

Fifth Grade

May 18 - 29

May 18-29, 2020

Grade Level 5					
Morning Message: In a world where you can be anything, be kind!					
Morning Check-in: Good morning and welcome to our final two weeks of remote learning! Check out the Columbia Central Instagram page Mr. Schoff and Ms. Oliver created at @columbiacentralcardinals					

ELA					
Day	Monday, May 18	Tuesday, May 19	Wednesday, May 20	Thursday, May 21	Friday, May 22
Time	15 minutes	15 minutes	15 minutes	15 minutes	15 minutes
Learning Target/ Standard	I can determine the meaning of general academic words. I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.				
Learning Experiences Directions	1. Choose either the hero (male) or the hero-ine (female) page and write your own definition of a hero or hero-ine. 2. Then, write a meaningful sentence using the word hero or hero-ine.	The book, <u>Hero Dad</u> by Melinda Hardin, can be found on You-Tube. It is a 1min. & 49 sec. read aloud. Make a list of heroes or hero-ines in your life. This could include someone in your family, a doctor, nurse, fireman, etc.	Choose either a hero or hero-ine from your list and write a paragraph stating who the person is and describe that person. Extra: You can do more than one hero or hero-ine or one of each if you want.	Draw a picture of your hero or hero-ine. Please include as many details as you can think of in that picture (you may also color the picture). Extra: You can do a picture for each of the heroes or hero-ines you chose.	SUMMARY PAGE Write a sentence or two stating what makes the person you chose a hero or hero-ine.
How will my teacher know that I have learned this?	Use the summary page activities to identify what you learned this week. Be ready to discuss these items with your teacher when she calls. Alternatively, if calling or video chatting doesn't work / is not an option, you can email pictures of your work to your teacher.				

ELA					
Day	Monday, 25	Tuesday, May 26	Wednesday, May 27	Thursday, May 28	Friday, May 29
Time	Memorial Day	15 minutes	15 minutes	15 minutes	15 minutes
Learning Target/ Standard	I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.				

Learning Experiences Directions	No Student Work Today!	Follow the First Step to plan your Super Hero. You will be drawing a picture.	Follow the Second Step to construct your Super Hero. The note taking is optional.	Follow the Third Step writing two sentences for each explanation.	SUMMARY PAGE Write 3 or 4 sentences about your project experience.
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Movement Break, Art Activity, Music- Choose one activity- 10 minutes (Explores/Gym)

Each special plans 1 daily activity or choice board with directions. Choose one of these activities each day.

MATH					
Day	Monday, May 18	Tuesday, May 19	Wednesday, May 20	Thursday, May 21	Friday, May 22
Time	15-20 min	15-20 min	15-20 min	15-20 min	15-20 min
standard /learning target	I can understand that one way to measure plane shapes is by the area they have. I can understand that a "unit square" is a square with side lengths of 1 unit and it is used to measure the area of plane shapes. I can measure area by counting unit squares. I can find the area of a rectangle using square tiles and also by multiplying the two side lengths. I can solve real world problems involving the area of rectangles.				
Learning Experiences Directions	Read the instructions for creating your menu on page 1. You will need your previous learning packet to help you. Please use either page 2 or 3 to list your food items. You will need to create a logo and cover on the other side of your menu.	Finish creating your menu. Make sure you have all the details listed on page 1.	Read instructions for the next phase of your project: Making a 3D Taco truck! Instructions are on pages 4,5,6, and 7. After reading, begin the rough draft on page 8.	Finish rough draft and look at the checklist on page 9 to make sure you have all of the details completed.	SUMMARY Begin work on page 10- Final Version:Base Floor Plan of your 3D taco truck. For your weekly summary you will need to send a picture of your menu front and back to your teacher, or be prepared to talk about it when your teacher calls you, and complete the summary page in the packet.
How will my teacher know that I have learned this?	Share your progress with your teacher when she calls/emails each week. Feel free to ask any questions you may have.				

Math					
Day	Monday, May 25	Tuesday, May 26	Wednesday, May 27	Thursday, May 28	Friday, May 29

Time	Memorial Day	20 minutes	20 minutes	20 minutes	20 min
Learning Target/ Standard	I can understand that one way to measure plane shapes is by the area they have. I can understand that a "unit square" is a square with side lengths of 1 unit and it is used to measure the area of plane shapes. I can measure area by counting unit squares. I can find the area of a rectangle using square tiles and also by multiplying the two side lengths. I can solve real world problems involving the area of rectangles.				
Learning Experiences Directions	No Student Work Today!	Work on page 11- Final Version: Walls section of your 3D taco truck.	Work on page 12: Final Version: Roof and Ceiling section of your 3D taco truck and begin to put your truck together.	Finish putting your truck together and begin page 13 by finding the perimeter and area of each section. Optional pages 14-17 have been included for you to create appliances and furniture.	SUMMARY Put the finishing touches on your taco truck. For your weekly summary send a picture of your completed truck to your teacher, or be prepared to talk about it when your teacher calls, and complete the summary page.

Social Studies					
Day	Monday, May 18	Tuesday, May 19	Wednesday, May 20	Thursday, May 21	Friday, May 22
Time	20 min	20 min	20 min	20 min	20 min
standard /learning target	I can summarize an informational text. I can summarize and paraphrase historical events.				
Learning Experiences Directions	Read the passage and learn about your next historical figure for Women's History Month and complete the summarizing ("All About") page.	Read the passage and learn about your next historical figure for Women's History Month and complete the summarizing ("All About") page.	Read the passage and learn about your next historical figure for Women's History Month and complete the summarizing ("All About") page.	Read the passage and learn about your next historical figure for Women's History Month and complete the summarizing ("All About") page.	SUMMARY View the summary page at the end of your social studies section and complete the summary activity to demonstrate your knowledge. You will do a summary activity at the end of each week.
How will my teacher know that I have learned this?	Take a picture of your summary page and send it to your teacher by email or however you communicate with her (Google Classroom, Class Tag, etc.) If you do not have access to technology, your teacher will call and talk about the summary page. This knowledge check will occur every Friday for each packet.				

Social Studies					
Day	Monday, May 25	Tuesday, May 26	Wednesday, May 27	Thursday, May 28	Friday, May 29
Time	Memorial Day	20 minutes	20 minutes	20 minutes	
Learning Target/ Standard	I can summarize an informational text. I can summarize and paraphrase historical events.				
Learning Experiences Directions	No Student Work Today	Read the passage and learn about your next historical figure for Women's History Month and complete the summarizing ("All About") page.	Read the passage and learn about your next historical figure for Women's History Month and complete the summarizing ("All About") page.	Read the passage and learn about your next historical figure for Women's History Month and complete the summarizing ("All About") page.	SUMMARY View the summary page at the end of your social studies section and complete the summary activity to demonstrate your knowledge. You will do a summary activity at the end of each week.

Science					
Day	Monday, May 18	Tuesday, May 19	Wednesday, May 20	Thursday, May 21	Friday, May 22
Time	15 min	15 min	15 min	15 min	15 min
standard /learning target	I can identify and compare multiple solutions to a problem. I can design an invention and critique it. I can make improvements based on my critique.				
Learning Experiences Directions	Read steps to creating an invention.	Brainstorm ideas for world problems and possible inventions to solve problem.	Fill out patent application for invention idea. Journal about invention.	Design and create drawings and description of invention. Journal about invention.	SUMMARY View the summary page at the end of your science section and complete the summary activity for Week #1 to demonstrate your knowledge. You will do a summary activity at the end of each week.
How will my teacher know that I have learned this?	Take a picture of your summary page and send it to your teacher by email or however you communicate with her (Google Classroom, Class Tag, etc.) If you do not have access to technology, your teacher will call and talk about the summary page. This knowledge check will occur every Friday for each packet.				

Science					
Day	Monday, May 25	Tuesday, May 26	Wednesday, May 27	Thursday, May 28	Friday, May 29
Time	Memorial Day	15 minutes	15 minutes	15 minutes	15 minutes
Learning Target/ Standard	I can identify and compare multiple solutions to a problem. I can design an invention and critique it. I can make improvements based on my critique.				
Learning Experiences Directions	No Student Work Today	Develop prototype of invention and test out. Journal about invention.	Make adjustments to invention based upon trials. Journal about invention.	Finalize invention and journal about invention.	View the summary page at the end of your science section and complete the summary activity for Week #2 to demonstrate your knowledge.

English Language Arts Activities:

Over the next two weeks, students will complete the attached activities for a final project.

The first week of this project focuses on identifying heroes in their lives and showing appreciation for those people through a creative project.

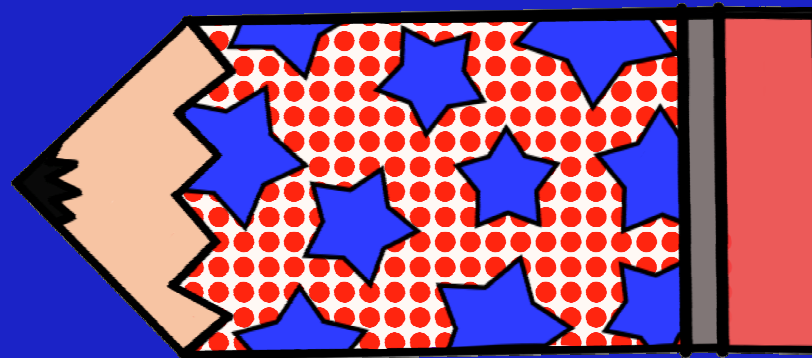
The second week of this project utilizes skills across several subjects in addition to English, such as science and technology. Here, students will use what they learned in week one to construct their own superhero.

Please follow the directions on the cover page and the directions for each week in the ELA section of this packet.

Standards and Skills Covered:

I can determine the meaning of general academic words.
I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

My Hero Writing Project



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Teacher Directions:

- Students write their own definition of a hero, including a meaningful sentence.

Before they wrote their definition, I read the book, Hero Dad by Melinda Hardin, and we

- Students name their hero and describe them.
- Finally, students draw a picture of their hero and glue it to the front of their construction paper folder.

This is a good project to do for Veteran's Day, Mother's Day or Father's Day!

hero (hîr' ō) *noun* 1. _____

2. _____

hero·ine (herō-in) *noun* 1. _____

2. _____



My hero is _____.

They are my hero, because _____

_____.

They are heroic, because _____

_____.

They have inspired me by _____

_____.



My hero is _____.

He is my hero, because _____

_____.

He is heroic, because _____

_____.

He has inspired me by _____

_____.



My heroine is _____

She is my hero, because _____

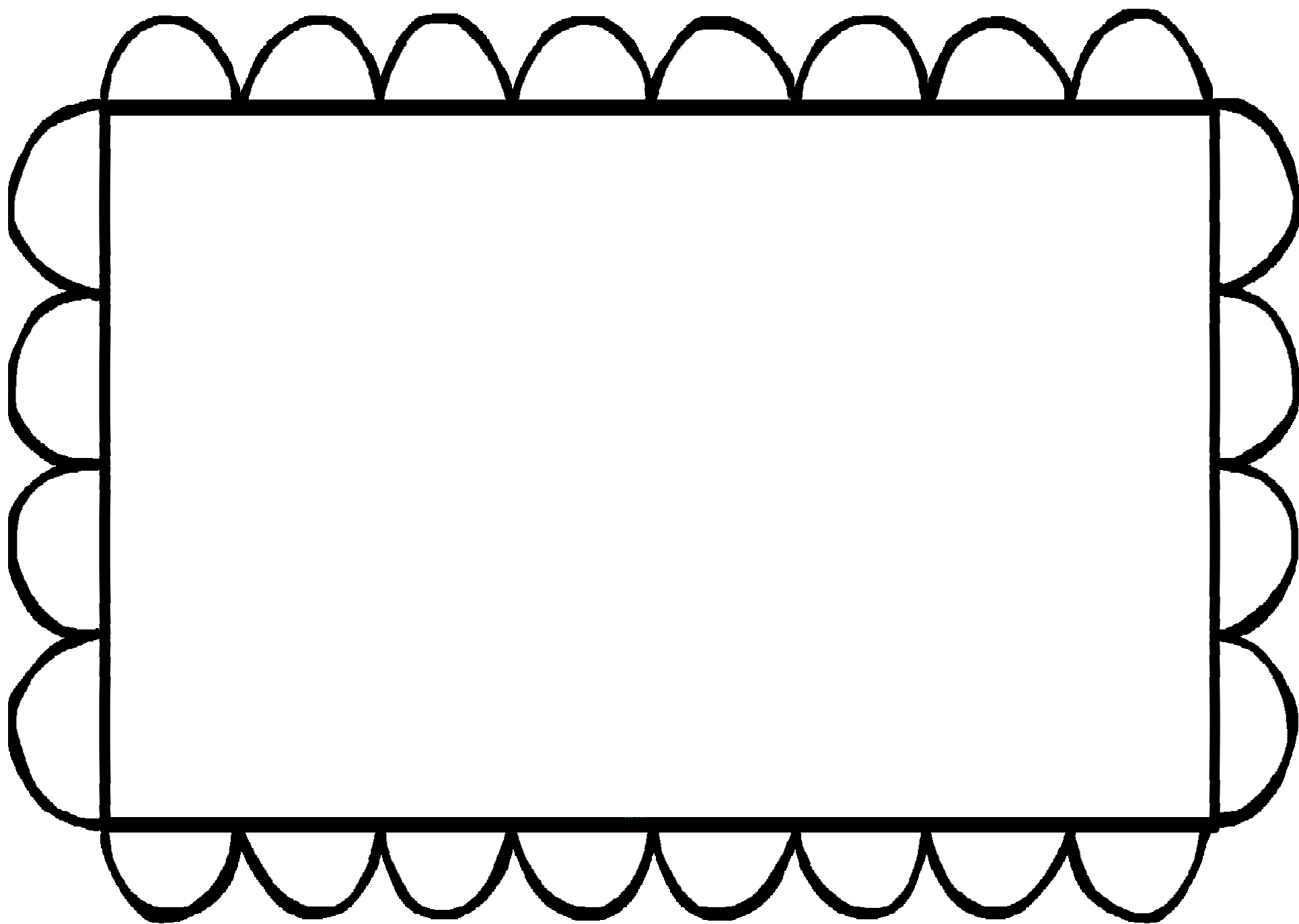
_____.

She is heroic, because _____

_____.

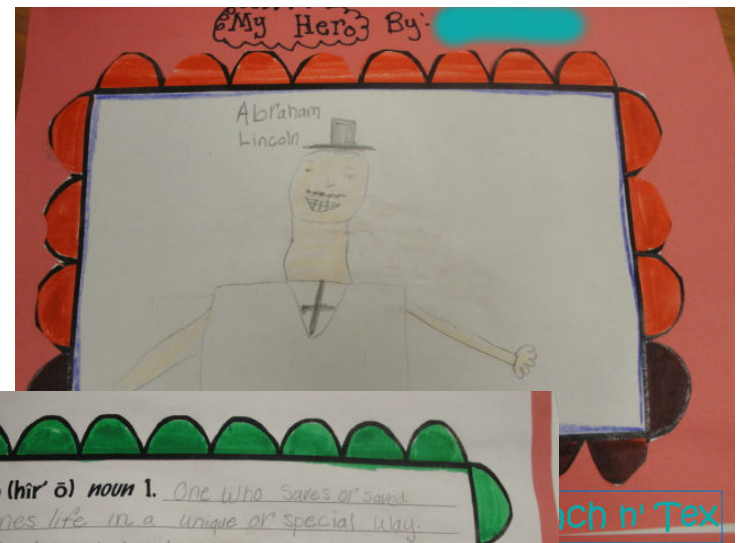
She has inspired me by _____

_____.

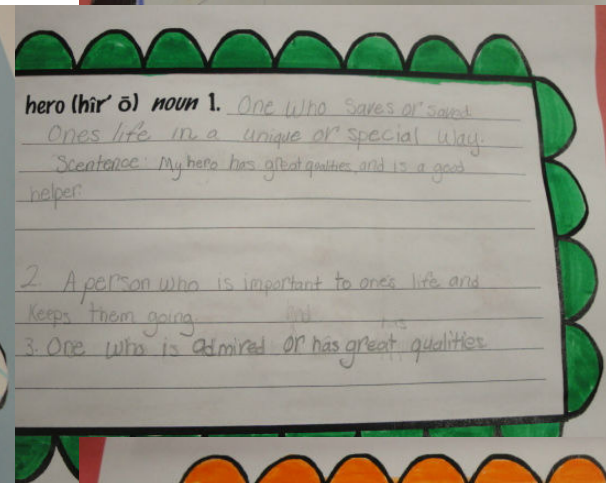
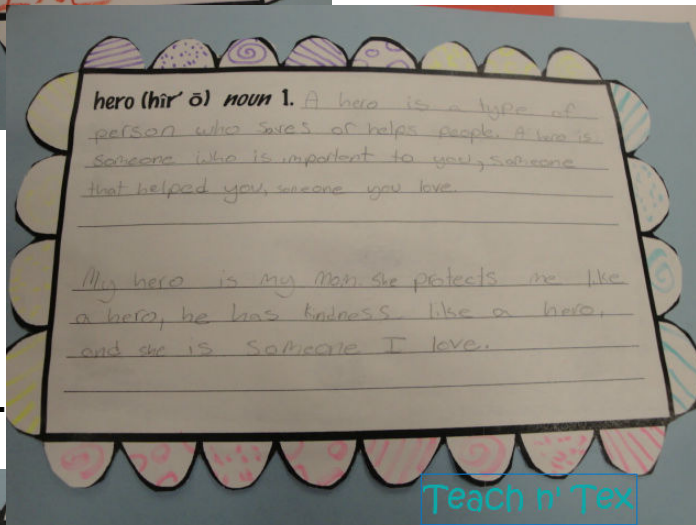




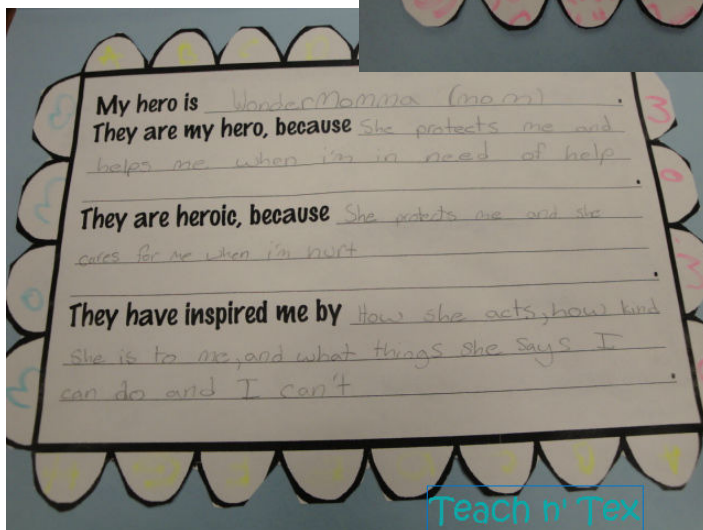
We did this project right before Mother's Day and right after studying the Civil War!



