Fifth Grade
ELA Academic Packet

Student Name _____ **School** _____

Week 4
April 20 - April 24, 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.
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Orange County Public Schools

OCPS Distance Learning Packet
Grade 5 ELA
Week of Monday, April 20th

Day	Standard	Instructions
Monday	Accurately quote a literary text.	● Read and review the skills slides. ● Read *Living History Day* and answer the questions about the text.
Tuesday	Accurately quote a literary text.	● Reread the skills slides from Monday. ● Read *Journey in Time* and answer the questions about the text.
Wednesday	Narrator or speaker's point of view	● Read and review the skills slides. ● Reread *Living History Day* and *Journey in Time* ● Describe how a speaker or narrator's point of view influences descriptions of events.
Thursday	Narrative Writing	● Read and review narrative writing elements. ● Read and break down the writing prompt. ● Plan your essay using the graphic organizers.
Friday	Narrative Writing	● Write your essay. ● Edit and revise your essay.
Daily: Read a book of your choice for 30 minutes.		

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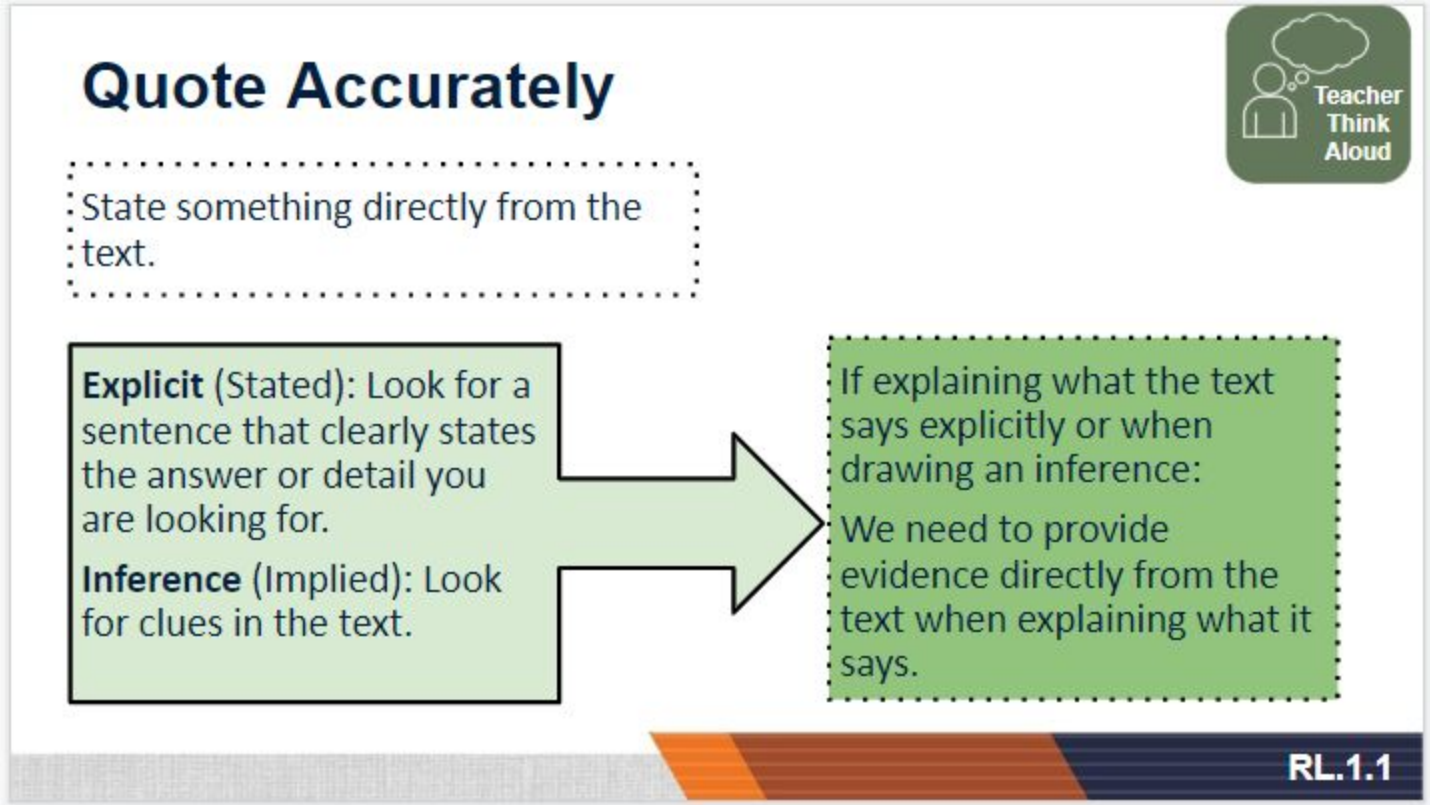
Monday



Review:

When we are talking about a text and what it says, either **explicitly** (which means the answer is right there) or **inferring** (which means readers use things they already know plus the text to understand the text), it is important to refer to details and examples from the text in answers to allow us to **quote accurately**, or correctly.

What statement in the text helps the reader understand what happened on "Living History Day"?

Select a statement from the text that supports the inference that Peter Chen was important to American history.

Living History Day

At exactly one o'clock, the gym doors were opened and a horde of students 14
and visitors rushed in. It was Living History Day. Dressed in our costumes and 28
surrounded by our props, each remarkable American stood by his or her display. 41

The day went by in a flash and, before I knew it, all three judges were 57
standing next to my table. Mr. Kaplan taped an award onto my display and said, 72
"Peter, you have taught us that it is not just famous Americans who have made 87
significant contributions to our history. You have reminded us that, without the 99
hard work of each and every American, our great country would not be what 113
it is today." 116

Here's how I introduced my remarkable American. 123

"My name is Peter Chen and I was born in 1845 in a small village in northern 140
China. Despite my parents' pleas, I decided to leave China and seek my freedom 154
in a new and different place. I had no money, so the only way I could get to 172
America was to sign a contract to work for four years in exchange for wages and 188
free passage on a ship. 193

"After a long, hard voyage, we came ashore in San Francisco, California. 205
The year was 1865. I didn't speak one word of English. I was immediately 219
transported into the countryside, where I was given a sledgehammer and told to 232
get to work. Mile by mile, driving spike after spike into the steel rails, I helped 248
build the first transcontinental railroad in the United States. I hammered my way 261
into American history. 264

"The history of our country was changed forever by the sweat and toil of 278
laborers like me. When you talk about our country's history, please, please, don't 291
forget people like us. 295

"By the way, the thoughtful, intelligent boy in your class with a name exactly 309
like mine is my great-great-grandson." 314

