

Fifth Grade Remote Learning
Week: 4 Date: April 6 to April 9 (Four Days)

- Students need to do one activity from each subject area column every day.
- If you have the internet, work on additional activities in the Technology Section.
- Parents should email their child's teacher to note completion of each week's learning activities.
- Need support? Contact us! * Denotes staff who are available to support students with IEP's
 # Denotes staff who are available to support students who are English Learners

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Math	Reading	Language Arts / Writing	Science / Social Studies	Specials
<p>Write your multiplication facts up to 12x12. (Hint, you should have 144 problems written below when you are complete. Example: 4x1 = 4 5x1 = 5 4x2 = 8 5x2 = 10 4x3 = 12 5x3 = 15</p> <p><u>Challenge:</u></p>	<p>Find a nonfiction text or use the “Animal Studies” article link below</p> <p style="text-align: center;">https://teacher.depaul.edu/Documents/AnimalStudiesnonfiction5thgrade.pdf</p> <p>Create a new illustration for the text. Write a caption to match and explain.</p>	<p>Write a beginning paragraph with AT LEAST 5 sentences for the story starter below (Do NOT finish the story. You will continue the story as the week goes on.)</p> <p>“I’ll never forget this day,” said the scarecrow as he began to scream.</p>	<p>Take a walk outside and see if you can find any new growth for the spring (buds on trees, flowers starting to grow). Draw or write down what you see.</p>	<p style="text-align: center;"><u>Physical Education</u></p> <p>Complete 10 jumping jacks (Repeat 5 times)</p> <p>Complete 10 sit-ups (Repeat 5 times)</p> <p><u>Challenge:</u> Fold your family laundry. Go for a family walk or bike ride.</p> <p style="text-align: center;">https://www.skillshare.com/browse/dance</p>

<p>Practice reciting the math fact <u>multiplication</u> chart you created. Quiz yourself or use the math fact chart to create small flash cards by cutting up pieces of paper. The goal is to be able to answer all 144 facts within a couple seconds of seeing them.</p>	<p>Click the link below to access the “Hanging Tough” article on Scholastic. Discuss the article with a family member https://superscience.scholastic.com/issues/2019-20/090119/hanging-tough.html#860L</p>	<p>Spelling: Write words 4x each.</p>		
<p>Multiply 23 X 45 Multiply 18 X 72 Multiply 34 X 89 Multiply 17 X 54 Multiply 28 X 86 Multiply 39 X 93 Multiply 55 X 74</p> <p>Challenge: Log-in to IXL and complete C. 1-23 (multiplication)</p>	<p>Create a new title for the “Animal Studies” text above and explain why.</p> <p>Click the link below to access the “Muddy Moves” article from Scholastic and answer the questions in the “Now you try it” section at the end of the article https://dynamath.scholastic.com/issues/2018-19/030119/muddy-moves.html#870L</p>	<p>Write a middle paragraph with AT LEAST 5 sentences for your story. (Do NOT finish the story. You will continue the story as the week goes on.)</p> <p>Spelling: Rainbow words- write words 4x each, each time a different color.</p>	<p>Create a timeline with 10 important events from your life. Be sure to include dates and descriptions of these events.</p>	<p><u>Physical Education</u> Complete 10 jumping jacks (Repeat 5 times) Complete 10 sit-ups (Repeat 5 times)</p> <p><u>Challenge:</u> Roll a clean sock into a ball and throw it up in the air and catch it 30 times in under 1 minute.</p> <p>https://www.skillshare.com/browse/dance</p>
<p>Multiply 158 X 36 Multiply 325 X 17 Multiply 547 X 69 Multiply 214 X 12 Multiply 356 X 19 Multiply 412 X 84 Multiply 767 X 56</p>	<p>Write three questions you have for the topic on the “Animal Studies” article link in the top box.</p> <p>Click on the link below to access the “Cats or Dogs” article from Scholastic and answer the questions in the</p>	<p>Write a conclusion paragraph with AT LEAST 5 sentences for your story. You will finish the story today!</p> <p>Spelling: Write words in alphabetical order.</p>	<p>Go on to Tumble Book Library through d158.net and view one of listed the videos on human body systems: Digestive System, Nervous System, or Circulatory System.</p>	<p><u>Art</u> Make a collage using items from outside.</p> <p>https://www.youtube.com/channel/UC5XMF3Inoi8R9nSI8ChOsdQ</p>

	<p>“Continue the Learning Journey section at the end of the article. https://sn56.scholastic.com/issues/2017-18/043018/cats-or-dogs.html</p>		<p>https://www.d158.net/o/lsd158/page/student-links--71</p>	
<p>Multiply 1486 X 659 Multiply 1542 X 214 Multiply 6254 X 321 Multiply 9856 X 412 Multiply 8329 X 516</p>	<p>Click on the link below to access the “Are Youth Sports Too Intense” article from Scholastic and answer the questions in the “Continue the Learning Journey section at the end of the article.</p> <p>https://sn56.scholastic.com/issues/2019-20/010620/are-youth-sports-too-intense.html</p>	<p>Proofread, edit, and rewrite your story. Read it to your family and/or friends.</p> <p>Spelling: Practice words by playing games on www.Spellingcity.com</p>	<p>Write an article (5-10 sentences) about someone in the news you would choose for “Person of the Year”.</p>	<p>Music</p> <p>Make a list of commercial jingles. Example “ba da ba ba ba, I’m lovin’ it” is McDonalds. Create a jingle of your own.</p> <p>Feel free to also visit https://www.youtube.com/channel/UCyRQG5szedhTDR9DcTiAGg/ to view singalongs created by Mrs. Stephens.</p>