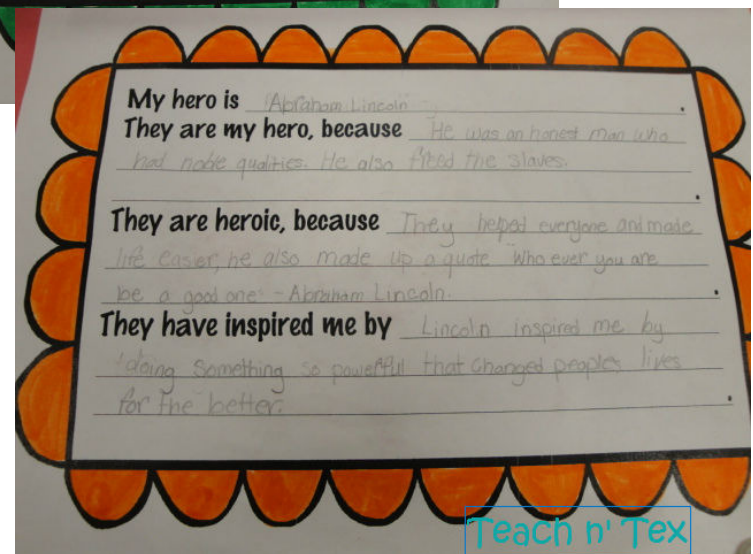
I love how she hyphenated heroine and called her Mom, WonderMomma.



Great definition!



She inspires me!



Loop Frames from



Pencil Graphic from



Marker Font from

<http://www.1001fonts.com/ds-marker-felt-font.html#styles>



Teachntex.blogspot.com

STEM = science, technology, engineering, and math

STEM Activity – Super Hero Project

By Anna Navarre



Anna Navarre's TpT Store

<http://www.teacherspayteachers.com/Store/Anna-Navarre>

STEM Activity – Super Hero Project

This Stem Activity project is a hands on approach to learning. Students use science, technology, engineering, and math to construct this project. They also use reading, writing, critical thinking, cooperative learning and more. It is exciting to see students use their imagination and creative skills to create a unique project that they can be proud of.

Students use the following pages to plan, design, construct and reflect on their learning. The pages walk students through the thinking process, but does not limit the creative aspect of this project. This project can be done independently, with a partner, or in a small group.

As students begin this project they are given a 4 page packet, which can be copied back to back to save on paper. They are also given the materials listed. In some cases you may need students to bring in some of the materials in advance. For example, you might need students to bring in bottles/containers. If you have additional material that you want to make available to your students then you can just have them write it in on their paper. Any material that is not available or that you choose not to have students use can simply be scratched off the materials list. You could do this before you make the copies, but I like to have students make the changes. It seems like part of the process.

After students have their paper and materials they need to develop a plan for their super hero . In order to have students get familiar with ideas for their super hero and to give them the full benefit of technology, it is helpful to have them access the internet/videos to research different ideas. If the internet is not an option then books work well too. Students will then use their packet to diagram their plan.

The second step is for students to follow their plan to construct their super hero. They are encouraged to use the questions on page 2 to think about their work and take notes. While we want students thinking about the process, we don't want them to get bogged down with the writing at this point. It is a good idea to let students write their notes in a way that they feel comfortable with. This may include fragments, complete sentences, or pictures. They, of course, need to have the understanding that they will do a summary at the end of the project, which will require complete sentences.

The third step requires students to measure their completed project and explain how their super hero would help someone in trouble. Students write this information in the first box. The next box asks students to explain how they designed their super hero and asks them to explain what characteristic makes their super hero unique. The third box asks students to explain what the most difficult part of the process was. It also asks them to explain how their super hero would be different if they were given more material resources.

The final page of the packet is simply a summary and/or a reflection page. Students can report on the whole process explaining the steps that they took to construct their super hero or they can simply reflect on the whole process.

One thing that students like to do when they have finished their project is to, of course, share it with others. Hopefully, your day will allow for sharing them in class, but another idea is to find a common area out of the classroom in which others can see this work. This truly instills a sense of pride and encourages others to be STEM learners on their own.

Name _____

STEM Activity – Super Hero Project

Objective: Your objective is to construct a super hero using some or all of the materials available.

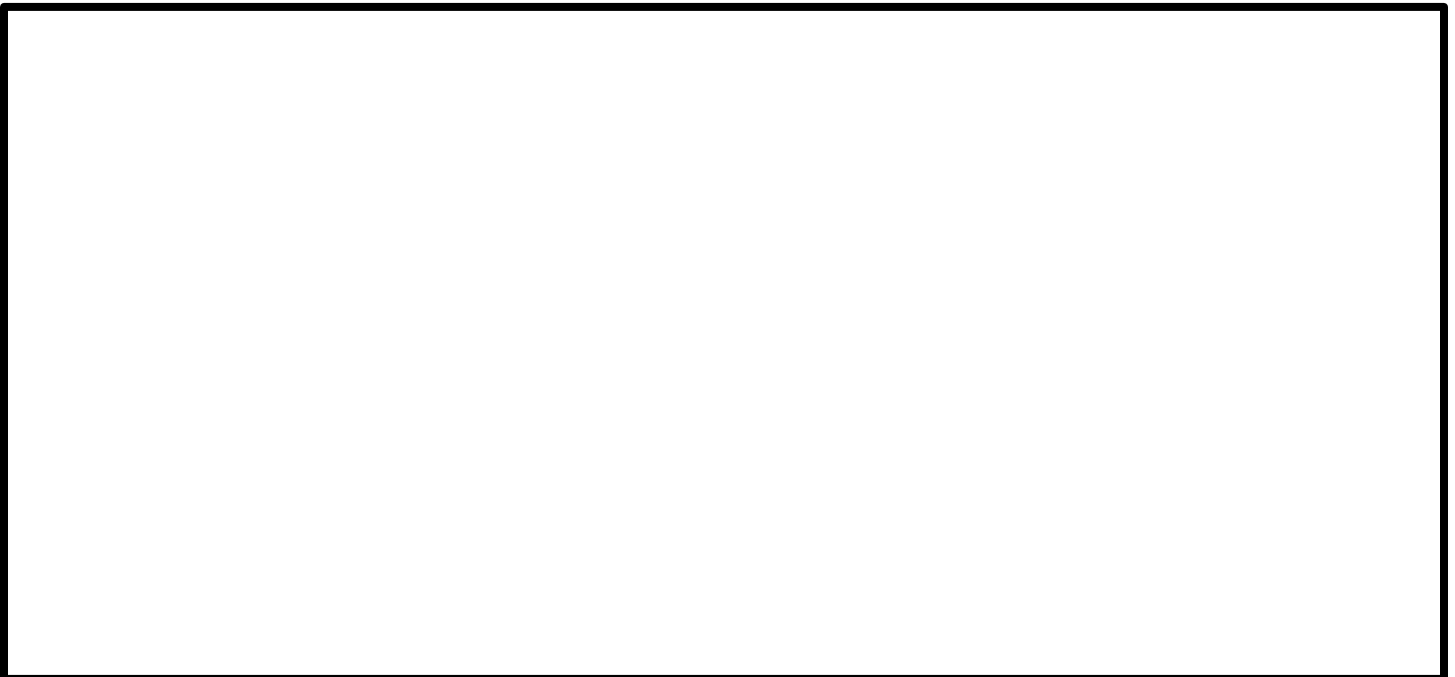
As you work to complete this objective you will document your plan and the results of your project.

Material:

- Plastic bottle or other reusable container
- Construction and/or tissue paper
- Sharpies/markers, scissors and a ruler
- Aluminum foil
- Paper cups and plates
- Styrofoam or Ping-Pong balls
- Yarn, pipe cleaners, Q-tips, and glitter
- Glue, tape, and rubber bands

First Step:

Plan your super hero. What kind of super hero do you want to design? How will your super hero be unique? Use books or the internet to research different kinds of superheroes. Diagram your plan in the box below.



What is the name of your super hero? _____

Second Step:

Follow your plan to construct your super hero. Take notes as you follow out your plan. What worked and what didn't work? Did your plan go as you thought it would? What did you observe in the process? What would you do differently if you had to do this again?

Notes: Write your notes in the box below. You may also draw pictures as a form of note taking.

Third Step:

Measure your super hero and explain how your super hero would be able to help someone in trouble.

Explain how you designed your super hero and explain what characteristic makes your super hero unique.

What was the most difficult part in creating your super hero? How would this super hero be different if you were given more material resources?

STEM Activity – Super Hero Project

Final Step:

Write a complete summary of your project experience.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

English Language Arts Summary Activities:

Week One: Write a sentence or two stating what makes the person you chose a hero or hero-ine. Be sure to use specific details to justify your answer.

[illegible]

Week Two: Write 3 or 4 sentences about your project experience. Be sure to reflect on your experience and what you learned. Did you enjoy this project? Why or why not?

[illegible]

DESIGN THE MENU

Your next assignment: create a menu for your taco business. Menus are interesting because there are so many different ways that you can create one. Your job is to create a menu that captures the food and flavor of YOUR taco truck business.

You've created a business name, designed logos, and even created designer tacos. Bring it all together with a menu that shows it! How you design and create it is up to you. Below are the only FOUR requirements that must be included, but the rest is up to you.

BUSINESS NAME	LISTING OF ALL ITEMS OF FOOD AND PRICES
LOGO	DESIGNER TACOS AND PRICES

There are blank menu templates included or you may create your own. Pick which would work best for you. If possible, you might even be able to incorporate some ideas into the 3D version of the taco truck (at the end of this project).

Before you begin, take some time and look at different types of menus. These could be paper or online versions from various restaurants. Make sure to focus on the design and layout because it is important the customers can understand it.



Use this paper to create a menu.

Use this paper to create a menu.

DESIGN THE MENU

Use this paper to create a menu.

TACO TRUCK PARTS

Things To Know

REQUIREMENTS LIST

Your taco truck will have a list of items that must be included.

This will be a list of items for the floor plan and the walls. You will decide where to put everything!

This includes a COUNTER and open wall to serve customers.

AREA & PERIMETER

As you create the layout of the truck, you will need to find the area and perimeter of items from the requirement list.

Units will be the measurement used for perimeter and area.

Example:

- Perimeter is 24 units
- Area is 26 square units (or units squared).

GEOMETRY DESIGN

Use your geometry skills to find the best solution to fitting all items into the truck

All cars and trucks are filled with geometry in real life. Use those ideas to help you make the best choices.

Math is everywhere!

BE PREPARED!

Your taco truck must make sense and fit together.
Make sure you leave space for the driver to drive it!

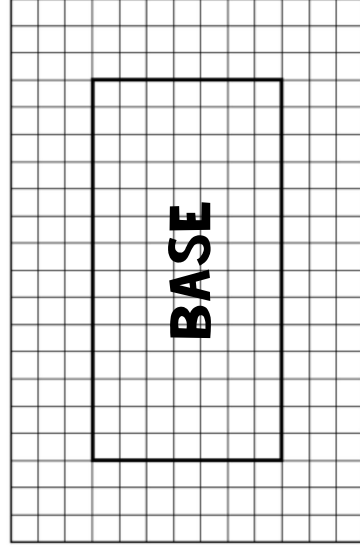
TACO TRUCK PARTS

There are four major parts of the truck that you will build and design.

THE BASE

This is where you create the floor of the truck.

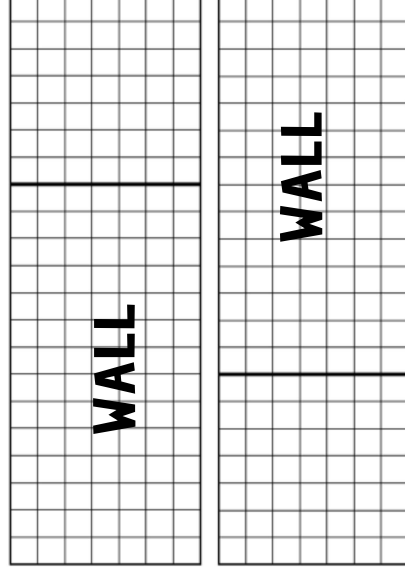
-The truck base is bolded, but the paper is full size to help with keeping the truck together.



THE WALL, PIECE 1

Each WALL section contains two walls.

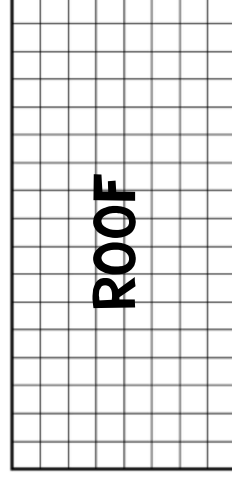
They are folded to create the front, back and sides of the truck.



THE WALL, PIECE 2

They can be cut out to create a rectangle that fits exactly around the base of the truck.

The size is just a little large so it can sit on top of the truck without falling apart.



Each of the MAJOR PARTS will be on separate pieces of paper. They can be cut out and placed together to form a TACO TRUCK in the shape of a rectangular prism.

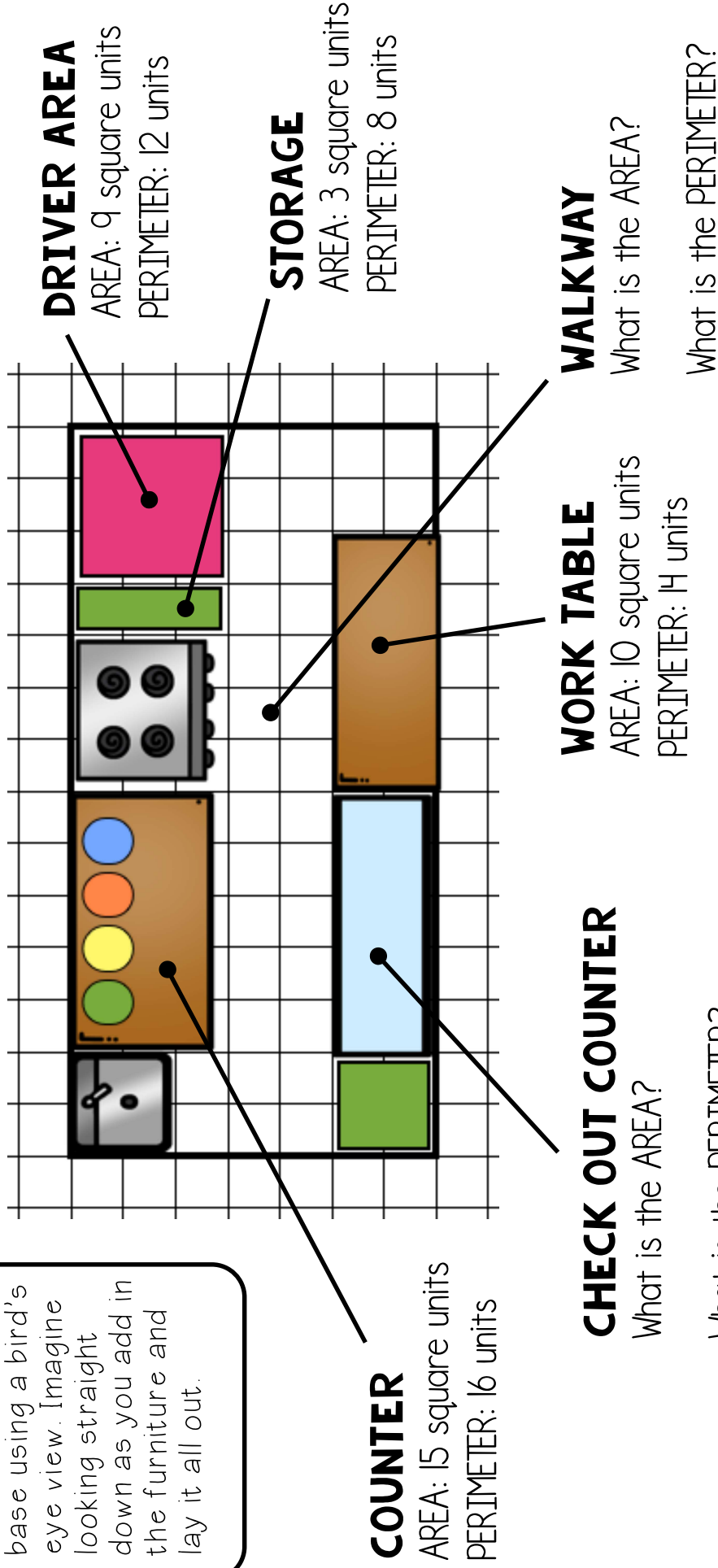
TACO TRUCK PARTS

More important things to know.

