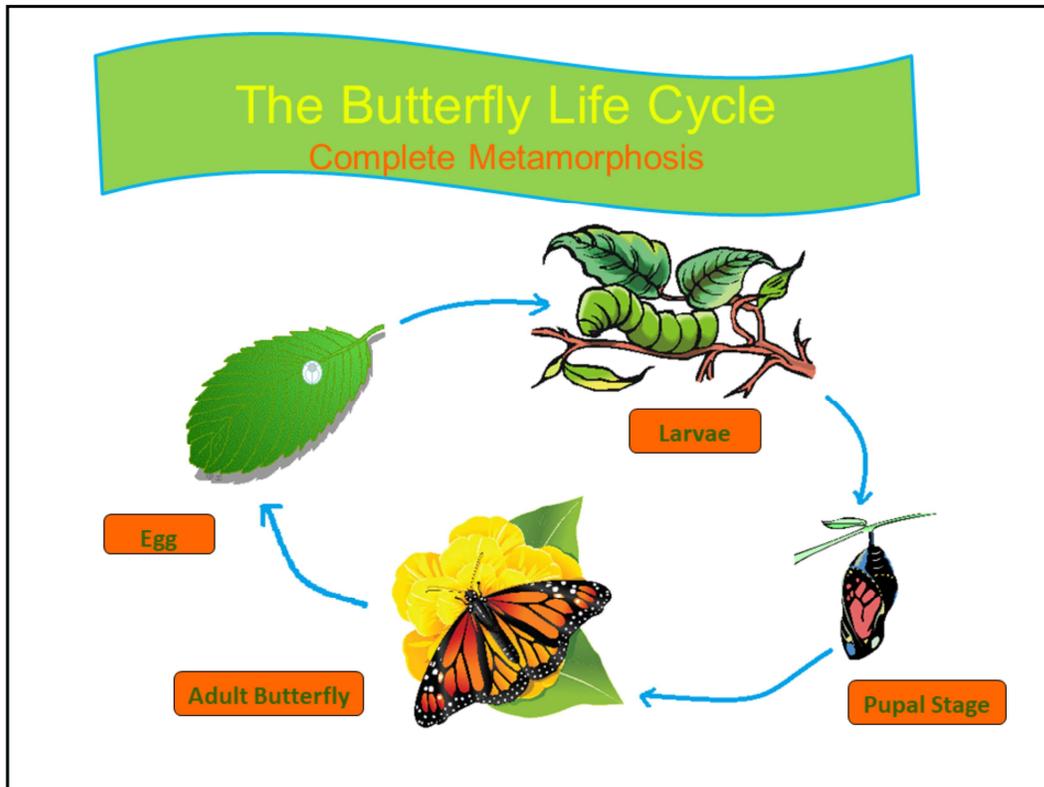


Pine trees, ferns, and mosses are examples of **non-flowering, cone bearing-plants**. These plants differ from flowering plants in that their seeds are made in their cone or spores instead of the flower.