Journey in Time

Laura couldn't get her mind off her latest invention and frantically worried 12
how could she make it work the way she imagined. Sometimes she felt that 26
being an inventor was too frustrating and, at those times, Laura often thought of 40
giving up. She decided to open the book about the lives of famous inventors she'd 55
brought to pass the time, but the steady rocking motion of the train was hypnotic 70
and she soon nodded off. 75

After some time, the slowing of the train caused Laura to awaken. The train 89
door opened, and in walked a tired-looking woman dressed, oddly enough, in the 102
fashion of colonial times. Even more remarkably, the woman settled down just 114
opposite Laura. "Good morning to you," the woman said to her cheerily. 126

"My name is Sybilla Masters," the woman continued, "and I am so pleased to 140
meet you. Just now, I am returning to my home in Philadelphia, and from there 155
I shall travel to England. You see, I have invented something, and the patent 169
application for it is right here." She tapped a pouch that hung over her shoulder. 184
"My husband, Thomas, and I will take my invention to England where we hope 198
to succeed in securing the patent. There were times that I thought this day would 213
never come. Oh, if only you knew the frustrations of inventing something!" 225

"But just what exactly did you invent?" Laura blurted out. 235

"It is an efficient system for grinding corn that employs hammers instead of 248
the cumbersome grinding wheels used in the Colonies," said Sybilla Masters. As 260
Laura watched the woman disembark from the train, she did not realize that she 274
had just met the first recognized woman inventor in America. 284

Laura suddenly sat upright and rubbed her eyes. She knew it had been a 298
dream, but she promised herself that she would return to her own invention with 312
renewed determination. 314

Tuesday

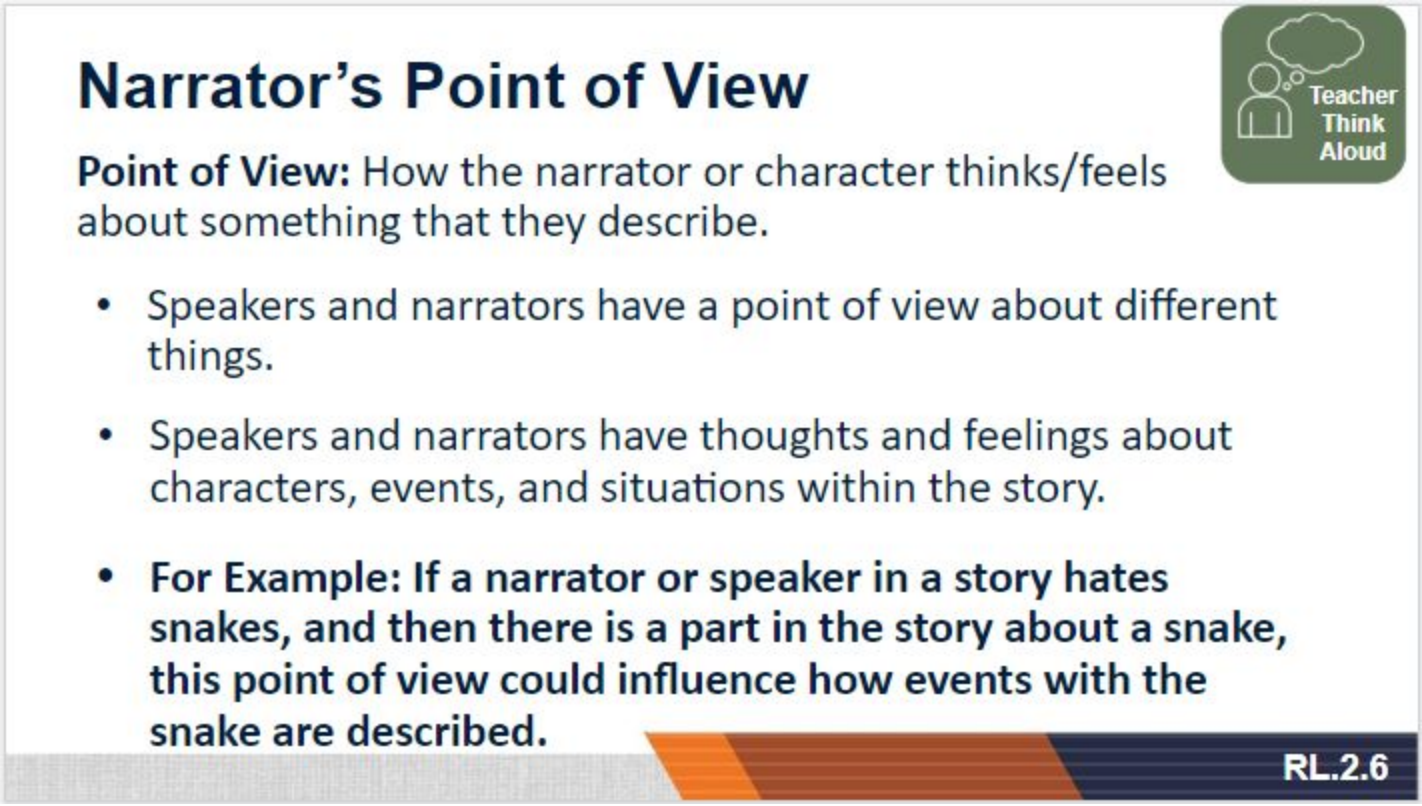
Why did Laura decide to return to her invention?

What detail from the text shows why Laura decided to return to her invention? Quote the text in your response.

What detail from the text explains why Laura is frustrated with her invention?

What quotes from the text help you to understand why Laura had a dream about Sybilla Masters?

Wednesday



Review:

When considering a narrator or speaker's point of view, think about:

- Their thoughts and feelings about characters, events and situations in a story.
- How the characters, events, and situations are described by the narrator or speaker.

The examples below show how a point of view influences the way a character, event or situation is described.

- If a narrator hates snakes, he might say, "The vicious snake swallowed the young mouse in one gulp."
  *The reader can see that the narrator described the snake in a way that shows that <u>he/she believes snakes are evil,</u> which is why the narrator used the word **vicious**.*

- If a narrator said, "The thoughtful snake helped his snakelings find the beautiful garden so they could feast on delicious foods," *the narrator is showing that he/she thinks the snake is caring and kind to other snakes by using words such as **thoughtful** and **helped**.*

Describe Peter's point of view of what it means to be a remarkable American in the text "Living History Day".

How does Peter's point of view influence how the presentation on his remarkable American is described in the text "Living History Day"?

Why do you think Peter chose to do his great-great grandfather for his presentation about a remarkable American in the text "Living History Day"?

Part A. What is the narrator's point of view of Sybilla Masters in the text "Journey in Time"?

Ⓐ Sybilla Masters needs to focus better.
Ⓑ Sybilla Masters is very determined.
Ⓒ Sybilla Masters naps for too long.
Ⓓ Sybilla Masters is a great train conductor.

Part B. Which two phrases from "Journey in Time" support your response to Part A?