After you have created the layout, you will have to find the area and perimeter of items in the truck. Not all items will be exactly perfect, so estimate as close as you can.

You will design the base using a bird's eye view. Imagine looking straight down as you add in the furniture and lay it all out.

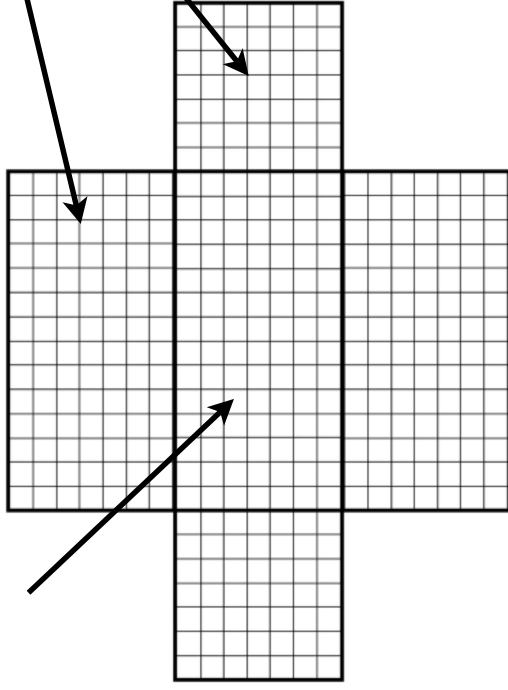
This is an example of a BASE floor plan.



ROUGH DRAFT: INSTRUCTIONS

This rough draft will be used as a blueprint and will include all items from the Requirement List. The Requirement List will be included on the page. Check off each item once you have included it.

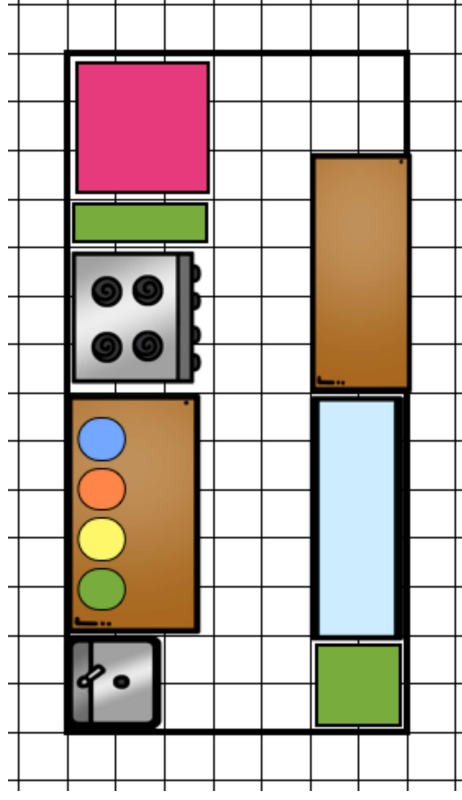
This is the BASE and main floor.



The inside of the truck will look like the four walls have been laid down.

Refer back to the directions and look at the examples to help you out.

A finished wall or base could look like this. Design carefully!



As seen on the previous page.

As you design the layout, you may have to turn your paper so the drawings match up on each side of the truck.

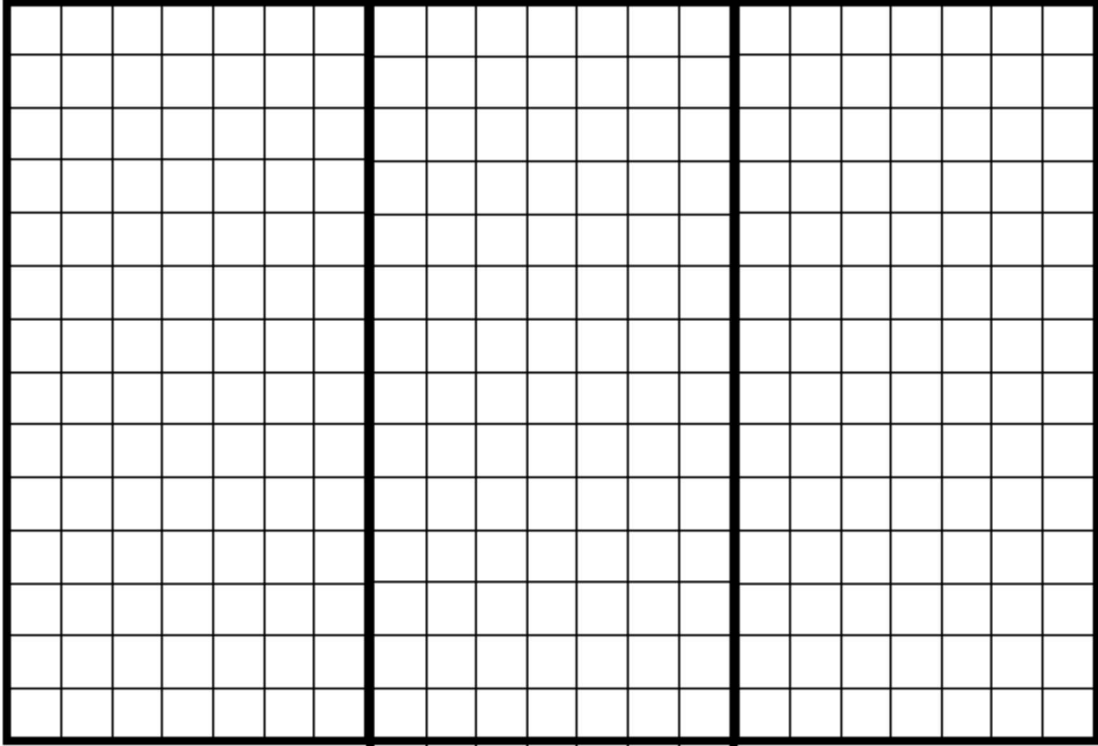
ROUGH DRAFT: BLUEPRINTS

Create your rough draft of the taco truck. Check off each item after you add it to your truck.

driver seat	
work counter	
sink	
oven	

trash can	
order counter	
stove top	
window over order counter	

WALL



WALL

WALL

WALL

Walkway down the middle of the truck.	
EXIT out of the back of the truck.	

cash register	
supply cabinet	
freezer	

FINAL VERSION: REQUIREMENT LISTS

Listed below are all the furnishing elements that must be included inside your truck.

Check off each item once it has been added in your truck.

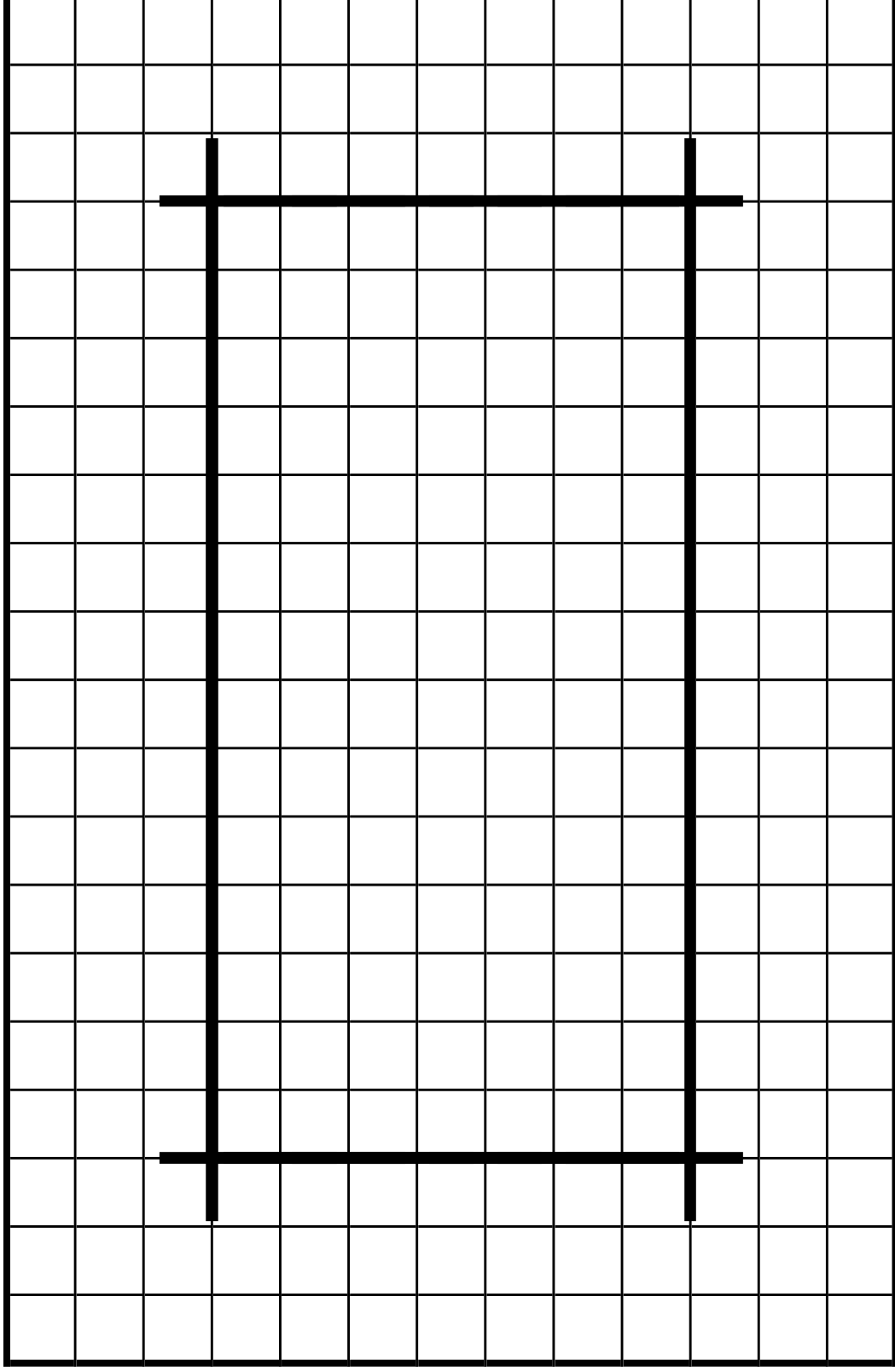
This side is optional

ITEM	COMPLETED
driver seat	
work counter	
sink	
oven	
trash can	
order counter	
stove top	

ITEM	COMPLETED
Walkway down the middle of the truck.	
EXIT out of the back of the truck.	
cash register	
supply cabinet	
freezer	
window over order counter	

FINAL VERSION: BASE FLOOR PLAN

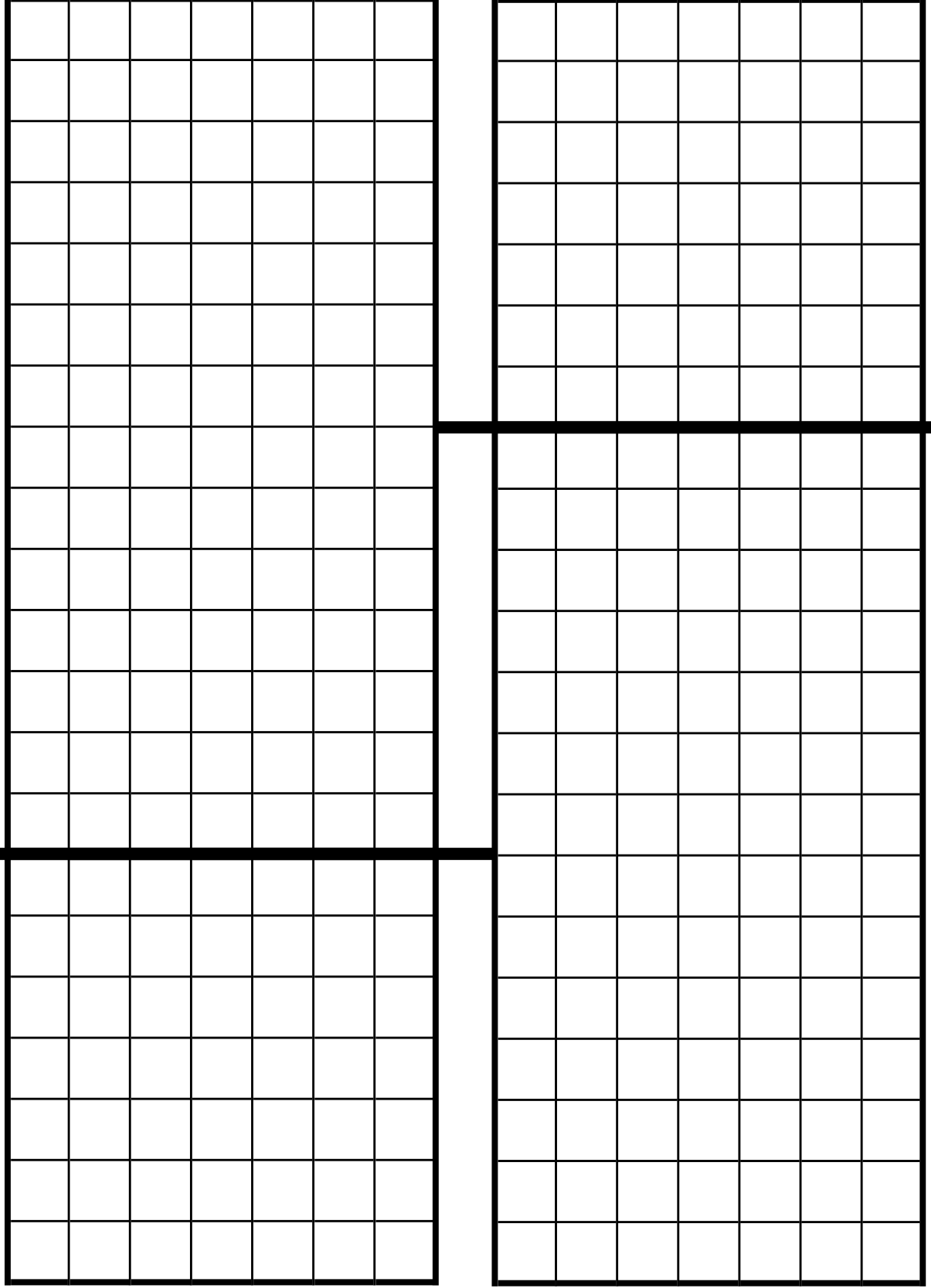
Convert your rough draft to the final version of the truck.



You may also design the surrounding area, which could look like roads, pavement, or something based on where the truck is parked.

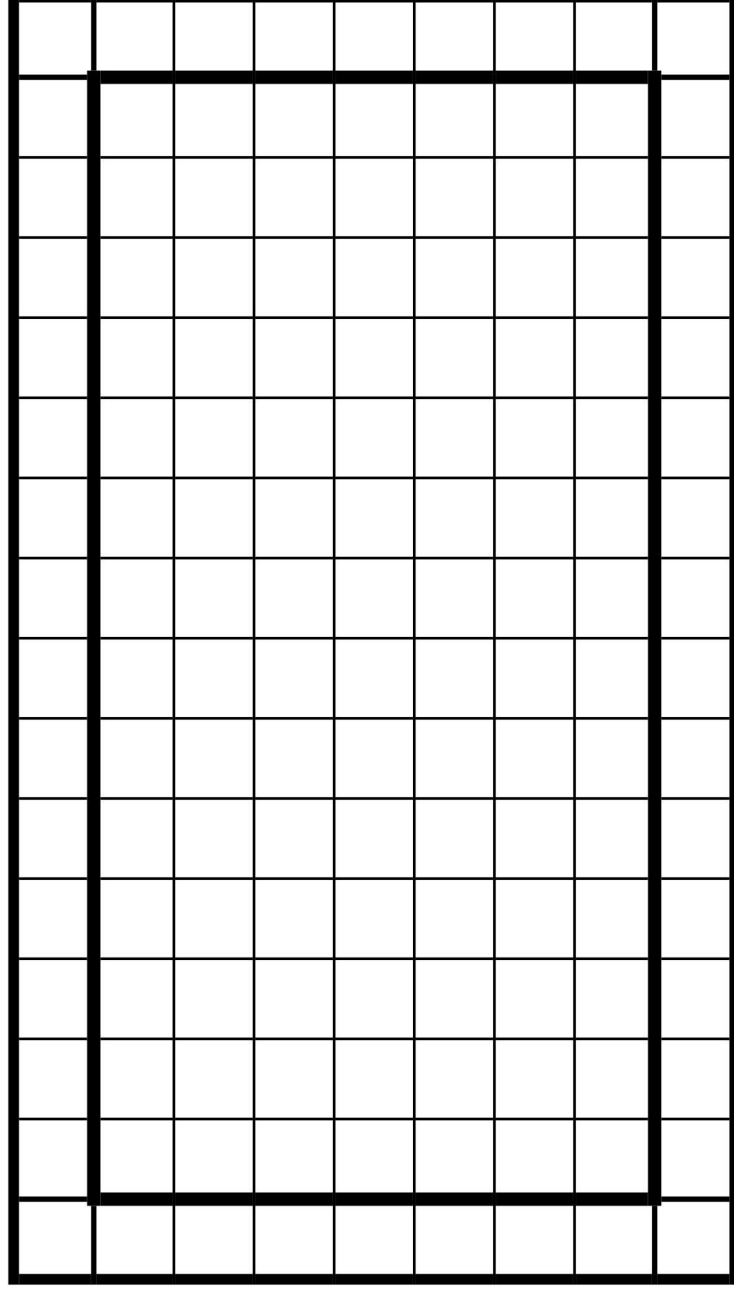
FINAL VERSION: WALLS

The inside walls of the taco truck are where you will continue designing from your floor plan.
MAKE SURE you keep enough space over the ORDER COUNTER so it can be cut open later.