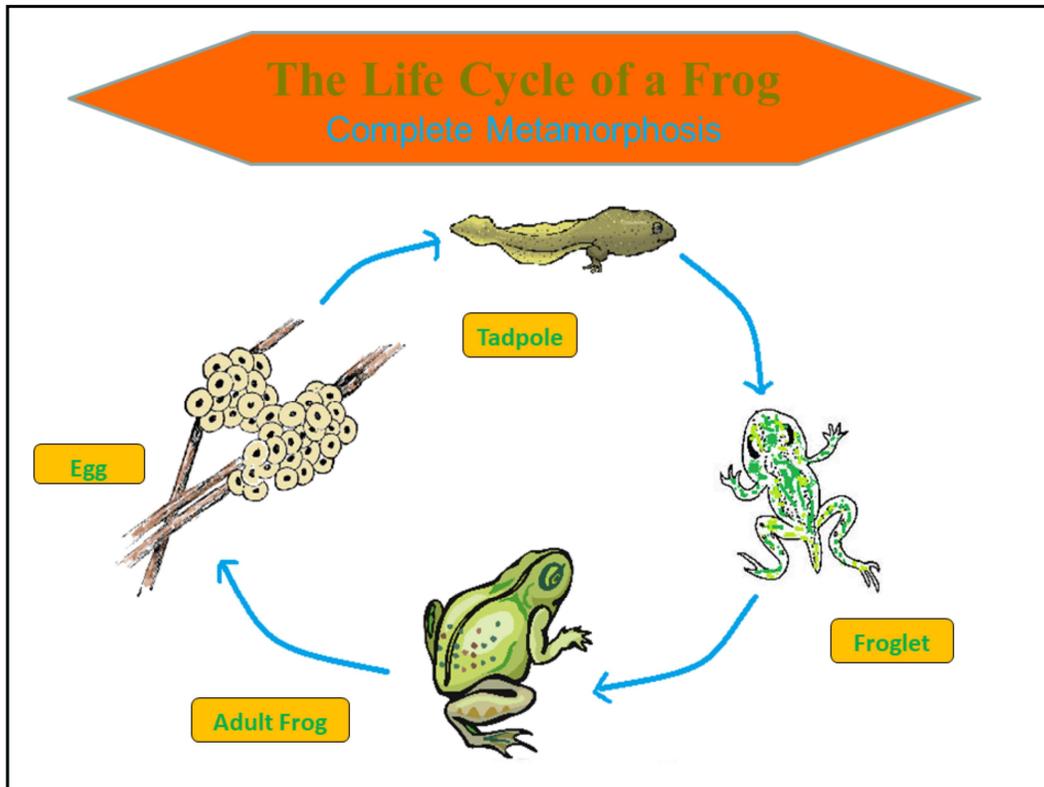
## Life Cycle of Flowering and Non-Flowering Plants



**Flowering plants** hold seeds inside which lie dormant, waiting to be planted in the ground. Once the seed is planted, the seed germinates and the tiny roots begin to grow downward while the stems grow upward. Next, the seedling reveals a small stem with a few tiny leaves. The plant begins to grow until maturity. Once a plant reaches maturity it will grow flowers. The flowers will attract pollinators. The egg cells will become fertilized and a new seed will be produced. The process will then begin all over again.



The first stage of the **butterfly life cycle** is the **egg**. When the egg hatches the **larvae** or the caterpillar is revealed. The caterpillar eats the leaves where the egg was attached to get its nutrients to grow and develop. Caterpillars shed their outgrown skin several times during the growth process. Once the caterpillar has grown fully, they change into a pupa also called a chrysalis. The **pupal stage** in the development of the caterpillar is where major transformations take place. Lastly, when the caterpillar is done with its metamorphosis inside the pupa, an **adult butterfly** will emerge. Then the female butterfly reproduces and lays her eggs on the leaves of choice. The butterfly life cycle starts all over again



Another example of complete metamorphosis is the **life cycle of the frog**. The female lays jelly-coated eggs in the water or a wet place. The eggs hatch in about 10 to 12 days. The embryo forms organs and gills turning into a tadpole after about 21 days. The tadpoles eat, grow, and develop until it sprouts two hind legs and the tail begins to shrink. The fore legs appear and the lungs develop, as the tail continues to fade away. When the tail is finally gone, the froglet becomes a frog that can live in and out of the water.

# LIFE CYCLE OF AN ANIMAL

## SC.4.L.16.4

**FOLDABLE: TWO-TAB VERTICAL FOLDABLE** (p. 48)

Directions: Match the title with the appropriate illustration.