Ⓐ "I am so pleased to meet you"
Ⓑ "succeed in securing the patent"
Ⓒ "caused Laura to awaken"
Ⓓ "renewed determination"

Story Map

Characters:	Setting:	
Beginning:	Middle:	End:

Review: A narrative is a story that includes characters, a setting, and events that take place. Consider using a story map to plan for your narrative writing. Think about how to begin your story like an introduction, what events will take place, and how the story may end. It is important to also think about what actions the characters take and how they respond to the events in your narrative.

Thursday

Prompt: *Narrative Writing: Both stories this week describe historical figures. Write a short story about a character who meets a famous person in history.*

Planning Page

Friday

Fifth Grade
Math Academic Packet

Student Name _____ School _____

5

Week 4
April 20-April 24, 2020

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Fifth Grade Recommended Pacing

Day	Skill	Page
Monday	**Family Letter** **Apply Volume Formulas** **Using a Formula for Volume**	1-3
Tuesday	**Using Volume Formula to Find Dimensions** **Apply It**	4-5
Wednesday	**Practice Finding Volume Using Formulas**	6-7
Thursday	**Apply Volume Formula in Real World Problems**	8-9
Friday	**Finding Volume Using Formulas** **What is the Volume (*Optional*)**	10-11

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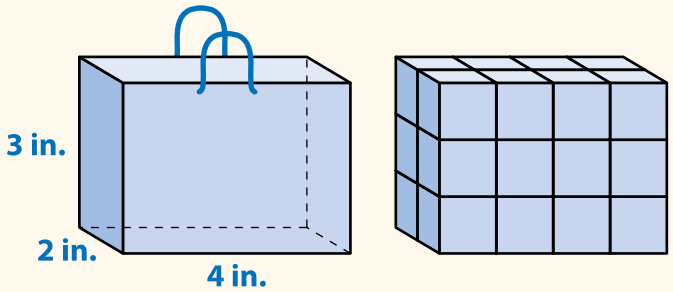
Find Volume Using Formulas

4

Dear Family,

This week your child is learning to find the volume of a solid figure using a formula.

You can use a formula to find the volume of a rectangular prism if you know its length, width, and height. The picture shows a gift bag that is 4 inches long, 2 inches wide, and 3 inches high. The model beside the bag shows the number of 1-inch cubes that would fill the bag.



Using the model, you can find the volume of the cube by multiplying the number of cubes in each layer by the number of layers.

The equation to the right shows that multiplying the number of cubes in each layer by the number of layers is the same as multiplying length, width, and height. This is one of the volume formulas your child is learning to use.

volume = number of cubes in each layer × number of layers

8 × 3

4 × 2 × 3

length width height

Volume = length × width × height
Volume = 4 inches × 2 inches × 3 inches
= (8 × 3) cubic inches
= 24 cubic inches

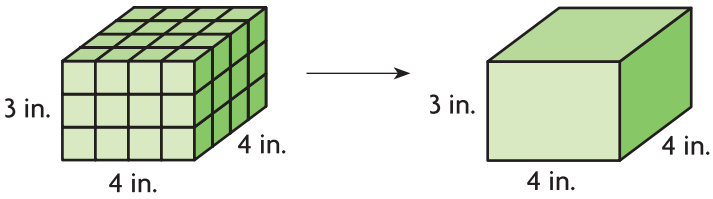
The volume of the gift bag is 24 cubic inches.

Name _____

Apply Volume Formulas

Essential Question How can you use a formula to find the volume of a rectangular prism?

CONNECT Both prisms show the same dimensions and have the same volume.



UNLOCK the Problem REAL WORLD

Mike is making a box to hold his favorite DVDs. The length of the box is 7 inches, the width is 5 inches and the height is 3 inches. What is the volume of the box Mike is making?

- Underline what you are asked to find.
- Circle the numbers you need to use to solve the problem.

One Way Use length, width, and height.

You can use a formula to find the volume of a rectangular prism.

Volume = *length* × *width* × *height*

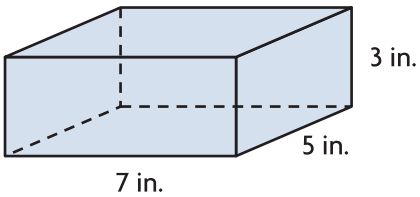
$V = l \times w \times h$

STEP 1 Identify the length, width, and height of the rectangular prism.

length = _____ in.

width = _____ in.

height = _____ in.



STEP 2 Multiply the length by the width.

_____ × _____ = _____

STEP 3 Multiply the product of the length and width by the height.

35 × _____ = _____

So, the volume of Mike's DVD box is _____ cubic inches.

Math Talk MATHEMATICAL PRACTICES
Explain how you can use the Associative Property to group the part of the formula that represents area.

You have learned one formula for finding the volume of a rectangular prism. You can also use another formula.

Volume = *Base area* × *height*

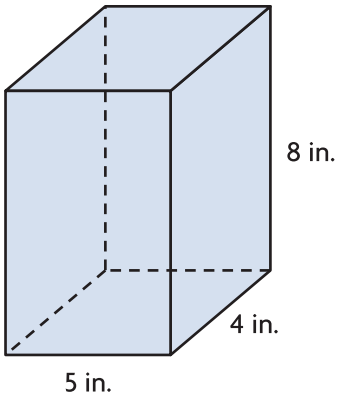
$V = B \times h$

B = area of the base shape,

h = height of the solid figure.

Another Way Use the area of the base shape and height.

Emilio's family has a sand castle kit. The kit includes molds for several solid figures that can be used to make sand castles. One of the molds is a rectangular prism like the one shown at the right. How much sand will it take to fill the mold?



$V =$ B × h

Replace B with an expression for the area of the base shape. Replace h with the height of the solid figure.

$V = (\_\_\_\_ \times \_\_\_\_) \times \_\_\_\_$

Multiply.

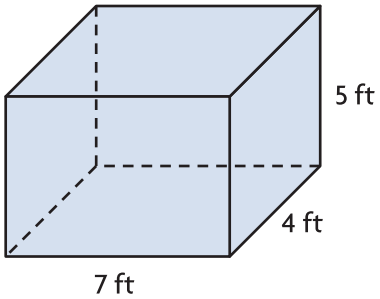
$V = \_\_\_\_ \times \_\_\_\_$

$V = \_\_\_\_$ cu in.

So, it will take _____ cubic inches of sand to fill the rectangular prism mold.

Try This!

A Find the volume.



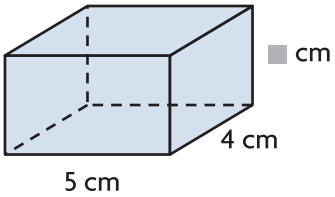
$V = l \times w \times h$

$V = \_\_\_\_ \times \_\_\_\_ \times \_\_\_\_$

$V = \_\_\_\_ \times \_\_\_\_$

$V = \_\_\_\_$ cu ft

B Find the unknown measurement.