FINAL VERSION: ROOF & CEILING

Include any remaining items that could go on the roof and ceiling.



The dark outline is the roof truck. There is a single row of units that will hang over the side. This is because the roof will sit on top of the walls.

You may cut down the roof sides once you see how it fits on top of the truck.

TACO TRUCK SIZE

Find the AREA, PERIMETER, and SHAPE of each item in the truck.
Fill in the information below.

ITEM	PERIMETER	AREA	SHAPE
------	-----------	------	-------

driver seat			
work counter			
sink			
oven			
trash can			
order counter			
stove top			

BUILDING 3D APPLIANCES & FURNITURE

It's time to build your appliances by creating three dimensional shapes. There are two blank graphing sheets provided.

FIRST: Make sure your furniture size matches what you created in your truck.

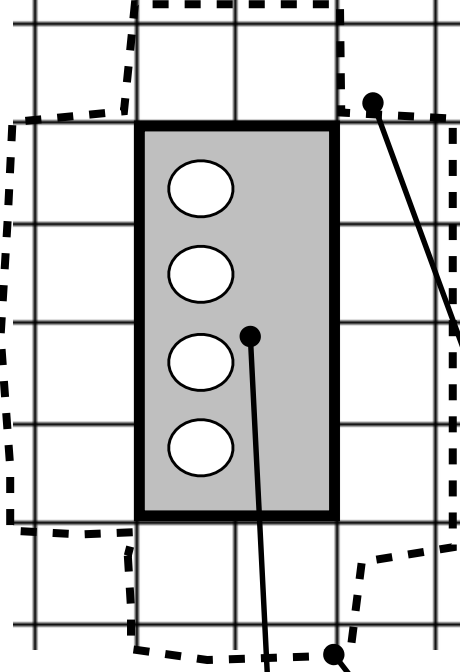
SECOND: 3D (three dimensional) means you'll have to design on all the sides (or most of them). Minecraft and LEGOS are good examples.

THIRD: Don't cut out the net until you are sure you have enough. Map out what you need.

FOURTH: Tape your shapes together. You can try glue, but it might not work as well.

FIFTH: DON'T get discouraged! This is a very difficult element of design. It will take you a while to master it...but you can do it!

WALLS: If you created walls--add those!



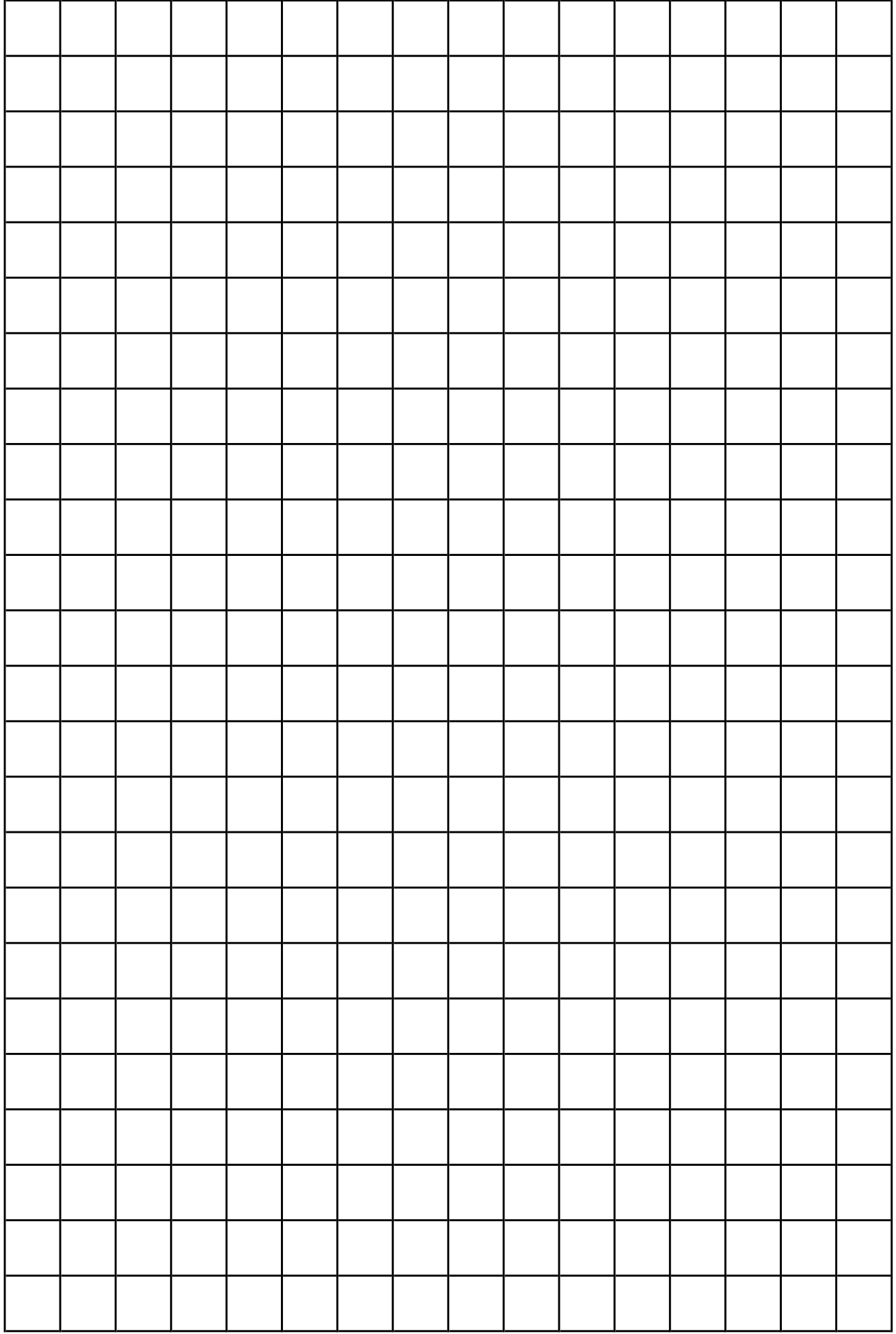
For this counter, I would cut out on my dotted line and tape the 4 sides together.

REMEMBER:

YOU MAY HAVE A BETTER WAY TO MAKE 3D APPLIANCES AND FURNITURE. DO WHAT WORKS BEST FOR YOU!

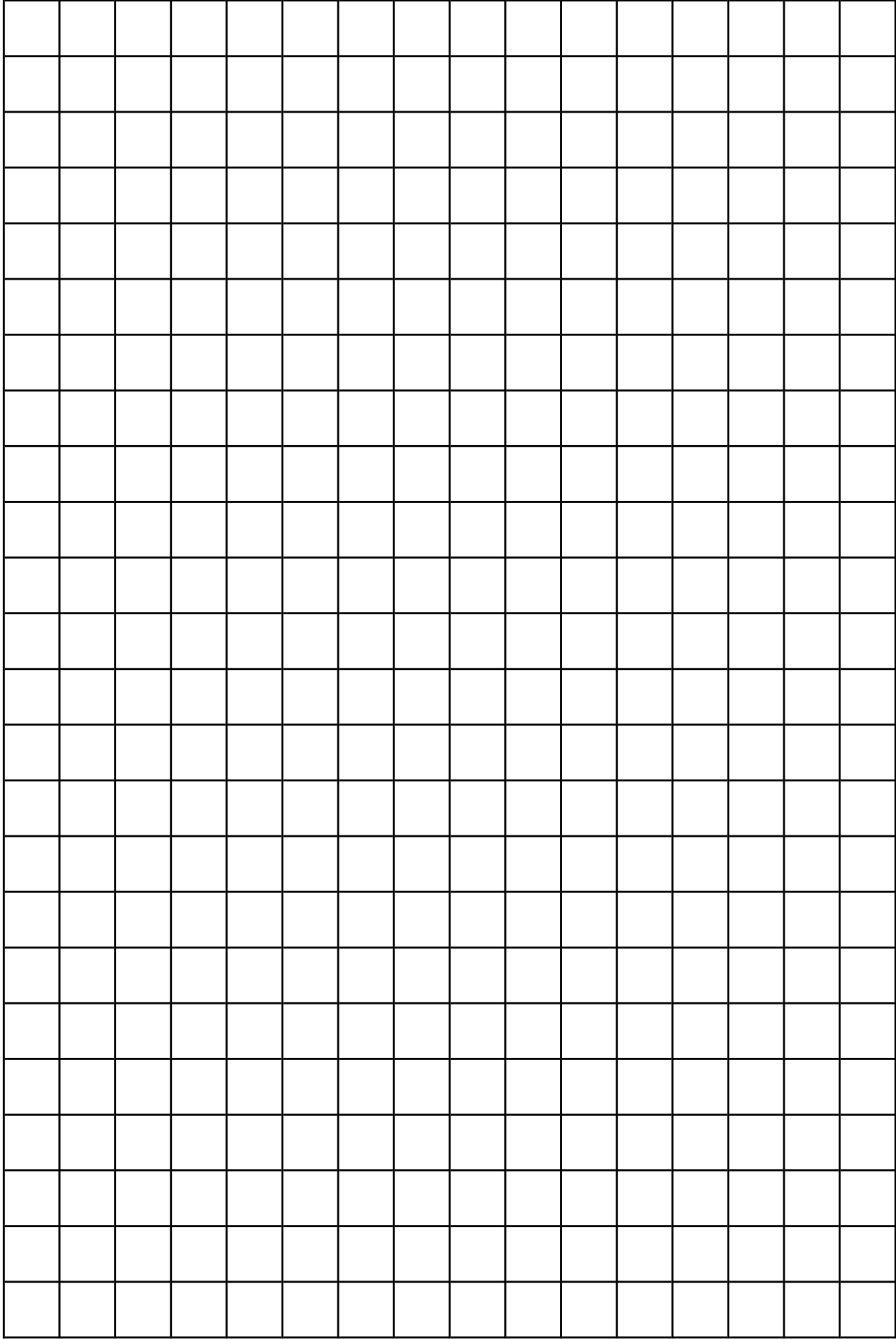
THREE-DIMENSIONAL PIECES

Use this graph paper to create your own three-dimensional appliances for the truck.



THREE-DIMENSIONAL PIECES

Use this graph paper to create your own three-dimensional appliances for the truck.



Math Summary Activities:

Week One: Write a sentence or two about your favorite item on the menu and why you chose your logo. (Don't forget to send your teacher a front and back picture if you can.)

Week Two: Write 3 or 4 sentences about your project experience. Be sure to reflect on your experience and what you learned. Did you enjoy this project? Why or why not? (Don't forget to send your teacher a picture of your completed taco truck if you can.)

Essential Standards:

I can understand that one way to measure plane shapes is by the area they have.

I can understand that a “unit square” is a square with side lengths of 1 unit and it is used to measure the area of plane shapes.

I can measure area by counting unit squares.

I can find the area of a rectangle using square tiles and also by multiplying the two side lengths.

I can solve real world problems involving the area of rectangles.

THE STEPS OF THE INVENTION PROCESS

In order to come up with a successful invention, inventors must follow these steps.

STEP ONE: PROBLEM

The inventor sees a problem, and decides they want to solve it.

STEP TWO: IDEA

The inventor brainstorms ways to solve the problem.

STEP THREE: RESEARCH

An inventor researches what has already been discovered about the problem.

STEP FOUR: PLAN

The inventor creates a plan for the invention, using words and pictures.

STEP FIVE: CREATION

The inventor builds a working model of the invention.

STEP SIX: FIELD TESTING

The inventor tests the invention under real conditions.

STEP SEVEN: PATENT

The inventor writes a detailed patent report and submits it to the government. If experts agree that the idea is new, the inventor gets to own it for a certain number of years. Once an invention has been patented, no one else may create the invention.

You have already made an invention for Earth Day. Now you are about to go through the steps every inventor must go through to create another invention! Your invention must help solve a problem facing our world today.

You will be required to apply for a patent, create a sample plan and drawing of your invention, complete an “Inventor’s Log” to record the invention process, and create a model of your invention.

<i>REQUIREMENTS</i>

For this assignment, you are required to complete the following:

- Come up with an idea for an invention that will help solve a problem facing our world today.
- Complete a patent application.
- Complete a plan and sample drawing of your invention. These should clearly label all the parts of your invention.
- Complete your “Inventor’s Log”. You will be required to write at least 5 journal entries discussing the steps you went through in the creation of your invention.
- Complete a model of your invention.

STUDENT PATENT APPLICATION

Date:

Name of Invention:

Name of Inventor:

Description of Invention:

Description of ways Invention will help change the world:

Applicant Signature:

INVENTION PLAN

Illustration

Use the space below to illustrate and describe your invention.

Invention Description

How my invention will change the world

Inventor's Log

For this part of the assignment, you will need to provide a minimum of five entries discussing the process you went through in the creation of your invention. Each entry should be dated.

Possible Writing Topics

- How you came up with your idea
- What you worked on each day
- Where you got your supplies
- People who helped you with your project
- Research materials you found helpful
- Problems you encountered
- Steps you went through during the pro

Day 1

Day 2

Day 3

Day 4

Day 5

Science Summary Activities:

Week One: Write a sentence or two about why it is important to have steps in the process of creating a new invention.

[illegible]

Week Two: Write 3 or 4 sentences about your project experience. Be sure to reflect on your experience and what you learned. Did you enjoy this project? Why or why not?

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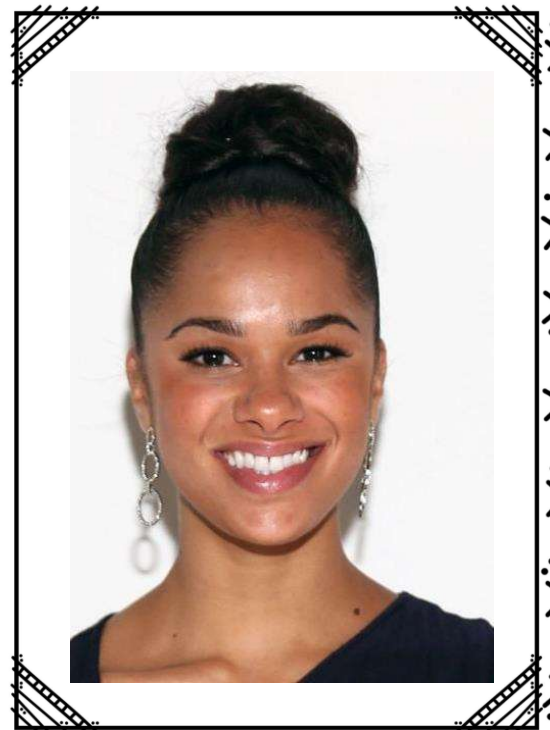
Misty Copeland

Name: _____

Misty Danielle Copeland was born on September 10, 1982 in Kansas City, Missouri. Misty's family moved around a lot. They moved to San Pedro, California before Misty went to middle school. Her middle school dance teacher noticed that Misty was very talented. Her dance teacher told her mother she should take ballet lessons. Since they lived far from the dance school, Misty moved in with her dance teacher's family to be closer to ballet lessons.

Misty won the first prize at the Los Angeles Music Center Spotlight Awards in ballet. She was so talented that she was allowed to go to the summer program at the San Francisco Ballet for free. After finishing the summer program, Misty moved back in with her family and went to San Pedro High School. Misty was later asked to join the ABT (American Ballet Theatre) in 2001. Misty became the ABT's first African-American, female solo dancer in twenty years.

Misty was in the music video for Prince's song "Crimson and Clover". She gave training and leadership classes to dance teachers all over the country. Misty was even given support by the companies Coach and Under Armour. Misty was picked as the first African-American president of the ABT in June of 2015, and later danced in Broadway plays.



All About Misty Copeland

Name: _____

Picture Perfect:

Just the Facts

Born: _____

Died: _____

Age: _____

Gender: _____

Ethnicity (if known):

Interesting or Important Facts:

Contributions or Achievements:

Mother Teresa

Name: _____

Born in Skopje, Macedonia on August 26, 1910, Agnes Gonxha Bojaxhiu would grow up to become one of the greatest humanitarians in the world. She came from a Catholic family and was taught to help others at a young age. When she was 18 years old, she decided to become a nun. It was then that she took the name Sister Mary Teresa.

Sister Mary Teresa began teaching in Calcutta, India at Saint Mary's High School for Girls. This school helped some of the poorest families in India. In 1937 after taking her Final Profession of Vows to a life of poverty, chastity, and obedience, she took on the title of "Mother" and became Mother Teresa.

On September 10, 1946, Mother Teresa said she experienced a "call within a call" that changed her life. She felt that she needed to work in the slums of Calcutta, helping the poorest and sickest people. She began helping as many people as she could. Her work with the poor and sick began to make her famous. She used her fame to get more donations of food and money to help those in need. She would go on to win the Nobel Peace Prize for her work "in bringing help to suffering humanity." She continued to serve others until she died on September 5, 1997.