### BUTTERFLY LIFE CYCLE

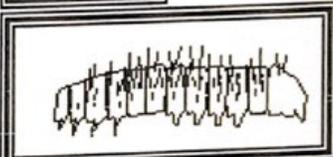
FIRST STAGE

PUPAL PHASE



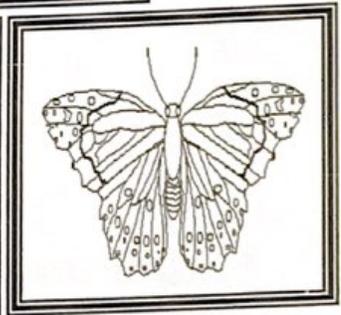
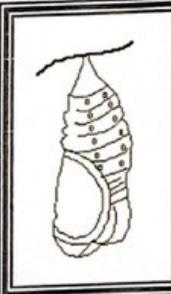
SECOND STAGE

LARVAE PHASE



THIRD STAGE

ADULT BUTTERFLY



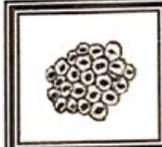
FOURTH STAGE

EGG

### FROG LIFE CYCLE

FIRST STAGE

TADPOLE



SECOND STAGE

TADPOLE WITH LEGS

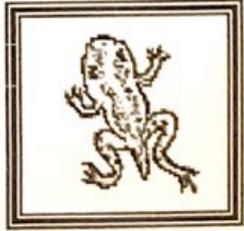


THIRD STAGE

ADULT FROG

FOURTH STAGE

FROGLET



FIFTH STAGE

EGGS

# LIFE CYCLE OF PLANTS AND ANIMALS

There are several similarities between the life cycles of plants and animals. The primary goal of plants and animals is to survive from generation to generation. Just like in the reproduction of animals, plants need the union of the male and the female cells to reproduce. Plants however, have both male and female parts in the same flower; whereas, most animals have the female and male reproductive organs in separate organisms.

## REPRODUCTION IN PLANTS

**Pollination** occurs when pollen is transferred from the stamen (male part) of a flower to the pistil (female part) of the same flower or of another flower. The pollen is made in the **stamen** of the flower. **Pollen** grains appear as a fine dust like powder containing the male sperm cells. **Petals** of the flower are the plant parts which help plants reproduce by attracting pollinators. The main role of the petals is to attract insects through their bright colors and sweet fragrance. Examples of insect pollinators are honeybees, butterflies, wasps, beetles, and moths. Other examples include birds, especially hummingbirds and mammals, like bats. Other flowers are not colorful and therefore, rely on the wind and in some instances, water for pollination. **Fertilization** occurs when the pollen from the same kind of flower is transferred to the **ovary** of the **pistil** and joins with the **egg cell**. Once a flower is fertilized, it produces seeds. Seeds contain a new plant embryo. An embryo is a tiny complete plant ready to start growing. Seeds may also be dispersed by people that plant them in various locations. **Seed Dispersal** is the spreading of seeds by wind, animals, or water. **Germination** is the process whereby the tiny plant inside of a seed puts out a small root. The root will continue to grow and develop into new plant life if the conditions are right. The conditions required for a seed to germinate are the proper temperature and the availability of water and light.

## LIFE CYCLES OF FLOWERING AND NON-FLOWERING PLANTS

**Flowering plants** hold seeds inside which lie dormant, waiting to be planted in the ground. Once the seed is planted, the seed germinates and the tiny roots begin to grow downward while the stems grow upward. Next, the seedling reveals a small stem with a few tiny leaves. The plant begins to grow until it reaches maturity. Once a plant reaches maturity, it will grow flowers. The flowers will attract pollinators. The egg cells will become fertilized and a new seed will be produced. The process will then begin all over again.

Pine trees, ferns, and mosses are examples of **non-flowering, cone bearing-plants**. These plants differ from flowering plants in that their seeds are made in their cone or spores instead of the flower.