$V = l \times w \times h$

$60 = \_\_\_\_ \times \_\_\_\_ \times$ ■

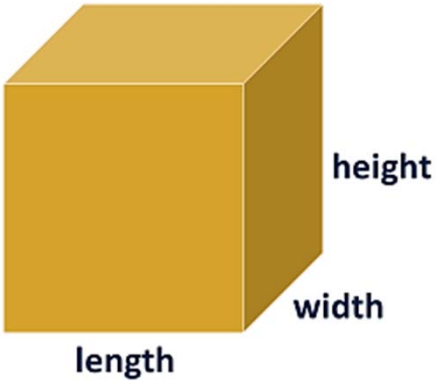
$60 = \_\_\_\_ \times$ ■

Think: If I filled this prism with centimeter cubes, each layer would have 20 cubes. How many layers of 20 cubes are equal to 60?

So, the unknown measurement is _____ cm.

Name: _____

Using a Formula for Volume



Volume = **l x w x h**

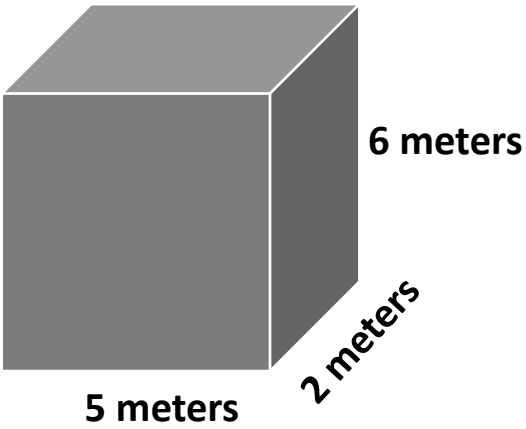
length width height

or

Volume = **b x h**

base height

Katniss must create a container that has a volume of at least 50 cubic meters to mail her pirate posters that she sold online. Is this container large enough to fit all the posters that Katniss has to mail?



Joe recently purchased a tackle box with the dimensions of 9 inches by 6 inches by 3 inches. He must determine the volume of the tackle box in order to determine how much fishing gear he can fit in the box. What is the volume of the tackle box?

Name: _____

Using Volume Formula to Find Dimensions

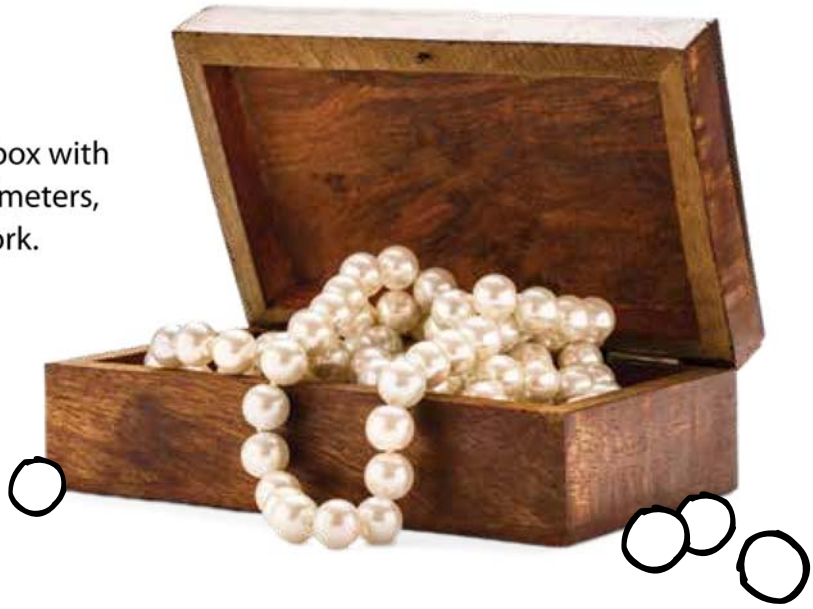
Akeelah is building a container to hold her dad's tools. She knows she needs a container that is 240 cubic feet, but is unsure what the best dimensions would be for her container.

Create a table that shows all the possible dimensions that a rectangular prism container could be if it had a volume of 240 cubic feet.

Length	Width	Height	Volume
			240 cubic feet

A box has a volume of 132 cubic centimeters. The height of the box is 11 centimeters. What is a possible length and width of the box? How do you know? Verify using the volume formula.

APPLY IT



7 What is the volume of a rectangular jewelry box with a length of 12 centimeters, a width of 7 centimeters, and a height of 5 centimeters? Show your work.

Solution .....

8 How much space is taken up by a book that is 12 inches long, 10 inches wide, and 1 inch tall? Show your work.

Solution .....

9 A rectangular prism has a volume of 100 cubic meters. One of the dimensions is 5 meters. Which pairs of measurements could be the other two dimensions of the prism?

Ⓐ 1 meter, 20 meters

Ⓑ 5 meters, 10 meters

Ⓒ 10 meters, 10 meters

Ⓓ 4 meters, 5 meters

Ⓔ 20 meters, 20 meters

Practice Finding Volume Using Formulas

Study the Example showing how to use formulas to find the volume of a rectangular prism. Then solve problems 1–7.

EXAMPLE

Gwen puts her leftover food in a rectangular container. The container is 6 inches long, 5 inches wide, and 2 inches tall. What is the volume of the container?

Use the formula *volume* = *length* × *width* × *height*.

$V = \ell \times w \times h = 6 \times 5 \times 2$, or 60 cubic inches

Or use the formula *volume* = *area of the base* × *height*.

The *area of the base* is the same as the *length* × *width*.

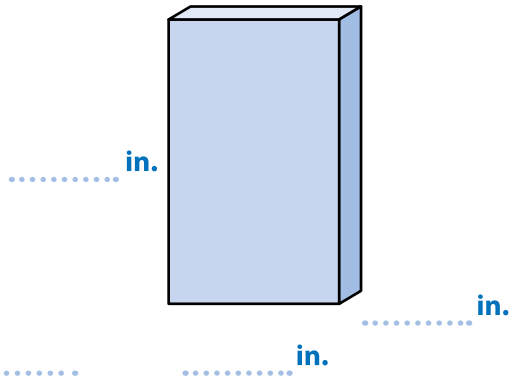
$b = 6 \times 5$, or 30

$V = b \times h = 30 \times 2$, or 60 cubic inches

1 Ted's box is 4 inches tall, 3 inches long, and 1 inch wide.

a. Label the picture of the box with its dimensions.

b. What is the volume of the box? Show your work.



Solution .....

2 A rectangular prism has a square base with sides that are 2 feet long. The height of the prism is 5 feet. What is the volume of the prism? Show your work.