Optional Technology Activities – Please use if the internet is available to your family.			
Name	Website	Login Information	Use
Tumblebooks	https://www.d158.net/o/lsd158/page/student-links--71	No login needed	Virtual book/video library. May be used for reading choice. Access through district website in student links.
Scholastic News	https://classroommagazines.scholastic.com/support/learnathome.html	Parents create an account.	Access to approximately three hours of learning opportunities per day including projects based on exciting articles and stories, virtual

			field trips, reading and geography challenges, and more.
IXL	https://www.ixl.com/	Students have. Username = firstnamelastname@d158 Password = id#_____ (AR number)	5 th Grade Math – M.1-21 (multiplying fractions), N. 1-12 (dividing Fractions)
Spelling City	www.spellingcity.com	Refer to password list	Use words from “Hold the Flag High”
Reading IQ	www.readingiq.com	Redeem code: SCHOOL2547	Digital library that provides access to thousands of high-quality books.
Brain Pop	www.brainpop.com	Username: reavispop Password: poplearn	Explore any skills that interest you.
Art for Kids Hub	https://www.youtube.com/channel/UC5XMF3Inoi8R9nSI8ChOsdQ	No login Required	Art- All Grades: Complete 2 drawings a week, color them in, and make a background for each! Bring them back to school and we can hang them up in the art room.
Free School Closure Resources for Families	https://bit.ly/SCISCschoolclosurefamilies?fbclid=IwAR1_nDSsstLjlvYAc8nuCE-bJa3AMTiTHyRP4kvtQTMN7oqUQ9oMoUktsw8	No login required	This link contains various links to educational sites and enrichment sites such as virtual field trips, daily live streamed art activities with Mo Williams, etc...
Adventure Academy	www.adventureacademy.com	Redeem code: SCHOOL2547	Multiplayer online game that builds skills in language arts, math, science, and social studies
Generation Genius	https://www.generationgenius.com	Free	10-15 minute science videos with questions. Some have Kahoot quizzes.

Spelling Words for Spelling Challenges:

1. echoes
2. avocados
3. thieves
4. flamingos
5. scissors
6. buffaloes
7. measles
8. pants
9. pianos
10. dominoes

Fry Words – Students should practice reading these words every week. These words are also referred to as sight words which means that students should be able to read the words without sounding out the word. These words are also known as high frequency words because the words are “frequently used” in reading for this grade level.

done	English	road	half	ten	fly	gave	box	finally	wait
correct	oh	quickly	person	became	shown	minutes	strong	verb	stars
front	feel	fact	inches	street	decided	contain	course	surface	produce
building	ocean	class	note	nothing	rest	carefully	scientists	inside	wheels
stay	green	known	island	week	less	machine	base	ago	stood
plane	system	behind	ran	round	boat	game	force	brought	understand
warm	common	bring	explain	dry	though	language	shape	deep	thousands
yes	clear	equation	yet	government	filled	heat	full	hot	check
object	am	rule	among	noun	power	cannot	able	six	size
dark	ball	material	special	heavy	fine	pair	circle	include	built

Book Talk with Family: Choose a few questions to start the conversation about what your child is reading.

Before Reading:

- Looking at the title, cover and illustrations/pictures, what do you think will happen in this book? What makes you think that?
- What characters do you think might be in the book?
- Do you think there will be a problem in the story? Why?
- What do you already know about the topic of this book?
- Does the topic or story relate to you or your family? How?

- Do you think it will be like any other book you've read? If so, which one, and how do you think it will be similar?

During Reading:

- What has happened so far in the story? Can you tell me using sequence words? (first, then, next, after, finally, etc.)
- What do you predict will happen next?
- How do you think the story will end?
- Why do you think the character did _____?
- What would you have done if you were the character?
- How would you have felt if you were the character?
- When you read, what pictures did you see in your head? How did you imagine it looked like?
- What are you wondering about as you read? What questions do you have?
- Think about the predictions you made before reading; do you still think the story will go that way? Why or why not? How do you think it will go now?
- Make a list of words you do not know. Look for context clues to find the meanings of the words.

After Reading:

- Why is the title a good title for the book/story? If you had to give it a different title, what would be another good title for it?
- Were your predictions correct? Where did you have to fix your prediction as you read?
- If there was a problem, did it get solved? How did the character try to solve the problem?
- What happened because of the problem?
- What was the author's message?
- Look at the way the author ended the book. Do you think this is a good way to end? Why or why not?
- Did any of the characters change through the story? Who changed, and how did they change?
- Why do you think the author wrote this? To persuade, inform, or entertain? Why do you think that?
- What is the most important point that the author is trying to make in his/her writing?
- What was your favorite part? Why?
- If you could change one part, what would you change?
- If you could ask the author a question, what would you ask?
- Can you retell the story in sequence order (use your fingers and sequence words: first, second, then, next, etc.)
- Is there a character in the story that reminds you of someone you know? If so, who are they like, and why do you think that?
- Does this book remind you of another book you know? Does it remind you of something you've experienced in real life?
- How did the author let you know that something exciting was going to happen (foreshadowing)? Find examples from the text.