## ANIMAL LIFE CYCLES

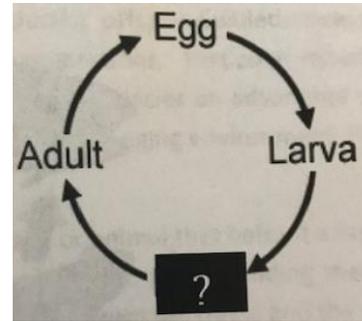
**Complete metamorphosis** includes four life cycle stages -- an embryo, a larva, a pupa and adult. The butterfly life cycle is an example of complete metamorphosis. The first stage of the **butterfly life cycle** is the **egg**. When the egg hatches, the **larvae** or the caterpillar is revealed. The caterpillar eats the leaves where the egg was attached to get its nutrients to grow and develop. Caterpillars shed their outgrown skin several times during the growth process. Once the caterpillar has grown fully, they change into a pupa also called a chrysalis. The **pupal stage** in the development of the caterpillar is where major transformations take place. Lastly, when the caterpillar is done with its metamorphosis inside the pupa, an **adult butterfly** will emerge. Then the female butterfly reproduces and lays her eggs on the leaves of choice. The butterfly life cycle starts all over again.

Another example of complete metamorphosis is the **life cycle of the frog**. The female lays jelly-coated eggs in the water or a wet place. The eggs hatch in about 10 to 12 days. The embryo forms organs and gills turning into a tadpole after about 21 days. The tiny tadpole eats, grows, and develops until it sprouts two hind legs and the tail begins to shrink. The fore legs appear and the lungs develop as the tail continues to fade away. When the tail is finally gone, the froglet becomes a frog that can live in and out of the water.

**Incomplete metamorphosis** is the life cycle of certain insects, such as crickets and grasshoppers. In this type of life cycle, there is no pupal stage between the immature and adult stages. The grasshopper lifecycle begins with **eggs** being laid. Once the eggs hatch, a **nymph** is born. The nymph is similar to the adult except that it has no reproductive organs or wings. The skin sheds as the nymph grows and develops. After about four weeks, the **adult** grasshopper is formed. When new eggs are laid, the process begins again.

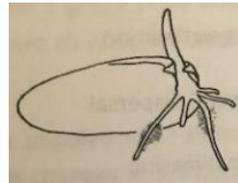
## Practice Questions

1. The completion of plant and animal life cycles are necessary for the survival of the organism from one generation to the next. Which of the following is most likely missing from the life cycle below?
- Pupal stage
  - Seedling stage
  - Adult stage
  - Caterpillar stage

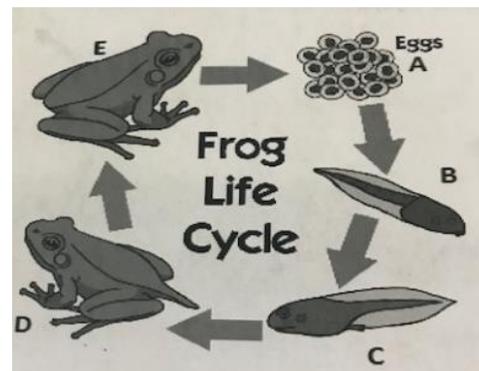


2. There are many parts of a flower with very different roles for each part. Which organ includes the entire male part of the flower?
- Stamen
  - Pistil
  - Petals
  - Ovary

3. There are several stages within the life cycle of a flowering plant. Which term is BEST used to describe the stage that occurs when the seed sprouts?
- Replication
  - Seed dispersal
  - Seed germination
  - Reproduction



4. The life cycle of the frog is a continuous sequence of changes. Which stage of development has the frog MOST LIKELY undergone at stage D as seen in the diagram below?
- Tadpole
  - Tadpole with legs
  - Froglet
  - Eggs



5. Which term is best used to describe the movement of seeds away from the parent plant by way of wind, insects, animals, and water?
- Fertilization
  - Germination
  - Seed dispersal
  - Pollination



# Vocabulary Drill

## WORD BANK

A. Complete Metamorphosis	B. Incomplete Metamorphosis	C. Pollination	D. Germination
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- \_\_\_\_\_ 1. The process whereby the tiny plant inside of a seed puts out a small root.
- \_\_\_\_\_ 2. Occurs when pollen is transferred from the stamen of a flower to the pistil of the same flower or of another flow
- \_\_\_\_\_ 3. Includes four life cycle stages
- \_\_\_\_\_ 4. Life cycle with no pupal stage between the immature and the adult stage

### Tie it together:

- 5. Compare and contrast the major stages in the life cycles of Florida plants and animals.**

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