All About Mother Teresa

Name: _____

Picture Perfect:

Just the Facts

Born: _____

Died: _____

Age: _____

Gender: _____

Ethnicity (if known):

Interesting or Important Facts:

Contributions or Achievements:

Princess Diana

Name: _____

Born on July 1, 1961 in Sandringham, England, Diana Spencer was the daughter of Edward John Spencer and Frances Ruth Burke Roche who were British royalty. In 1975, Diana's father inherited the title of Earl Spencer, making Diana Lady Diana Spencer. Lady Diana's parents divorced when she was a child, and she lived with her father with her two older sisters and older brother.

Lady Diana went to Riddlesworth Hall School and West Heath School. She had a passion for music and dancing. When she left school, she moved to London where she became an assistant at Young England Kindergarten. Lady Diana loved working with children. On July 29, 1981, Lady Diana became Princess Diana when she married Prince Charles. They had two sons, William and Harry. Diana took her sons to orphanages and homeless shelters. She believed that it was their duty to take care of people less fortunate. Princess Diana became known for her kindness and compassion.

When Princess Diana and Prince Charles divorced in 1996, Princess Diana continued to be involved in as many charities as she could. On August 31, 1997, Princess Diana died in a car accident in Paris, France. She was mourned all over the world. Princess Diana became known as "The People's Princess" for her compassion, humility, and love for everyone.



All About Princess Diana

Name: _____

Picture Perfect:

Just the Facts

Born: _____

Died: _____

Age: _____

Gender: _____

Ethnicity (if known):

Interesting or Important Facts:

Contributions or Achievements:

Rosalind Franklin

Name: _____

Rosalind Elsie Franklin was born on July 25, 1920 in London, England to a Jewish family. She was very smart and knew from the age of 15 that she wanted to be a scientist. She went to North London Collegiate School. She did very well in all of her science classes. After finishing high school she went to Newnham College in 1938 to study chemistry. She was awarded Second Class Honors on her final exams.

After finishing college, Rosalind worked as an assistant research officer at the British Coal Utilization Research Association. She moved on to work at the King's College London in the biophysics unit as a research assistant. This is where she studied pictures of DNA and discovered two forms. These pictures became famous because they were important proof of the form of DNA. Scientist everywhere began using her research and publishing articles about Rosalind's discovery.

Rosalind began studying different viruses and the structure of DNA. She was diagnosed with cancer in 1956. She had three operations and experimental chemotherapy, but worked through all of her treatments. Rosalind died from her cancer on April 16, 1958 at the age of 37. She is known for discovering the form of DNA and is a role model for many female scientists everywhere.



All About Rosalind Franklin

Name: _____

Picture Perfect:

Just the Facts

Born: _____

Died: _____

Age: _____

Gender: _____

Ethnicity (if known):

Interesting or Important Facts:

Contributions or Achievements:

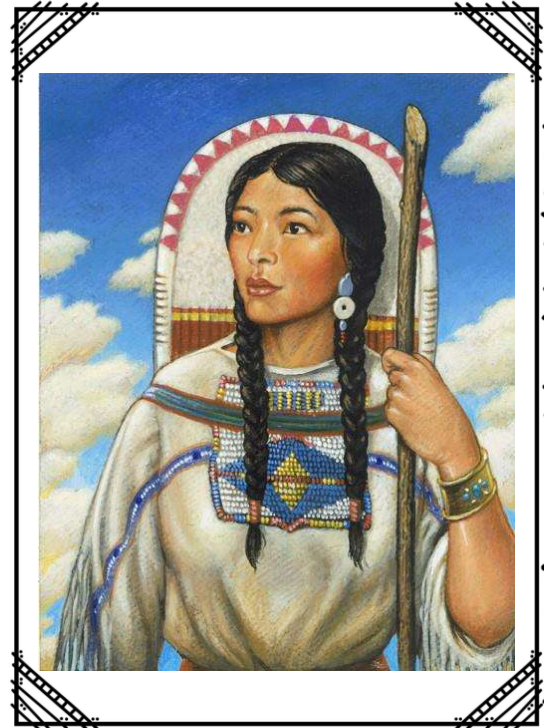
Sacagawea

Name: _____

Sacagawea was born around 1788 in Lemhi County, Idaho. She was the daughter of a Shoshone chief. When she was 12 years old, she was captured by Hidatsa Indians, an enemy tribe. She was sold to a French-Canadian trapper named Toussaint Charbonneau. She became one of his wives.

Sacagawea and her husband lived among the Hidatsa and Mandan Indians in what is now North Dakota. In November 1804, a voyage led by Meriwether Lewis and William Clark came into the area. Lewis and Clark planned to explore the west and find a water way to the Pacific Ocean. They met Toussaint and hired him to serve as a translator on their trip. Even though Sacagawea was pregnant with her first child, she went with them as a translator for the Shoshone. In February 1805, she gave birth to a son named Jean Baptiste Charbonneau. Sacagawea was very helpful, even with a new baby. She found edible plants, saved supplies from a sinking boat, and helped the men meet other Indians safely.

After her death in South Dakota around 1812, Jean Baptiste and her daughter, Lisette, went to live with William Clark. Sacagawea is remembered as a brave woman who helped explore the west.



All About Sacagawea

Name: _____

Picture Perfect:

Just the Facts

Born: _____

Died: _____

Age: _____

Gender: _____

Ethnicity (if known):

Interesting or Important Facts:

Contributions or Achievements:

Sarah Breedlove

Name: _____

Sarah Breedlove was born on December 23, 1867 on a cotton plantation near Delta, Louisiana. She was born to freed slaves. She was the fifth child born and the first child born free. Both of her parents died, and she became an orphan at age 7. She went to live with her sister and brother-in-law. Sarah was sent to work picking cotton and doing housework.

At age 14, after enduring abuse from her brother-in-law, Sarah married a man named Moses McWilliams. She gave birth to a daughter in 1885. After Moses died two years later, Sarah and her daughter moved to St. Louis, where her brothers were barbers. She found work as a washerwoman, where she earned \$1.50 a day. She went to school at night trying to better her education. She met her second husband, Charles J. Walker.

Sarah invented hair care products for African-Americans. She began using the name Madam C.J. Walker to promote her products. Her products were very successful, and she earned the equivalent of several million dollars. She traveled around the United States, Latin America, and the Caribbean promoting her products. She set up a manufacturing company, and hired sales' people. Sarah donated homes to the elderly and set up scholarships for young students. Sarah died on May 25, 1919 in Irvington, New York. She is still considered a great example of hard-work and dedication.



All About Sarah Breedlove

Name: _____

Picture Perfect:

Just the Facts

Born: _____

Died: _____

Age: _____

Gender: _____

Ethnicity (if known):

Interesting or Important Facts:

Contributions or Achievements:

Sonia Sotomayor

Name: _____

Sonia Sotomayor was born on June 25, 1954 in New York City. Her father and mother came to New York from Puerto Rico to raise their children. Her mother was a nurse and her father was a tool and die worker. She knew she wanted to be a lawyer after watching an episode of a show called *Perry Mason*. It was a show about a lawyer and a courtroom.

After her father died, her mother, Celina, worked hard as a single parent. She pushed her children to become fluent in English and bought a set of encyclopedias so they could research information for schoolwork. Sonia worked hard and was accepted to Princeton University and later to Yale Law School. She became a lawyer in 1980 and began working as an assistant district attorney, which is someone who leads the case against a person accused of a crime. She later moved into private practice and began doing charity work at different places around the city. This helped get her appointed as a U.S. District Court Judge.

On May 26, 2009 President Obama nominated her for Supreme Court Justice. She was confirmed in August 2009, making her the first Latina Supreme Court Justice in U.S. history.



All About Sonia Sotomayor

Name: _____

Picture Perfect:

Just the Facts

Born: _____

Died: _____

Age: _____

Gender: _____

Ethnicity (if known):

Interesting or Important Facts:

Contributions or Achievements:

Social Studies Summary Activities:

Week One: Choose two historical figures you read about this week. List at least three things they have in common (similarities), and then make another list of at least three things that are different (differences).

Historical Figure 1: _____

Historical Figure 2: _____

Similarities

Differences

Week Two: Choose one historical figure you read about this week. Make a list of at least three questions you would ask that person if you were able to interview them. Use specific details from the text to make sure your questions are thoughtful and relevant. Be ready to share these questions with your teacher. Use the back of this page to write your questions.

RTI Reading

Home Learning

May 18 - 29

Learning Target

- I can read a fictional play with fluency and understanding.
- I can understand the meaning of words and phrases.

Directions

1. Read the play:
Sea Turtle Summer - A fictional sea turtle rescue teaches real-life lessons
2. Complete the Vocabulary
3. Complete the Practice Quiz

Sea Turtle Summer



When Marco's best friend moves away, an injured turtle helps him learn some important lessons

By Spencer Kayden



Fact vs. Fiction This play is a work of fiction, but it also includes many facts about sea turtles. Look for these as you read.

LOOK FOR WORD NERD'S
9 WORDS IN BOLD



LEARN
MORE WITH
OUR PODCAST
PAIRING
ONLINE!

CHARACTERS

Circle the character you will play. *Indicates large speaking role

*Narrators 1, 2, and 3

(N1, N2, N3)

*Mel, an 11-year-old girl

*Marco, Mel's best friend

Lita, Marco's grandma

Lolo, Marco's grandpa

Operator

Rescuer

Dr. Hayes

*Megan, a sea turtle specialist

Crowd, to be read by a group

Scene 1

The Florida Keys, mid-August

N1: Marco, Mel, Lita, and Lolo are on a boat.

N2: Marco is at the back, his hat pulled down low.

N3: Mel tilts her chin toward the sun and enjoys the warm breeze.

Mel: I'm going to miss this.

Marco: Then maybe you shouldn't go.

Mel: It's not like I have a choice. My mom got a new job, so I have to move to Boston.

N1: Mel points her Polaroid camera at him.

Mel: Smile.

Marco: Why do you like Polaroids so much?

Mel: Seeing the picture appear is like magic. And I'd rather hold a photo than see it on a screen.

N2: Mel positions the camera again.

Mel: Move your hat so I can see your face.

N3: As Marco lifts his hat, a gust of wind blows it away.

Marco (*shouting*): My hat! Lolo, can we go back?

Lita: You have many hats.

Marco: But it's a Red Sox cap! Mel got me that one in Boston.

Mel: I can get you another.

Marco: It's not the same. *Por favor*, Lolo?

Lolo: Sí, capitán.

N1: Lolo swings the boat around.

Lolo: Do you see it?

N2: Marco points at something in the water.

Marco: Is that it?

N3: Lolo steers the boat toward the object.

Mel: That's not a hat. It's a turtle!

Marco: It's just floating there.

Lolo: That is *no bueno*.

N1: Lolo makes a call.

Operator: Emergency Stranding Hotline.

Lolo: We're about 10 miles east of Sombra Beach, and we found a green turtle. It's not swimming.

Operator: Is it coming up for air?

Lolo: No.

Operator: Can you gently poke it with something and see if it reacts?

Lolo: OK.

N2: Lolo takes a long piece of tubing, leans over, and pokes the turtle's flipper.

Lolo: It lifted its head a little!

Operator: Good. It's still alive. Can you wait there? I'll send the Coast Guard.

Lolo: Yes, we'll wait.

Marco (*to the turtle*): Hold on, little dude. Help is coming.

Scene 2

The same spot, 30 minutes later

N3: The Coast Guard boat arrives.

Mel (*waving*): Over here!

N1: The rescuers **maneuver** their boat closer.

N2: One rescuer carefully lifts it out of the water.

N3: The turtle's legs and neck are thin and shriveled, its eyes sunken.

Rescuer: Poor guy looks close to starving.

N1: Mel snaps a picture of the turtle.

N2: The rescuers scoop some seawater into a shallow plastic tub lined with towels.

N3: Then they **gingerly** place the turtle into it.

Marco: Where are you taking him?

Rescuer: To the Turtle Hospital in Marathon. If anyone can save his life, they can.

Scene 3

The Turtle Hospital, the next day

N1: A smell like rotting leaves, fish, and **algae** [AL-jee] fills the hallway.

N2: Marco and Mel stand with Dr. Hayes outside an exam room.

N3: Through a window, they see the rescued turtle hooked up to beeping machines.

Dr. Hayes: We weren't sure he would make it through the night.

Marco: Is he . . . is he going to die?

Dr. Hayes: It's too soon to tell.

Mel: What's wrong with him?

Dr. Hayes: The X-ray shows there's something blocking his intestines. We won't know what it is until it comes out.

Marco: How do you get it out?

Dr. Hayes: We give him vegetable oil and fiber and hope that moves it along naturally.

Marco: Does this happen a lot?

Dr. Hayes: When trash gets stuck in turtles, it can cause their bodies to fill up with gas. Then they can't dive down and feed themselves.

Mel: If they can't eat, they can't survive.

Dr. Hayes: Exactly. Trash causes millions of **marine** animals to die every year.

N1: A smiling woman walks up.

Megan: You must be Marco and Mel. I'm Megan. (*looking at the turtle*) Would you like to name him? Since you found him, you can name him.

Mel: Let's name him Marco. You saw him first.

Marco: What if we combine our names?

Mel: Mel Marco?

Marco: Or the end of your name and the start of mine.

Mel: Elmar.

Marco: *El mar* means "the sea" in Spanish.

Mel: That's perfect!

Scene 4

The Turtle Hospital,

two weeks later

N2: Marco sits with Elmar, lightly running his fingers over the turtle's green-and-black shell.

N3: The turtle swims around slowly.

N1: Marco shows Elmar some Polaroids.

Marco: This is Mel in her new room. This is Mel eating ramen in Boston.

N2: Megan enters.

Marco: Elmar is still so skinny.

Megan: He's eating on his own now. Turns out he loves cucumber.

Marco: That's great!

Megan: But the blockage in his intestines hasn't moved. He may need surgery.

N3: Marco bites his lip.

Megan: Come with me.

N1: Megan leads him outside to an open space covered in shade.

N2: There are a dozen large round tanks filled with seawater.

Megan: Go on. Look inside.

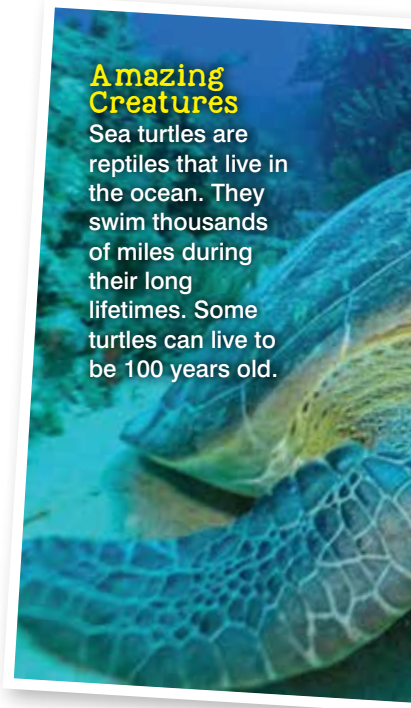
N3: Marco looks in one and sees tiny turtles the size of baseballs swimming around.

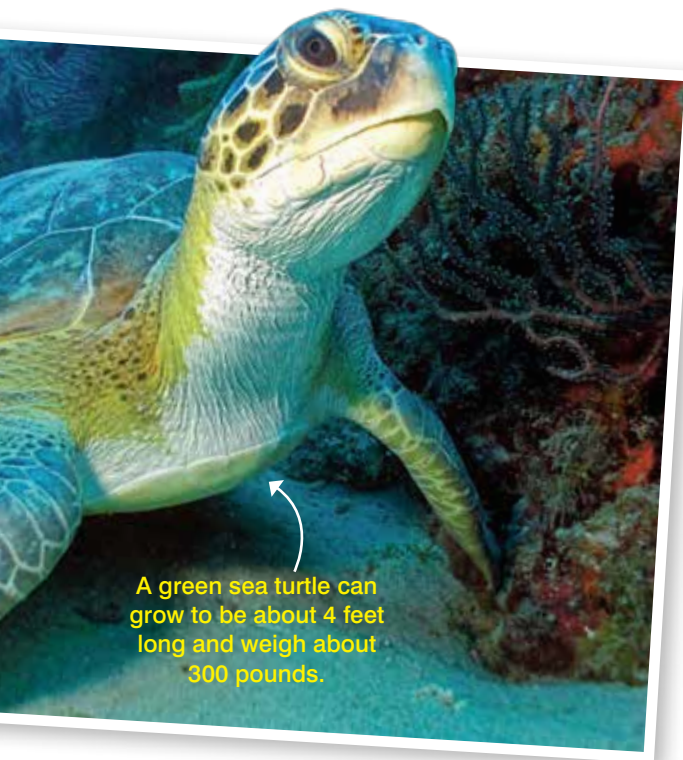
Megan: Those are Kemp's ridleys—the most endangered sea turtle species in the world.

N1: Another tank contains a huge turtle with a missing flipper.

Amazing Creatures

Sea turtles are reptiles that live in the ocean. They swim thousands of miles during their long lifetimes. Some turtles can live to be 100 years old.





Megan: That's Hazel. She's a 200-pound loggerhead.

Marco: What happened to her?

Megan: She was caught in a fishing line. It cut off the **circulation** in her flipper. We had to **amputate** it.

Marco: Will she be OK?

Megan: More than OK. We're releasing her back into the wild this weekend.