Solution .....

3 Elon's shed is 10 feet long, 6 feet wide, and 8 feet tall.
What is the volume of the shed? Show your work.

Solution

4 The base of a rectangular prism has a length of 4 centimeters and has a width of 2 centimeters. The height of the prism is 3 centimeters.
What is the volume of the prism? Show your work.

Solution

5 What is the volume of a box that is 8 inches long, 2 inches wide, and 6 inches tall? Show your work.

Solution

6 The base of a rectangular prism is a rectangle that is 7 inches long and 5 inches wide. Its height is 10 inches. Write two different equations that you can use to find the volume.

7 Jin has two boxes. Box *A* has dimensions of 6 centimeters, 5 centimeters, and 9 centimeters. Box *B* has dimensions of 4 centimeters, 10 centimeters, and 7 centimeters. Which box holds more? Explain.

Name: _____

Apply Volume Formula in Real World Problems

Mrs. Sabat is switching schools and needs to pack up her classroom. She has decided to rent a moving truck so that she can move her boxes in one trip. All of the trucks are 5 feet wide and 6 feet tall, but the trucks have different lengths. The choices of lengths are 10 feet, 14 feet, 17 feet, 20 feet, 24 feet, and 26 feet. Find the volume of each truck to determine how much it can hold.

Length	Volume
10 ft	
14 ft	
17 ft	
20 ft	
24 ft	
26 ft	

Name: _____

Apply Volume Formula in Real World Problems

Mrs. Sabat stacked all of her boxes into a pile that is 8 feet wide, 11 feet long, and 4 feet high. Which truck should she rent?

Mrs. Greenwald is also switching schools. She and Mrs. Sabat are thinking about renting a truck together. If Mrs. Greenwald's stack of boxes is 8 feet wide, 9 feet long, and 4 feet high, which truck would the two teachers have to rent in order to hold all their boxes?

A shipping container holds 20 soft drink boxes. The dimensions of a soda box are 15 inches by 4 inches by 5 inches. What is the minimum size the shipping container could be?
Explain your solution.

Finding Volume Using Formulas

Name: _____

Solve each problem.

1. Susan has a box for paper clips on her desk. The box is 6 centimeters long, 3 centimeters wide, and 2 centimeters high. What is the volume of the box?

2. The base of Jada's toy box is a rectangle with length 4 feet and width 3 feet. The height of the toy box is 2 feet. What is the volume of the toy box?

3. What is the volume of a rectangular prism with a length of 4 centimeters, a width of 1 centimeter, and a height of 7 centimeters?

4. How much space is taken up by a rectangular tissue box that is 5 inches long, 4 inches wide, and 5 inches high?

5. The base of Tim's closet is a rectangle that is 4 feet long and 2 feet wide. The closet is 7 feet high. What is the volume of Tim's closet?

6. A rectangular prism is 3 inches high, 9 inches long, and 3 inches wide. What is the volume of the prism?

7. The base of a rectangular prism is 5 meters long and 8 meters wide. Its height is 3 meters. What is the volume of the prism?

8. A recipe box is 6 inches long, 3 inches wide, and 4 inches high. What is the volume of the recipe box?

9. Esteban buys cereal in a box that is 10 inches high, 7 inches long, and 2 inches wide. What is the volume of the cereal box?

10. The base of a rectangular crayon box is 8 centimeters long and 4 centimeters wide. Its height is 10 centimeters. What is the volume of the crayon box?

11. What volume formula did you use to solve problem 10? Explain how you used the formula.

Name _____

What Is the Volume?

The dimensions of a rectangular prism are given.
Find the volume of the prism.

1. length = 2 feet, width = 15 inches, height = 8 inches

V = _____

2. length = 4 yards, width = 7 feet, height = 3 feet

V = _____

3. length = 9 centimeters, width = 35 millimeters, height = 7 centimeters

V = _____

4. length = 1 yard, width = 2 feet, height = 18 inches

V = _____

5. length = 1 meter, width = 3 decimeters, height = 8 centimeters

V = _____

6. length = 9 feet, width = 2 yards, height = 36 inches

V = _____

7. Stretch Your Thinking What cubic unit did you use in your answer to Exercise 6? Express the volume in a different cubic unit.

_____

_____

Fifth Grade
Science Academic Packet

Student Name _____ School _____

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Fifth Grade Recommended Pacing

Day	Skill	Page
Monday	**Review: SSA Shuffle Mission 1** **Standard: SC.5.N.1.1** **Study Island: Topic 1a. Scientific Investigations** **1b. Experimental Design** **1c. Collecting, Recording, & Communicating Data**	3-4
Tuesday	**Review: SSA Shuffle Mission 1** **Standard: SC.5.N.1.1** **Study Island: Topic 1a. Scientific Investigations** **1b. Experimental Design** **1c. Collecting, Recording, & Communicating Data**	5-6
Wednesday	**Review: SSA Shuffle Mission 2** **Standard: SC.5.N.2.1** **Study Island: Topic 1d. Organizing & Interpreting Data**	7-9
Thursday	**Review: SSA Shuffle Mission 4** **Standard: SC.5.E.5.1** **Study Island: Topic 3a. The Galaxy**	10
Friday	**Review: SSA Shuffle Mission 4** **Standard: SC.5.E.5.1** **Study Island: Topic 3a. The Galaxy**	11-12

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Mission 1

(SC.5.N.1.1, SC.3.N.1.1, SC.4.N.1.1, SC.4.N.1.6, SC.5.N.1.2, SC.5.N.1.4)

Learning Goal:

- I will be able to define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations; experiments requiring the identification of variables; collecting and organizing data in charts, tables, and graphics; analyze information; make predictions; and defend conclusions.
- I will be able to keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.
- I will be able to explain the difference between an experiment and other types of scientific investigation.
- I will be able to identify a control group and explain its importance in an experiment.

Scenario:

Chris is traveling to Chicago, Illinois during the winter. When he is in Florida, he usually wears his white jacket. He has heard that it is better to wear dark colors if you want to stay warmer because they absorb more of the Sun's energy. Chris wonders if wearing the darker jacket will make a difference in keeping him warm.

State the Problem: What question does Chris want to answer?

_____

_____

Prediction:

If Chris places his white jacket and his black jacket under a 60 watt lightbulb, **then**

_____

because_____.