Marco: How will she survive without a flipper?

Megan: She learned to adapt. Turtles are amazing creatures.

N2: Marco's eyes suddenly well up.

Marco: Are Elmar's friends out there in the water, wondering where he is?

Megan: No. Turtles are **solitary** animals. They don't form attachments to others.

N3: Marco glances down at the Polaroids.

Megan: They don't need each other the way humans do.

Scene 5

The beach, the following week

N1: Marco sits on a woven blanket picking loose threads.

N2: Lita sits in a chair beside him.

Lita: Why so sad, *mijo*?

Marco: Elmar's surgery is tomorrow. It's really risky.

Lita: It will be OK.

Marco: But what if it's not? He could die.

Lita: It's hard when someone *muy importante* goes away.

N3: Lita puts her hand on his back.

Lita: Have you written to Mel?

Marco: No. I keep meaning to.

N1: They look out at the setting sun. Streaks of pale pink, fuchsia [FYOO-shuh], and orange are painted across the sky.

Marco: I don't know what to say. Nothing is the same without her here.

Lita: You must remember: You can't have a glorious sunset like this without the clouds.

Scene 6

The Turtle Hospital, the next day

N2: Marco paces around the outdoor tanks.

N3: Finally, Dr. Hayes comes out.

Dr. Hayes: Good news! We got it out. It was a party balloon.

Marco: Why would a turtle eat a balloon?

Dr. Hayes: To him, it looks a lot like a jellyfish.

Marco: He's going to be OK?

Dr. Hayes: We'll have to wait and see.

Scene 7

The Turtle Hospital, two months later

N1: Marco tosses cucumber pieces into Elmar's tank.

N2: Elmar dives down. He has grown strong.

Marco: Isn't it weird, Elmar? If Mel hadn't moved, we never would have gone for one last boat ride.

N3: Elmar nibbles on a piece of cucumber.

Marco: And she never would have taken my picture, and I never would have lost my hat, and we never would have found you.

N1: Elmar comes up for a breath of air.



Each year, the team in Marathon rescues and treats about 100 turtles. Most are able to return to the wild.

Crowd: El-mar! El-mar! El-mar!

N3: They set him down, and immediately, his

flippers glide through the water.

N1: Marco snaps a picture.

N2: They watch the turtle swim farther and farther away, until at last, he dives under and disappears.

N3: Marco holds the photograph and watches the image of Elmar slowly appear.

Marco (smiling): It's like magic.

N1: Marco goes and sits down on a blanket. He takes out a notebook and starts writing.

Marco: *Dear Mel . . .* ■

The Turtle Hospital

The turtle hospital in the story is based on a real turtle hospital in Marathon, Florida. The character of Megan is inspired by Megan Mertsoc, one of the hospital's **conservationists**.

Marco: Maybe everything happens for a reason.

N2: Elmar swims around the tank.

Marco: I'm going to miss you, Elmar.

Scene 8

The beach, two days later

N3: Marco, Lita, and Lolo gather by the water with a small, cheerful crowd.

Marco: Today's the day!

Lita: I have something for you.

N1: Lita hands Marco a Polaroid camera.

Marco: *Gracias*, Lita!

N2: The Turtle Hospital van drives up.

Lolo: *La tortuga* is here.

N3: Megan climbs out.

Megan: Hi, everyone! Elmar is fully healed and ready for release!

Crowd: Yay! Woo! Woo!

N1: Members of the release team bring Elmar out. He is wriggling around.

Marco: Look how **feisty** he is!

N2: They carry the turtle down to the water.

From Sand to Sea

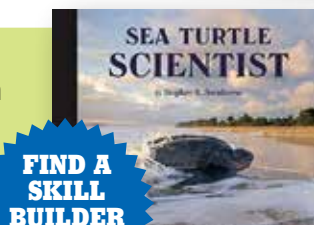
To lay their eggs, many females return to the beach where they were born. After about 60 days buried in the sand, the eggs hatch and the babies head to the sea.



A hatchling makes its way to the sea.

WRITE TO WIN!

Use the facts you learned from the play, photos, and captions in a speech that informs people about sea turtles' special qualities and why they're in danger. Send it to "Turtle Contest" by June 1. Ten winners will receive *Sea Turtle Scientist* by Stephen R. Swinburne. See page 2 for details.



FIND A SKILL BUILDER ONLINE!

Vocabulary Skill Builder

Sea Turtle Summer

Words to Know

Before Reading: As you come across words in bold in *Sea Turtle Summer*, ask yourself if you know them or if you can figure them out from context. Then check their meanings here.

1. maneuver: “The rescuers **maneuver** their boat closer.” (p. 23)

Meaning: move skillfully

2. gingerly: “Then they **gingerly** place the turtle into it.” (p. 24)

Meaning: very cautiously or carefully

3. algae: “A smell like rotting leaves, fish, and **algae** [AL-jee] fills the hallway.” (p. 24)

Meaning: simple water plants, such as seaweed or pond scum

4. marine: “Trash causes millions of **marine** animals to die every year.” (p. 24)

Meaning: having to do with the sea

5. circulation: “She was caught in a fishing line. It cut off the **circulation** in her flipper.” (p. 25)

Meaning: movement of blood through the body

6. amputate: “We had to **amputate** it.” (p. 25)

Meaning: to cut off a body part

7. solitary: “Turtles are **solitary** animals. They don’t form attachments to others.” (p. 25)

Meaning: living or spending time alone

8. conservationists: “The character of Megan is inspired by Megan Mertsock, one of the hospital’s **conservationists**.” (p. 26) *Meaning:* people who work to protect animals, plants, and other parts of the natural world

9. feisty: “He is wriggling around. Look how **feisty** he is!” (p. 26)

Meaning: playful or lively

After Reading: Now that you have read these vocabulary words in context, check your understanding by using the correct word from the Word Box to answer each question below.

Word Box

maneuver	algae	circulation	solitary	
gingerly	marine	amputate	conservationists	feisty

1. Which word describes the plants and animals that live in the Atlantic Ocean?

2. What kind of people would help organize the rescue of ocean birds after an oil spill?

3. All morning the frisky puppy raced around the yard chasing his ball. What is another word that describes the puppy? _____

4. What might you see if you were to go scuba diving in the ocean? _____

5. Jake prefers to hike the mountain trails by himself, rather than with a group. Which word best describes Jake? _____

6. Fortunately, the surgeon did not have to cut off the badly injured patient's arm. Which word would you use to replace "cut off"? _____

7. Your broken leg took six weeks to heal. How might you first step on it after the cast is removed? _____

8. The runner's blood flow increased during a race. Which word could you use instead of "blood flow"? _____

9. During snowstorms, drivers steer their cars carefully on the icy road to avoid causing an accident. What is another word for what the drivers do? _____

Sea Turtle Summer Quiz

Directions: Read the play *Sea Turtle Summer*. Then choose the best answer for each question below.

1. What would be the best choice for a new title for *Sea Turtle Summer*?
 - A. Season of Goodbyes
 - B. The Lost Cap
 - C. Learning to Love Polaroids
 - D. How to Make New FriendsAnswer: _____
2. The play says that Marco's eyes suddenly well up. The words "well up" show that . . .
 - A. Marco hurt his eyes.
 - B. Marco has been sleeping.
 - C. Marco feels sad.
 - D. Marco feels sick.Answer: _____
3. Which sentence from the story supports the answer to question 2?
 - A. "Are Elmar's friends out there in the water, wondering where he is?"
 - B. "They look at the setting sun."
 - C. "A smell like rotting leaves, fish, and algae fills the hallway."
 - D. "Marco sits on a woven blanket picking loose threads."Answer: _____
4. Megan says that turtles are solitary animals. Solitary means _____.
 - A. mean
 - B. alone
 - C. slow
 - D. heavyAnswer: _____
5. Why had Elmar been starving?
 - A. He couldn't find food where he was looking for it.
 - B. He had a disease, so he wasn't hungry.
 - C. He couldn't swim.
 - D. He swallowed a balloon, which prevented him from diving for food.Answer: _____
6. Based on what you learned in the play, you can infer that turtles . . .
 - A. live in large groups.
 - B. can eat plants and animals.
 - C. breathe under water.
 - D. are hurt very easily.Answer: _____

Constructed Response

Directions: Write your answer to each question in a well-organized response. Make sure you support your answers with details from the play.

7. How did Elmar get his name? How does Elmar's name show how Marco feels about Mel?
8. At the end, why do you think Lita gives Marco a Polaroid camera?

This week's RTI Instructions:

This week all grades will do the assignment Four for Fun.

In addition to Four for Fun,

5th grade will complete Multiplying 1 digit by digit. This should be attempted mentally first, then checked by doing the division.

6th grade will complete the multiplying 2 digits by 3 digits. Do not use a calculator until you finish your work. Then you may check and look back at what you may have done wrong.

7th grade will complete the worksheet Adding by Inversion.

8th grade will complete the worksheet Dividing by $\frac{1}{2}$.

RTI Instructions:

This worksheet is for everyone. It is a different, fun way to think about dividing by 4. 5th grade students may find this easier than the way we usually do it, and also help you understand how math solutions may be found in many ways. Other grades will find that it is just another tool for them to use, and develop different ways of thinking about math that make sense.



Four For Fun

Dividing four easily

Do you hate to divide numbers by 4? Well this is FOR you. Easy does it if you can divide by 2!

First easiest step: **look** at the problem:

$$76 \div 4 = ?$$

Step 2: Divide (Cut) the number 76 in half. ($76 \div 2 = 38$)

Step 3: Now divide 38 by 2. ($38 \div 2 = 19$)

Last step: The answer is 19

Don't panic, but all the answers to problems won't always be a whole number. Here's an example:

Look: $75 \div 4 = ?$

Step 2: $75 \div 2 = 37.5$

Step 3: $37.5 \div 2 = 18.5$

Last step : The answer is 18.5

You can solve Large numbers this way also.

Look: $345 \div 4 = ?$

#1. $345 \div 2 = 172.5$

#2. $172.5 \div 2 = 86.25$

#3: Answer is 86.25!!!

Do the problems on the following page. Work step by step and see how easy it will be.

Do not use a calculator

$408 \div 4 =$ Step 1: $408 \div 2 = 204$ Step 2: $204 \div 2 = 102$ Answer: 102 Example	$186 \div 4 =$
$96 \div 4 =$	$326 \div 4 =$
$11.2 \div 4 =$	$98.85 \div 4 =$
$5782 \div 4 =$	$6,230,200 \div 4 =$

$38 \div 4 +$	$287 \div 4 =$
---------------	----------------

*Can you answer: Do you like this way or the 4 steps:
Divide, Multiply, Subtract, Bring Down and why?*

Logic, multiplying by 1/2s to enforce the commutative property of multiplication.

Multiplying by a number that ends in 1/2?

Hey, doing this kind of multiplication is not too hard. But here is another way to solve a problem when the number that you are dividing by ends in 1/2. Remember 1/2 can be written as .50 ! Give it a try.

Problem: $12 \times 4 \frac{1}{2} = ?$

Try this:

If we double the $4 \frac{1}{2}$ we get an even number9

But then we have to cut the 12 by 2.....we end up with 6

We multiply the 9 x the 6 and we get 54.

But what happens if the problem says $4 \frac{1}{2} \times 12$? Can we follow those steps in the exact order? Can we say $4 \frac{1}{2} \times 12 =$ the same answer? Your turn to think.

Do you think the answer will be the same?

Circle: YES NO

Why or why not? EXPLAIN:

Logic, multiplying by $\frac{1}{2}$ s to enforce the commutative property of multiplication.

If you said YES , you are right. It is because we apply the principle that we learned a long time ago:

Commutative property of multiplication!

This means that changing the order in which two numbers are multiplied does not change the product!

It is also sometimes called the order property of multiplication. In algebra it is written as $a \times b = b \times a$. Addition also works like this, but NOT subtraction or division.

So:

The secret to this problem is to **always double** the number with the $\frac{1}{2}$ attached to it, then **always divide** the other number by

$$4 \frac{1}{2} \times 12 =$$

Double the number with the $\frac{1}{2}$ ($4 \frac{1}{2}$) attached...9

Divide the other number (12) by 2 6

Then multiply those two numbers

$$\text{Multiply: } 6 \times 9 = 54$$

$12 \times 4 \frac{1}{2}$ is the same problem as $4 \frac{1}{2} \times 12$. But don't get mixed up and try $12 \frac{1}{2} \times 4$. That does not work.

Try these now:

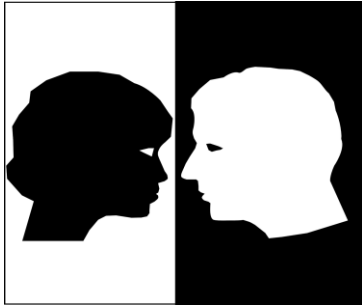
Logic, multiplying by $\frac{1}{2}$ s to enforce the commutative property of multiplication.

$6 \frac{1}{2} \times 12 =$	$2 \frac{1}{2} \times 22 =$
$9 \frac{1}{2} \times 4 =$	$4 \times 6 \frac{1}{2} =$
$7 \frac{1}{2} \times 6 =$	$5 \frac{1}{2} \times 24 =$
$9 \times 3 \frac{1}{2} =$	$3 \frac{1}{2} \times 2 =$

Just to warn you: sometimes there are problems where you divide the whole number by 2 that your answer will have a final answer that contains the .5 or $\frac{1}{2}$ in it. If you can find one, write it here:

Review of math concepts:

Subtraction is the Opposite (Inverse) of Addition.



Inverse is a word that means something that is the reverse of .

Adding combines things, Subtraction pulls them apart. In math we use inversion to help us solve problems.

Subtraction is the inverse of Addition, so addition is the inverse of subtraction. This lets us turn problems around.

For example: if $22 + 7 = 29$, then $29 - 7 = 22$. That's not hard is it?
(Remember it does not matter what order you add in, but it does matter when you subtract.)

Show how you invert the following expressions:

Example: $76 + 39 =$ 115 $115 - 76 = 39$ $115 - 39 =$	$14 + 8 = 22$ $22 - ? = 8$ $32 - ? = 22$	$54 + 16 = 70$	$952 + 410 =$ 1,362	$321 + 11 =$
$104 + 16 =$	$55.3 + 17.7 = 73$	$23 + 2.5 = 25.5$	$.18 + 101 = 101.18$	$56.3 + .7 = 54$

--	--	--	--	--

Do you have any questions? If so write them here:

Algebraic equations also follow this rule concerning subtraction. This is the formula:

$$\underline{A + B = C, \text{ so } C - A = B \text{ or } C - B = A}$$

If $A = 56$

$B = 22$ $A + B = C$ $C - B = A$ $C - A = B$

Then $C = 78$ $56 + 22 = 78$ $78 - 22 = 56$ $78 - 56 = 22$

(We want to remember these rules later when we look at negative numbers.)

Using the given values for A, B, and C, Write the inverse of the addition problem.

Example	Values: A= 11 B = 2 C= 13	$A + B = C$ $11 + 2 = 13$	$C - B = A$ $13 - 2 = 11$	$C - A = B$ $13 - 11 = 2$
Follow The pattern	A= 71 B =05 C= 76	$A + B = C$	$C - B = A$	$C - A = B$
Write the missing pattern then follow it	A=111 B =208 C=319	$A + B = C$	$C - B = A$	
Write the missing pattern then follow it	A= 15 B = 773 C=788	$A + B = C$		
Write the Problem Without The formula	A= 531 B =15 C=546			
Write the Problem Without The formula	A= 341 B =12 C=353			

Multiply 2 digit by 3 digit
Worksheet

Grade 6 Multiplication
Find the product:.

$24 \times 352 =$	
$37 \times 953 =$	
$46 \times 329 =$	
$58 \times 235 =$	
$65 \times 404 =$	
$75 \times 153 =$	
$83 \times 842 =$	
$99 \times 495 =$	
$62 \times 124 =$	
$88 \times 231 =$	

Multiply 1 digit by 3 digit
Worksheet

Grade 5 Multiplication
Find the product:.

$4 \times 352 =$	
$3 \times 953 =$	
$6 \times 329 =$	
$8 \times 235 =$	
$5 \times 404 =$	
$5 \times 153 =$	
$8 \times 842 =$	
$9 \times 495 =$	
$6 \times 124 =$	
$6 \times 231 =$	



BINGO FOR CALM AND CONNECTION



Call someone you care about and send a friendly signal through the phone with kind words and a friendly tone of voice.

Think of your favorite place that brings you lots of positive feelings. What does it smell like? Look like? Sound like? Feel like? Come back here in your mind when you feel upset.

Write down or tell someone about 5 people and 5 things you feel grateful for, and why you're grateful for them.

Because it's okay to be mad but not okay to be mean, work with your family to write down a list of all your favorite ways to calm down when you're feeling mad.

Every time you have to share something with someone, such as a game, today, take the time to be kind and let the other person go first.

Play Emotions Charades. Make feeling cards with a feeling face on one side and feeling word on the other. Take turns picking a feeling and giving clues. Have fun reading body language!

After washing your hands, create a friendly card for an elderly person you live by. Go with your safe grown-up and deliver it to their mailbox or door.

Take the time to be kind and ask your family what extra chores you can do to help out.

Do starfish breathing using your hand: Trace your fingers and breathe in on the way up each finger, and breathe out on the way down each finger.

Have a happy heart! Work with your family to think of all the things you can do and say to bring more happy feelings into your home.

Take 3 calm down breaths every hour today!
Smell the flower and blow out the candle...