Control Group:

What is the control group?_____

Why is the control group important in this investigation? _____

_____

Variables:

What is the test variable?_____

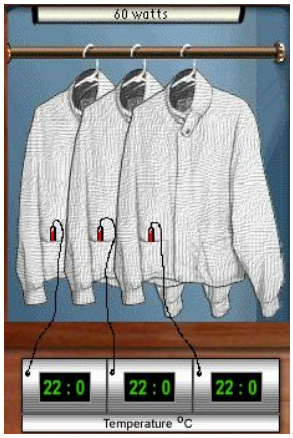
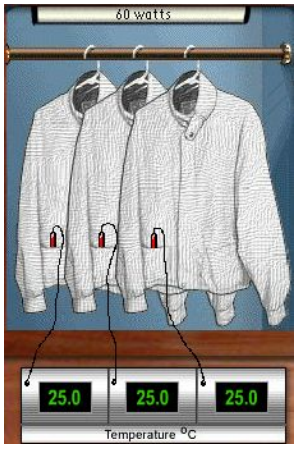
What is the outcome variable? _____

What are some constants? _____

Procedure:

1. Measure the temperature of 3 black jackets before placing them under a 60 watt light bulb.
2. Place the 3 black jackets under a 60 watt light bulb for 5 minutes.
3. Measure the temperature of the 3 black jackets after being under the 60 watt light bulb for 5 minutes.
4. Measure the temperature of 3 white jackets before placing them under a 60 watt light bulb.
5. Place the 3 white jackets under a 60 watt light bulb for 5 minutes.
6. Measure the temperature of 3 white jackets before placing them under a 60 watt light bulb for 5 minutes.

Data Table

Jacket Color	Temperature Before Heating	Temperature After Heating
Black		
White		

What is an observation Chris can record? _____

What inference can Chris make based on the data? _____

What type of investigation is the jacket investigation? _____

What is the difference between an experiment and other types of scientific investigation? _____

Chris concluded that wearing the black jacket would keep him warmer. What evidence could he use to defend this conclusion? _____

Formative Assessment Check for Understanding:

1. Maurice followed these steps of an investigation:

   Step 1. Collect five objects made of different types of metal.
   Step 2. Place them on a large laboratory table.
   Step 3. Touch each metal object with a magnet and lift slowly.
   Step 4. Record observations.

   Which of the following statements is Maurice **most likely** testing?

   A. All types of metal are attracted to magnets.
   B. Each magnet can lift the metal object to the same height.
   C. Larger magnets can pick up heavier metal objects than smaller magnets can.
   D. Heavier metal objects are more attracted to magnets than lighter metal objects are.

2. Natasha wants to know whether adding coffee to the soil will help plants grow. She plants seeds in pots and adds coffee to the soil. What else should Natasha do to find out if coffee helps plants grow?

   A. give the plants fertilizer
   B. add more water to the soil
   C. put the plants in the shade
   D. grow some seeds without coffee

3. Lucas told his mom he wanted to know how tall the members of his family are. Each family member takes turns measuring each other. His mom is 5 feet 2 inches, his dad is 6 feet, his sister is 3 feet 3 inches tall and he is 4 feet 7 inches tall. What could Lucas do with this data to make it easier to read and analyze?

   A. ask a question
   B. make a prediction
   C. draw a conclusion
   D. create a data table

4. Tyrone is conducting an experiment that investigates the heart rates of girls and boys in fifth grade. He measures the heart rates of 25 subjects every day for one week. At the end of the week, he divides the data into two groups according to gender. He then analyzes the data to find the average heart rate of each group. What is the purpose of forming a conclusion at the end of the experiment?

   A. The conclusion summarizes the results of the experiment.
   B. The conclusion states a theory or law based on the results.
   C. The conclusion asks new questions about the subject matter.
   D. The conclusion reports the way the experiment was performed.

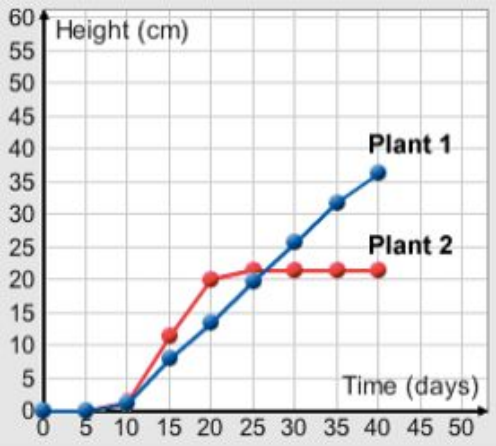
5. Martha followed these steps of an investigation:

Step 1: Gather 3 microwavable cups the same size and material and label the cups A, B, and C.
Step 2: Add 25 mL of water to Cup A, 50 mL of water to Cup B, 100 mL of water to Cup C.
Step 3: Heat each cup for 1 minute in a microwave and measure the temperature of the water.

What is the best choice for what she should do after Step 3?

A. Write a conclusion.
B. Ask a new question.
C. Add more water to each cup.
D. Record the temperatures she observed.

6. What does this graph of plant heights show?



A. Plant 2 ended up taller than Plant 1.
B. Plant 1 was always taller than Plant 2.
C. Plant 2 grew steadily. Plant 1 grew slowly at first and then grew quickly.
D. Plant 1 grew steadily. Plant 2 grew quickly at first and then stopped growing.

7. Walter runs on his school's track team. He knows that when he runs in the 100-meter dash, his heart rate goes up. Walter wonders if his heart rate goes higher when he runs further. How could Walter find the answer to his question?

A. run a 100-meter dash and measure his heart rate
B. run a 200-meter dash and measure his heart rate
C. run a 100-meter dash and a 200-meter dash and measure his heart rate
D. run a 100-meter dash and a 200-meter dash and see which one makes him most tired

Mission 2

(SC.5.N.2.1, SC.3.N.1.7, SC.4.N.1.3, SC.4.N.1.7, SC.5.N.1.5, SC.5.N.1.6)

Learning Goal:

- I will be able to recognize and explain that science is grounded in observations that are testable; explanation must always be linked with evidence.
- I will be able to explain that science does not always follow a rigidly defined method ("the scientific method") but that science does involve the use of observations and evidence.
- I will be able to recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method."
- I will be able to recognize and explain the difference between personal opinion/interpretation and verified observation.

Procedure:

Activity 1:

1. Look at each picture as it is added to the scene. Make observations and give personal opinions of each picture and record them in the T charts provided below.