Friendly faces create friendly places! Every time you see your family members today, send them a friendly signal, such as a smile, wave, hello, or fist bump.

Think of a time you made a mistake with how you handled your feelings with someone this week. Put your brave in front, own your mistake,, say why you're sorry, and make it better.

To practice knowing when to be silly and when to be serious, play some Freeze Dance.

Write yourself a love letter - write down all the things you're proud of yourself for doing right now while you are home from school, and all the things that are special about you.

When someone in your family does something to upset you, be kind and let them try again.

Take the time to be kind by surprising a family member with a meal you make for them. Be sure to make safe choices!

Do rainbow breathing if feeling cloudy: Color a rainbow. Then breathe in while dragging your finger up each color arc, and breathe out while dragging your finger down each color arc.

Create a friendly card for someone you miss from school so you can make their day when you go back to school.

Take a mindful minute by walking or looking outside. Perhaps you'll find some clovers, roses blooming, or bugs playing. What do you notice? What gets your attention?

Write a letter or draw a picture to tell someone in your family or a friend you miss from school why you are grateful for them, and give it to them when the timing is right.

Because it's always more fun when we make room for everyone, invite everyone you live with to play your favorite game with you.

Whenever you have a hard-to-have feeling today, name it and tell a trusted adult about it.

Get grounded by paying attention and naming 5 things you can see, 4 things you can touch, 3 things you can hear, 2 things you can smell, and 1 thing you can taste.

Because a hopeful heart makes many things possible, tell someone what you're most hopeful about for time at home and for when school starts up again.

www.constantloveandlearning.com



Constant
LOVE & LEARNING

Daily Remote Learning
BREAK PACKET TIC TAC TOE
Board
For week of 5/18-5/29

Students can choose any two activities each learning day from this Tic Tac Toe board to be completed on a remote Learning Day. Please place an x in the activity box after completing an activity. The packet information/lesson is on the pages indicated inside the squares. Refer to each packet for information regarding grades.

Technology Packet is on page 2	Music Packet is on pages 12 thru 24.	P.E. Your packet is on Page 25.
Stem Packet is on Pages 9 thru 11.	Counselors Free Space No grade given for this	Band See Music
Art Packet starts on page 3 thru 8.	Choir See Music	Speech / OT Students should simply describe two objects in their house.

Attached to this packet is information for any 5th Grade students wishing on joining Choir (page 26) and Band (Pages 27-29) for next school (2020/2021) year.

Technology Packet 4 for Remote Learning.

Students will be able to use technology tools safely while online. Students will understand the importance of safe internet usage and how it affects them and others.

ISTE 2a,2b,2d,3b

Directions

Read the scenario below and answer the questions that follow.

Keet was riding the bus and saw a man wearing a new pair of shoes from his favorite brand. He liked them but thought they'd look better in black. When he got home, he went online and found them in black at an online store, Zaps. They were pretty expensive, so he decided to post a picture of them on his social media account to see what his friends would think. The next day, he started seeing ads for the exact shoes and for the online store he had visited. He saw the ads appear when he typed in a search, when he went to his favorite news site, and when he was scrolling through his social media feed. At first he thought it might've just been a coincidence, but when it kept happening, he started to wonder, why am I seeing this everywhere?

1. How did the advertising company know he was interested in those shoes? Or in that store?

2. If Keet didn't want to be tracked by the advertising company, what could he have done differently?

3. Are you OK with using apps or websites that collect and share information about you? Does it matter what information they collect? Or whom it gets shared with? Why, or why not?

COLUMBIA CENTRAL ART

Hi Columbia Friends,

I hope you and your families are safe and healthy. This week we're going to explore my favorite element of art: color! While color is part of our everyday lives, understanding the science of color and the relationships between colors are essential to creating art.

While this lesson can absolutely be completed outside of Google Classroom, I hope you'll join Columbia Central Art on Google Classroom if you're able. Visit classroom.google.com, log in using your SD 194 ID and password, and then join using the code **ap4enfb**. Everyone in grades 5-8 is welcome, even if you are not in art during trimester 3. On Google Classroom, you'll find additional resources, information, and examples to help you with this lesson and other fun activities. You'll even be able to share your work with others. I love seeing what you're creating at home.

Have a fun and safe summer!

Ms. Whalen
mwhalen@sd194.org

Visual Arts Standards

VA: Cr2.1.5 a. Experiment and develop skills in multiple art-making techniques and approaches through practice.

VA: Re8.1.5 a. Interpret art through describing and analyzing feelings, subject matter, formal characteristics, art-making approaches, and contextual information.

I Can Statements

I can create a color wheel using the primary, secondary, and intermediate colors.

I can use the color wheel to identify relationships between colors.

I can make inferences, recall details, and interpret feelings in a story.

I can write a letter persuasive letter using feelings and evidence.

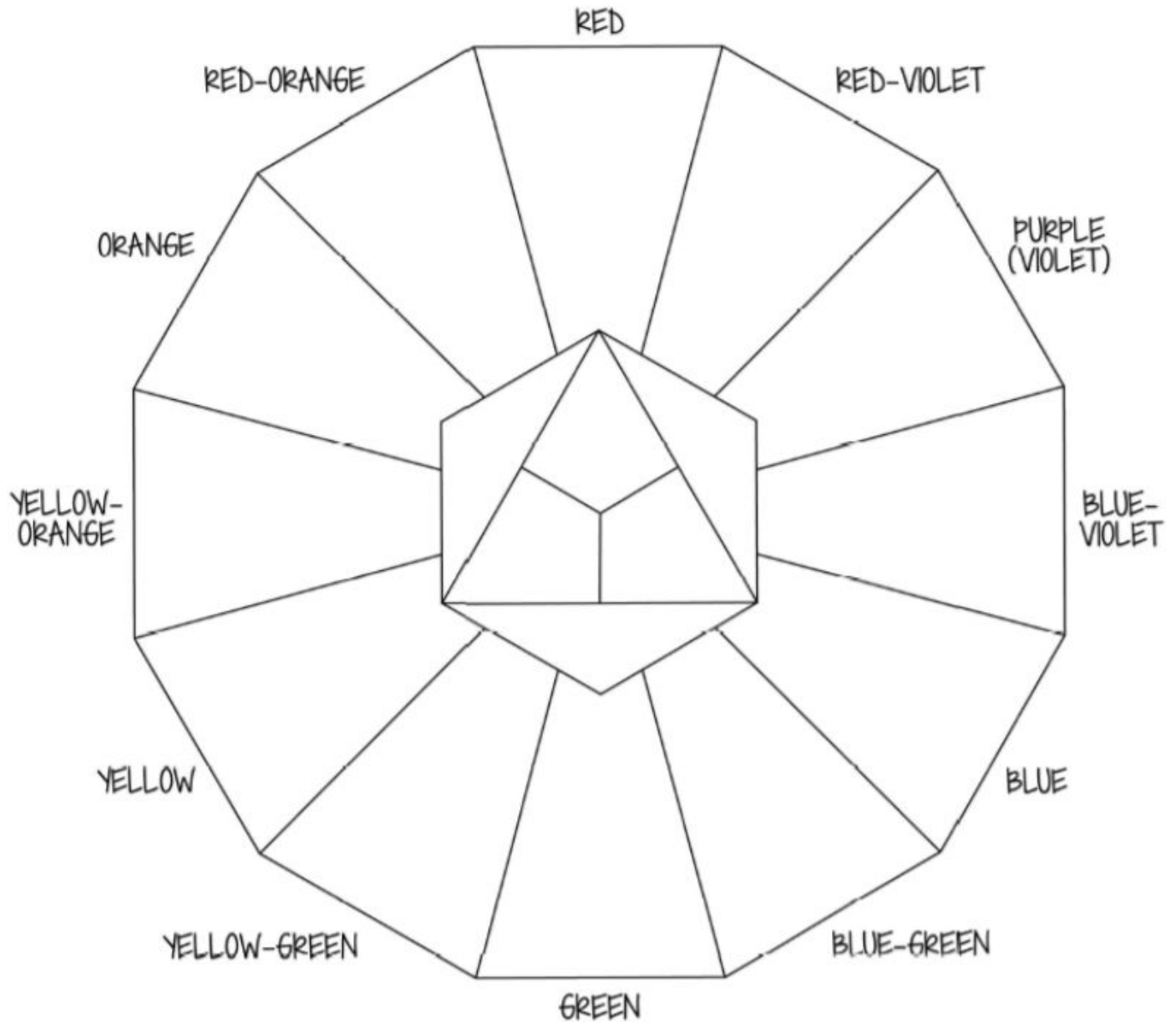
I can create a color wheel using found objects.

I can reflect on and critique my artwork.

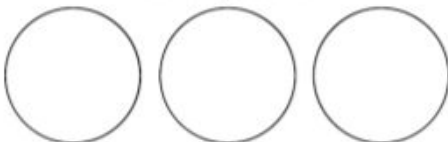
COLOR

Color is an element of art, which refers to the light reflected off of objects (which appears to us as "color"). A color wheel is a tool that artists use to help them make choices about color. It includes the hues red, orange, yellow, green, blue, and purple.

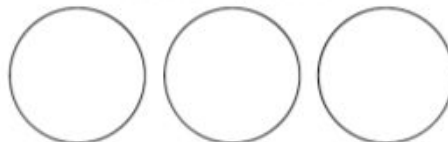
Using colored pencils or crayons, fill in the color wheel below.



Primary Colors



Secondary Colors

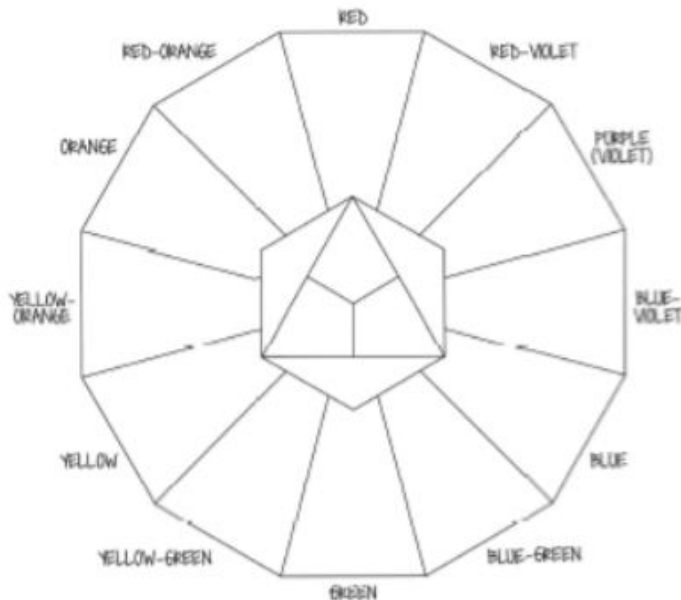


In art there are many different ways of choosing colors. Sometimes artists make choices based on how they see things with their eyes (realistically), but sometimes they choose to use color schemes.

A color scheme is a group of colors chosen to work together in a design.

For example, if an artist wanted to use a primary color scheme, he or she would use the colors red, yellow, and blue.

If an artist wanted to use a secondary color scheme, he or she would use purple, orange, and green.



Another color schemes that artists often use are complementary colors. Complementary colors sit **ACROSS** from each other on the color wheel. They create a lot of contrast.

The complement of blue is:

The complement of yellow is:

The complement of red is:

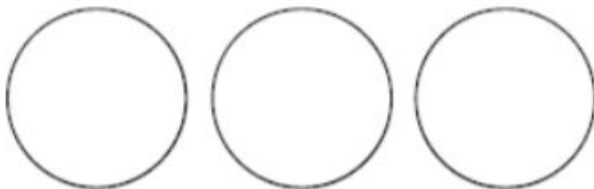
Many sports teams take advantage of the amount of contrast and energy that complementary colors create. Can you think of any teams that use complementary colors to represent their team? What colors do they use?

Another color scheme that artists also commonly use are warm and cool colors. These colors are grouped next to each other on the color wheel.

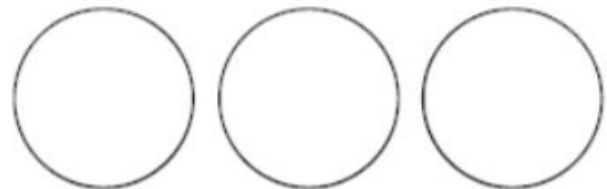
Warm colors advance in space and create the illusion of heat and active energy.

Cool colors recede in space and create the illusion of cold or soothing energy.

Warm Colors



Cool Colors



The Day the Crayons Quit

Read the story *The Day the Crayons Quit* by Drew Daywalt.
Scan this code or visit <https://youtu.be/1IFXuDlothA> to hear the story.



Answer the following questions below or on Google Classroom

1. Why was the purple crayon so unhappy?
A. He was broken. B. Duncan colored outside the lines.
C. Duncan never used him. D. He was tired.
2. Which word best describes the way the beige crayon is feeling?
A. Overlooked B. Surprised
C. Angry D. Excited
3. Name two things that the red and gray crayons have in common.

Name two ways they are different.

4. How does the black crayon encourage Duncan to be more creative?

5. Why did Duncan get an A on his final picture?



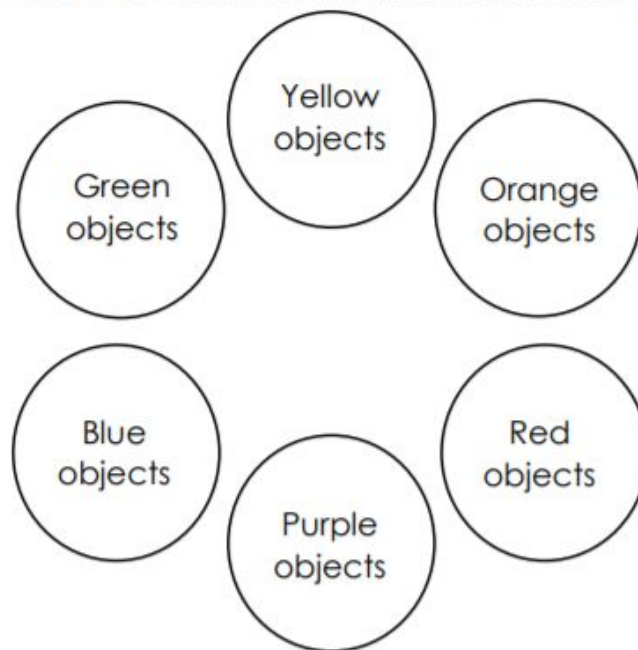
Write a letter to Duncan from the viewpoint of a crayon from your crayon box. Your letter should be addressed to Duncan, include the crayon's name, and how the crayon is feeling. Support the crayon's feelings with at least three examples of why it's feeling that way. Request that Duncan do something differently and conclude your letter by signing the name of your crayon. Illustrate your letter.

If you enjoyed this story, you might like the sequel, *The Day the Crayons Came Home*.
Scan this code or visit <https://youtu.be/9FEGyPeaAnE> to hear the story.



Found Object Color Wheel

Gather items from around the house to create a found object color wheel. You'll need at least one object for each color, but you may choose to use more than one object to create a bigger color wheel. You may choose to use a variety of objects or select a theme (books, food, toys, art supplies, etc.). Look back the practice color wheel you colored earlier. Take a photograph of your color wheel. E-mail it to Ms. Whalen or submit it as an attachment to the assignment in Google Classroom.



Reflecting on Your Work

Reflect on your work and the things you've learned during this lesson.

- 3: Share three facts you know about color.
- 2: Share two things you did well when creating your found object color wheel.
- 1: Share one thing you could improve or change if you were to do this project again.

STEM Remote Learning

May 18-29, 2020

Hello! I hope you and your families are all doing well! If you have any questions or concerns, please feel free to reach out through email or Google Classroom.

Ms. Cahill bcahill@sd194.org

****You can also call my room phone (708-753-4726). I won't be able to answer, but you can leave a message with a number and time you would like me to call and I will be able to call you back.**

Essential Standards

MS-ETS1-1: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

CCSS.ELA-LITERACY.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

"I Can..." Statements

I can:

- Ask questions to define an engineering problem.
- Identify criteria needed for a successful solution.
- Identify constraints of the design or process.
- Carry out the Engineering Design Process when working through a design solution.

Engineering Design Process

1. Identify the Problem
2. Identify the Criteria and Constraints
3. Brainstorm and Research
4. Develop Ideas
5. Build or Create
6. Test and Evaluate
7. Improve Design
8. Share and Discuss

Directions:

Complete the STEM challenges of your choice below. Each activity should take about 30 minutes to complete. You can complete the work online and submit it to your teacher through email or by sharing it in Google Drive/Classroom. You may also decide to keep a separate sheet of paper and complete the activities in written form. Be as specific as possible and include any drawings, descriptions, and/or photos as needed.

I ask that whatever way you choose to submit work, please: make sure each activity has your full name, activity name, and packet dates for your heading. If submitting a Google document, please name the file with your name and the challenge title and include the heading in the document.