Picture 1

Observations	Personal Opinion	Inferences

Picture 2

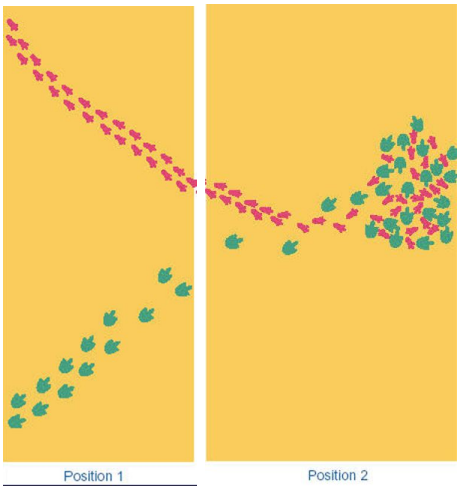
Observations	Personal Opinion	Inferences

Picture 3

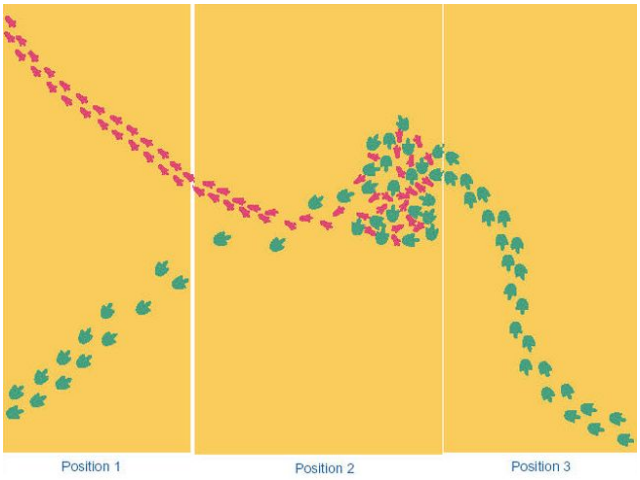
Observations	Personal Opinion	Inferences

Picture 1

Picture 2



Picture 3



Activity 2:

Identify an object in your home and make an observation about it. Explain why your statement is an observation. How is this the same or different from your personal opinion about the object?

Formative Assessment Check For Understanding:

1. Omar is performing an investigation using several earthworms. He places a rectangular box under a bright lamp and covers one-half of the box so that it is shaded. Then, he puts the earthworms into the box on the side that is still brightly lit. Later, Omar notices that all of the earthworms have crawled over to the shaded side of the box. Based on his investigation, which of the following is an observation and **NOT** a personal opinion?

    A. Earthworms are afraid of light.
    B. Earthworms like staying together.
    C. Earthworms move away from light.
    D. Earthworms like living in the ground.

2. Sylvia records data about her pet hamster Mel. Which of the following from Sylvia's list is **NOT** an observation?

    A. Mel eats carrots.
    B. Mel is 630 grams.
    C. Mel lives at my house.
    D. Mel likes the color red.

3. Which of the following is **NOT** a scientific explanation supported by evidence or observation?

    A. All students like candy.
    B. The fire truck that passed us on the street was red.
    C. Sally ran faster than Billy around the track. Sally ran in 45 seconds while Billy ran in 55 seconds.
    D. Object A measures 5 cm and object B measures 10 cm. Object B is longer than object A because of the difference in measurements.

4. Amber saw birds feeding in her backyard. She wanted to know if the type of seed would make a difference in the type of bird that would visit her feeders. She put out sunflower seeds and peanuts in side by side identical feeders. She made notes as she watched the birds feed on the different seeds. Which of her notes is the **best** evidence to answer her question?

    A. The birds liked all of the seeds.
    B. There were 20 finches that fed on the sunflower seeds in 1 hour.
    C. In one hour, 20 finches fed on sunflower seeds and 6 finches fed on peanuts.
    D. One bird sang as it ate the peanuts, but did not sing when it ate sunflower seeds.

Mission 4

(SC.5.E.5.1, SC.3.E.5.1, SC.3.E.5.2, SC.3.E.5.3)

Learning Goal:

- I will be able to recognize the components of a galaxy and identify our home galaxy.
- I will be able to explain that stars can be different.
- I will be able to identify the Sun as a star, why it appears so large and bright, and the energy it emits.

Procedure:

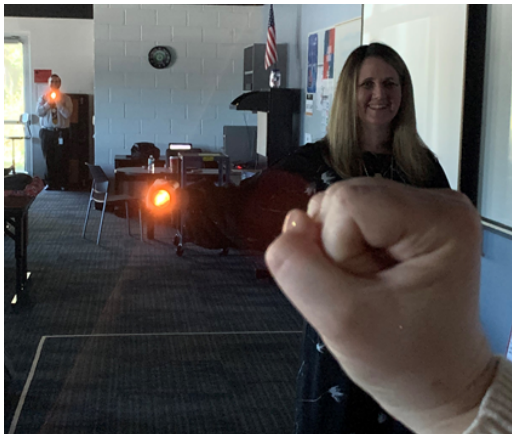
Activity 1:

1. Individually, complete a quick draw that includes all the components of a galaxy. Write the name of our galaxy as the title for your drawing.

Galaxy Quick Draw

Name Of Our Galaxy: _____

Activity 2:



1. You will need two partners. Turn out all the lights in a room.
2. Take two identical flashlights and have your two partners come up to hold the flashlights while you stand and observe looking back at the flashlights.
3. The two people holding the flashlights should face you and turn their flashlights on. One partner will stand five feet away and the other will stand as far away.
4. You will look at the flashlights and will make a circle with their hand to “measure” the size of the light closest to them, and then use that same circle with their hand to compare to the size of the light farther away.
5. Switch roles and practice again.

***If flashlights aren’t available, use the picture on the right to help answer the questions on the next page.

6. Discuss the following questions
    - "What star seems to be brighter and why?"
    - "Looking at the flashlights, which one appears larger?"
    - "How does this activity show us that stars can vary in their appearance of size and brightness due to their proximity to Earth?"

Activity 3:

1. Read the scenario below. Complete a quick write on the questions related to the scenario.

Sun Scenario

Ervin is a current fifth grade student. One weekend he went on a trip to the beach with his family. After arriving at the beach, Ervin's mother put sunscreen on him for protection from the Sun. Ervin and his older brother decided to go swimming in the ocean. While swimming, his brother pointed out how large the Sun appeared. Later in the day, the Sun was covered up by dark clouds. When the Sun got covered, Ervin got chilly and decided to stop swimming.

At school on Monday, Ervin's class was learning about the Sun. Ms. Chabert, his teacher posed three questions to the class. Ervin was excited because he was able to use what he learned about the Sun at the beach to answer each question correctly. Use what you know about the Sun to answer the questions that Ervin's teacher posed to the class. Answer in complete sentences.

- "Is the Sun a star?"
- "Why does the Sun appear large and bright?"
- "Is the Sun the largest star in the sky?"
- "What types of energy does the Sun give off?"
- "How does energy help us on a daily basis?"

_____

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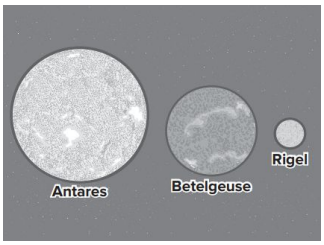
Formative Assessment Check For Understanding:

1. The Milky Way is our home galaxy. Which of the following are the main components of a galaxy?

   A. gravity, asteroids, moons, rocks
   B. ice, meteoroids, asteroids, planets
   C. eight planets, one star, and moons
   D. gas, dust, and objects orbiting stars

2. The drawing compares the sizes of three stars.



   Which of the following **best** explains why Betelgeuse and Rigel seem brighter than Antares?

   A. Betelgeuse and Rigel have different gases than Antares.
   B. Antares has more mass than either Betelgeuse or Rigel.
   C. Betelgeuse and Rigel have different colors than Antares.
   D. Antares is farther away from Earth than Betelgeuse and Rigel.

3. Why does the Sun appear brighter than other stars in our galaxy?

   A. The Sun is larger than other stars.
   B. The Sun is closer than other stars.
   C. The Sun burns hotter than other stars.
   D. The Sun contains more gases than other stars.

4. Georgette likes to look at the stars at night. She wonders why she can't see the stars in the daytime. Which of the following **best** explains why the stars are not visible during the day?

   A. The stars do not reflect any of the Sun's light during the day.
   B. The light from the stars is traveling away from Earth, not towards it.
   C. The Sun positions itself directly between Earth and the stars during the day.
   D. The stars are so far away from Earth that their light is too dim to see while the Sun is shining.

Fifth Grade
SS Academic Packet

Student Name _____ School _____

Week 4
April 20-24, 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

Orange County Public Schools

OCPS Distance Learning Packet **Grade 5 Social Studies** **Young Activists: How can you change the world?**
Standards SS.5.C.2.4 Evaluate the importance of civic responsibilities in American democracy. SS.5.C.2.5 Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

Day	**Task**	**Instructions**
1	Background Essay	● Preview the text, *Young Activists: How can you change the world?* ● Preview **bold** vocabulary (activists, advocates, issue, scope, strategy) ● Read text ● Summarize the text
2	Document Analysis	● Read the source and text from document A-Kaylee's K-9 Project ● Annotate as you read to make meaning of the document ● Respond to document analysis questions
3	Choose a Research Strategy	● Choose a local issue you would like to problem solve (*Ex. Kaylee wants to help fundraise for local animal protection*) -Examples may include, education, environment or bullying ● Choose: Option 2 (Speech) or Option 3 (Poster) ● Use strategy sheet questions to research and finalize action plan
4	Final Project	● Create poster or speech
5	Final Project Share Out	● Share your project with a family member and/or your teacher

<u>DBQ Word Glossary -</u>

***DBQ -** Document Based Question

***If your student needs assistance with any of the content presented in these lessons, please contact their teacher. All Orange County Public School teachers are committed to supporting our students throughout this distance learning experience. Thank you for all that you do to maintain a strong School/Home connection!*

Day 1

Young Activists: How Can *You* Change the World?

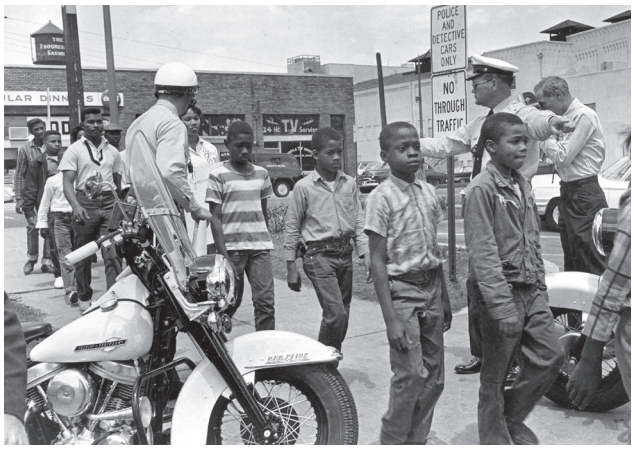
In 1899, hundreds of poor newspaper boys in New York City went on strike. *The New York Journal* and *The New York World*, two major newspaper companies, paid the boys very little for selling their papers on the street. After two weeks of protest, the boys won their case. Children had taken action to make a change. They had become **activists**.

Newsboys on strike, 1899

The Birmingham Children's Crusade is another example of youth activism. In 1963, thousands of students gathered in Birmingham, Alabama, to protest segregation. Their peaceful demonstrations, which included marches and sit-ins, were met with fire hoses and police dogs. Over one hundred students were arrested the first day of protest, but the children continued. Martin Luther King, Jr. described the importance of children to the Civil Rights movement with these words: "[They] are not only doing a job for themselves, but for all of America and for all of mankind."

Today, there are many other young activists making important changes in different ways. Some of these activists are working towards change that is national or even global in scope. Others are making changes that are local or regional.

In the Micro-Q document, you will meet a young activist named Kaylee Wiroll. You will then be asked to identify the specific **issue** she addressed, the **scope** of her project, and the **strategy** she used to create change. Then, you will put together an Action Plan to address an issue of *your* choice. It is now time for you to consider the question: *How can you change the world?*



Birmingham Children's Crusade, 1963

Summarize

Day 2

Document A: Kaylee's K-9 Project

Source: Adapted from *Upham's Corner News*, January 6, 2012.

MV

K-9 is short for canine, which means dog. Police use K-9 units, or police dogs, to help patrol, conduct search and rescue missions, and much more. Just like human police work, K-9 work is dangerous. Seven-year-old Kaylee Wiroll was concerned that police dogs didn't have enough protection. She decided to raise money for a bulletproof vest for the local police dog, Joka, in Suffolk County, Massachusetts. With the help of her family, she organized a fundraiser with dunk tanks, bone-shaped cookies, items to bid on, and more. She raised $1,400. If you look closely at the photograph, you can see that Joka is wearing her new vest.

Document Analysis

1. Who is the young activist in this document?

2. What issue was Kaylee concerned about?

3. Why is this issue important?

4. Identify the scope of Kaylee's activism (local / regional / national / global).

5. What strategy did she use to create change?

Day 3: Pick 1 Option

Strategy Sheet

Option 2

Issue: _____ **Focus:** _____

Scope: _____

Strategy: Speech

Directions: Use the questions below to research and finalize the details to your action plan.

1. What will be the title of your speech?

2. To whom will you give the speech? That is, who will be the audience?

3. Given your knowledge of the issue, what are some points you want to include? What are some things you need to find out?

4. Where will you get the information for writing your speech?

5. How long will your speech be?

6. What adult help do you need? Who can you ask?

Young Activists: How Can *You* Change the World? Micro-Q

Strategy Sheet

Option 3

Issue: _____ **Focus:** _____

Scope: _____

Strategy: Poster

Directions: Use the questions below to research and finalize the details to your action plan.

1. What will be the title of your poster?

2. Who will be the audience for the poster? Where will you display it?

3. Given your knowledge of the issue, what are some points you want to include? What are some things you need to find out?

4. Where will you get the information for creating your poster?

5. Will there be any costs associated with creating your poster? (e.g. poster board, markers, lamination?) If so, how much? Where will you get the money?

6. What adult help will you need in preparing and presenting your poster?