EXAMPLE: Columbia Cardinal
Remote Learning
May 18-29

OR

Columbia Cardinal Remote Learning5/18-29.doc

"If you find a path with no obstacles, it probably doesn't lead anywhere."
--Frank A. Clark

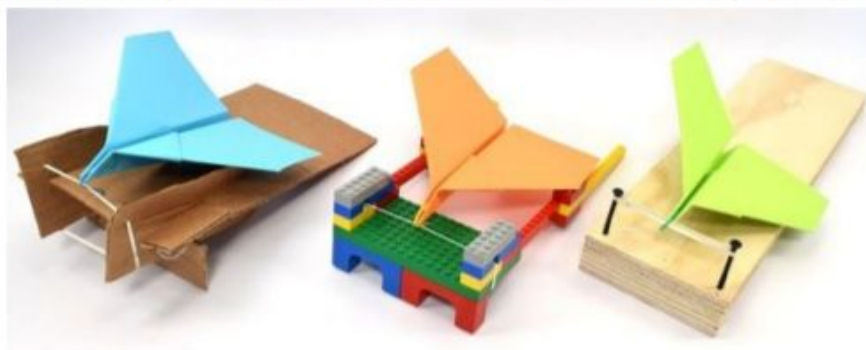
Challenge #1: Paper Airplane Launcher (adapted from: Science Buddies)

Suggested Materials: paper, pencil or pen, rubber band, paperclip, scissors, stapler or tape, *craft supplies, an open area like a backyard or hallway

*These will be used to build the launcher, so your items will vary depending on what you have at home.

Procedure:

1. Build several paper airplanes to test. Because paper airplanes can get bent or destroyed easily, it's a good idea to build more than one. Ensure that they are all built the same for this activity.
2. Tape or staple a paperclip to the nose of each paper airplane. The outer straight part of the paperclip should point backward parallel to the bottom of the plane, so it can serve as a hook to attach to the rubber band. There will be some pull on the hook, so make sure it's secure.
3. Practice throwing your paper airplane using your entire arm. Now try to throw your airplane only using your wrist. How did your results differ?
4. Next try launching your airplane using a very simple "catapult." Hook one end of a rubber band around the end of a pencil or pen (such as around the metal ring by the eraser). Hook the paperclip on the nose of a plane around the other end of the rubber band, and pull it back to stretch the rubber band. Aim the plane forward and release.
5. Now use the engineering design process to build a more permanent launcher for your airplane. Think about the criteria for your design. You will need to build a device to support the rubber band. It will need to be strong enough that it does not collapse when you pull back on the rubber band. You will also need to make sure the paper airplane does not get caught or snagged on the device when you launch it. Draw a few sketches of your design ideas, and pick one to build.
6. Build a prototype of your design. The picture below shows three different design examples:.



7. Test your airplane launcher. It probably won't work perfectly on the first try. What changes can you make to your design to make it better?
8. Keep improving your launcher and testing it again (and, if necessary, again). This process is called iteration, and designers and engineers use it often in their work. How does the plane's flight distance compare to when you threw with your arm or with your wrist?

Challenge #2: Think Like a Scientist

Anyone who is curious about how the world works can be a scientist! Take a moment to give a close look to the world around you. Find something interesting to you, either an inanimate object or something in nature. Maybe it is a pencil, a cell phone, or even your pet dog. Make sure to note the object you chose in your answer.

Now let's think like a scientist. **Write 5 WHY or WHAT questions to better understand this item.** For example, a scientist interested in the sky would ask: Why is the sky blue? What are clouds made of? Why do clouds have different shapes?

Challenge #3: Straw Rocket (adapted from: NASA)

Suggested Materials: paper, pencil or pen, tape, ruler, scissors, straw, an open area like a backyard or hallway

Procedure:

1. Carefully cut out a rectangle (about 1" x 4") from a sheet of paper. This will be your rocket body. Wrap the rectangle lengthwise around a pencil or pen and tape the long edge close to form a tube.
2. Sketch and cut out 2-4 fins (these can be any shape). Watch the size, as they have to fit on the body evenly.
3. Tape your fins to the rocket body. NOTHING SHOULD STICK OUT PAST THE BOTTOM OF THE ROCKET BODY.
4. twist and pinch the top of the rocket body around the tip of the pencil to create a "nose cone" for the rocket. Tape the nose cone to prevent air from escaping and to keep it from untwisting.
5. Remove the pencil and replace it with the soda straw.
6. It is now time to test! In the designated launch area, away from people and other hazards, blow into the straw to launch the rocket.
7. Try improving your design! Try different rocket lengths, fin shapes, fin angles or the amount of force you put behind the rocket.

Challenge #4: Games from the Garbage

You are done with your assignments, you have finished all your chores, and now you are bored! Design a game that you can play with your family from household items you would otherwise throw away--bottle caps, plastic containers, string, newspaper, boxes, etc.

1. What is the name of your game?
2. How many players can participate?
3. What is the objective or goal of your game?
4. What happens when you play your game?
5. What does the playing area look like? You can either describe or draw it.
6. What are the rules?
7. How is the game scored or won?

End of the Year Choice Board

CHOIR/BAND/MUSIC

Directions: Choose any 4 activities from the choice board to complete.

Memories Made

Create a memory page about all of the fun and memorable experience you've had this year.

Advice Column

What advice do you have for next year's students? Give them the inside scoop on how to have a great year.

Success Guide

Write a success guide for future students. What can they do to be successful at school.

Top 10 List

Make a list of the top 10 **BEST** things that happened this school year. What's in your top 10?

Thank You Letter

Write a thank you letter to a parent, teacher, friend, or family member that has helped you this year.

Bucket List

Create a summer bucket list of all of the things you want to do or accomplish this summer.

Self Reflection

Reflect on everything that has happened this school year. What will you do differently next year?

Before and After

How have you changed from the beginning of the year until now? Draw a before and after selfie.

Learned Lots

What were your favorite things to learn about this year? What do you want to learn more about?

Classroom Redesign

How would you design the classroom. Draw a design plan showing how you would arrange the room.

Teacher Tips

What tips do you have for your teacher? What can they do to make next year even better?

Letter to Me

Write a letter to yourself to opened in the future. Be encouraging, positive, and write a motivation motto.

Memories Made

Choir/Band/Music

Name: _____

What is something you're proud of from this school year?

What was the BEST thing that happened this school year?

Who is your teacher?

Who is your best friend?

Favorite Subject?

Future Career?

Favorite Song?

Favorite Movie?

Favorite Food?

Favorite Hobby?

*Don't Cry
Because it's Over-*
Smile
*Because it
HAPPENED!*

Sum up this school year in FIVE words:

If this school year was a song, what would its title be?

What was the funniest thing that happened this year?

Success Guide

Choir/Band/Music

Name: _____

My success story ...

Quick Tips for Success ...

- 1.
- 2.
- 3.



Synonyms for SUCCESS ...

My advice for being successful in

band/choir/music...

My Top 10 List

Choir/Band/Music

Name: _____

Top 10 List

1

2

3

4

5

#1 was the BEST because ...



This year would have been better if ...

Top 10 List

6

7

8

9

10

Thank You Letter

I'm thankful for you because ...

Top 3 things you've helped
me accomplish are ...

- 1.
- 2.
- 3.

**I THANK
YOU FOR
YOUR PART
IN MY
JOURNEY**
PictureQuotes.com

I will show my gratitude to you by ...

Choir/Band/Music

Name: _____

Dear _____,

Bucket List

Choir/Band/Music

Name: _____

My Summer Bucket List ...

1

2

3

4

5

6

7

8

This summer will be AWESOME because ...



THE
BUCKET
LIST

The BEST part of summer break is ...

One thing I'll miss
about school is ...

Self-Reflection

Choir/Band/Music

Name: _____

5 things I'm good at are ...

1. _____
2. _____
3. _____
4. _____
5. _____

My reflection of this
school year ...

Next year I want to ...

Something
I'm proud of
is ...

Something
I'm NOT
proud of is ...

One thing I
wish I'd done
differently is
...

Something I
need to work
on is ...

My greatest
strength is ...

BE THE
TYPE OF
PERSON
YOU WANT TO
MEET

Before & After] Choir/Band/Music

Name: _____

Before and After Selfies!

BEFORE Selfie	AFTER Selfie

One way I have grown this year is ...

This year changed me because ...

One thing that surprised me this year is ...

Learning is the
measurement of knowledge
before and AFTER.

I learned Lots

Choir/Band/Music

Name: _____

My favorite thing to learn about was ...

My LEAST favorite thing to learn about was ...

One question I still have is ...

One thing I hope to learn next year is ...

If you are not willing to learn, no one can help you.
If you are **determined** to learn, no one can stop you.

Something I want to learn more about is ...

This summer, I hope to learn ...

My 5 favorite lessons were ...

1.

2.

3.

4.

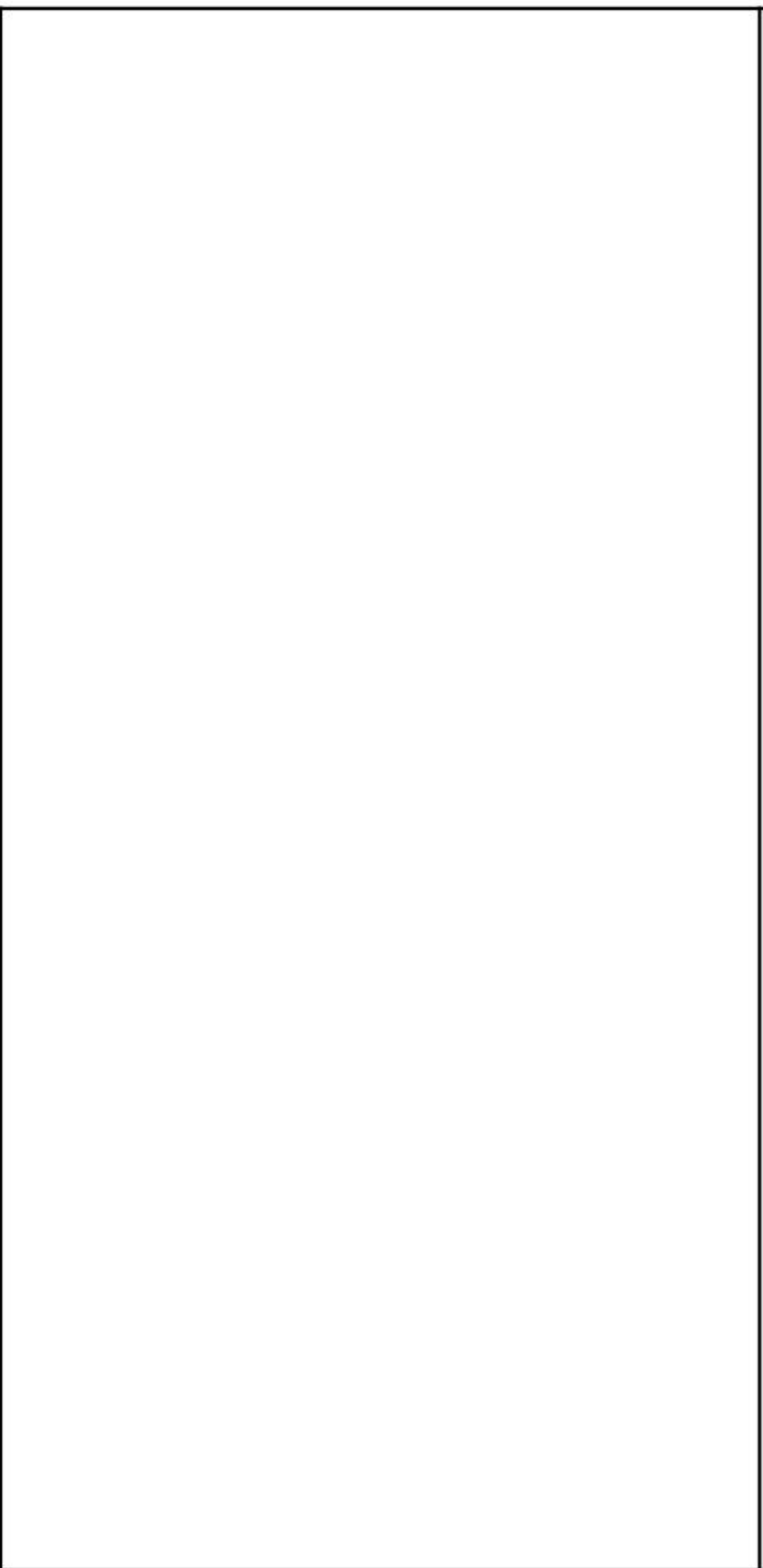
5.

Classroom Redesign

Choir/Band/Music

Name: _____

MY Classroom Design Floor Plan



My design is BEST because ...

**Creativity is
intelligence having
fun.**

Albert Einstein

Shopping List:

Teacher Tips

Choir/Band/Music


Name: _____

This is what I would change ...

10 Tips for Next Year ...

To my teacher,

This is what I would NOT change ...

 Tips

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Letter to Me

Choir/Band/Music

Name: _____

Dear Future Me,

By the time I read this, I hope to have accomplished ...

*You get
what you
work for,
not
what you
wish for.*

One thing I hope I never change
about myself is ...

One area I hope I've
improved in is ...

My motivation motto ...

P.E. Checklist

Directions: Choose 2-3 activities to do each day of the week for ten minutes. Try not to repeat an activity until you have completed each one once.

State Standard: 19a Students can demonstrate physical competency in a variety of motor skills and movement patterns.

I can work on exercising my upper body for 10 minutes each day of the week.

Activities

1. 15 burpees
2. 50 jump ropes (if you don't have a jump rope, go through the motion)
3. 50 second plank
4. Arm circles 20 forward/backwards
5. Running in place / around the yard 2 minutes
6. Ski Jumps (find a line and go side to side and then up and back)
7. 50 Bicycle crunches
8. 40 Russian twists (use weights or resistance if you can)
9. Step ups 30 each leg
10. 20 Leg raises (<https://youtu.be/JB2oyawG9KI>)

If you are uncertain about a specific activity/exercise please feel free to email your teacher, reach out via google classroom or use Youtube to see an example.

Upon completion email your teacher or hold onto the packet until we return to school. You can also show completion via Google Classroom. The classroom code is below, everyone will use this classroom code. Once you have joined, please submit your work along with any questions you may have in the classroom.

Google Classroom "Columbia Central Physical Education" use Code: 24sowg3

Students and parents you are encouraged to follow our Columbia Central Instagram @columbiacentralcardinals

May 12, 2020



Dear Parent/Guardian;

At this time we are inviting any interested 5th grade student to join the choir program at Columbia Central. Any student who does not enroll in band is eligible to start in the fall.

Columbia Central School's Choral Program is dedicated to helping each student achieve his/her highest musical potential. Students will be exposed to music theory, sight singing, music of other cultures, folk music, music history, and the fundamentals of healthy singing through a wide variety of choral literature. It is our desire that the music classes should be enjoyable, and that students will learn and grow as developing musicians. Students should also appreciate how and why music and the arts are important to our society.

Because a choir's success is built by students' attitudes and participation, choir members at Columbia Central should exhibit a desire to actively contribute to the group. Students will be expected to perform leadership and membership responsibilities within the choir when appropriate. Students will develop, maintain, and demonstrate a positive attitude toward themselves, the ensemble, its members, and the director. Although the choir requires hard work and dedication, it is a great experience that is sure to enrich your child's life and it's fun! I hope you will consider it!

Ensemble Descriptions (6th Grade)

Curricular Choirs meet during explore class periods throughout the day. They are graded classes that require a year-long commitment. Students enrolled in band cannot participate in the curricular choirs.

6th Grade Choir Auditions are not required for participation in this choir. Members of this group will perform in three evening concerts throughout the year. Classes will be taught by Miss Olsen and Mrs. Kinsella.

Extra-Curricular Choir

Show Choir meets Thursdays after school from 2:30-4:30, beginning in January. It is open to all students enrolled in band or choir at Columbia Central who pass a qualifying audition. Students in 5th grade must be part of the 5th grade choir to audition for Show Choir. This ensemble will focus primarily on music from the "pop" genre. Students in this ensemble will perform at one evening concert, recruitment concerts, and the SSJHSA festival.

Although making great music requires hard work and dedication, it is a great experience that is sure to enrich your child's life – and it is fun! I hope you will consider it!

Sincerely,

Larkin Kinsella
Choir Director
Columbia Central School
753-4733
lkinsella@sd194.org

Heather Olsen
Choir Director
Columbia Central School
753-4734
holsen@sd194.org

Columbia Central Beginning Band

May 13, 2020

Dear Fifth Grade Parent,

Hello! My name is Ed Fitzgerald, and I am the Band Director at Columbia Central School. As this very unusual school year draws to a close, I would like to provide you with information about our Band Program at Columbia. Normally, it is at this time of the school year that we begin the band registration process. Due to our current school closure this, of course, will not be possible. **Instead, our 6th Grade Beginning Band registration activities will be moved to late-August.** What follows is a brief description of those activities and the projected dates on which they will be taking place.

Band Program

Our band program at Columbia Central consists 130 students in grades 6-8, and there are 4 curricular bands and 3 extra-curricular bands. The Beginning Band is the ensemble in which all 6th Grade band students will participate. **For those students that choose to participate in the band, it will be their Explore class for the school year.** In addition to this daily full-band rehearsal class, all band students also receive one weekly small-group lesson. We will have 3 evening school band concerts throughout the school year. Aside from the expectation that band students will practice their instrument at home in the evenings, there are no regular before-school or after-school band commitments. This means that students can participate in sports, clubs, and activities and still participate in the band.

Band Instrument Fittings Days

If your child wishes to participate in band as a 6th Grade student, the first step on their journey is to come to Band Instrument Fittings. All participating students will have the opportunity to try 3 different instruments as they (and we) try to determine which instrument would be the best fit for each student. Physical characteristics such as tooth/jaw alignment, arm length, hand size, and ability to keep a beat are taken into account. After careful consideration of the results, each child will receive an instrument recommendation. While many students do not go into this process with a particular instrument in mind, some already have an idea of what they would like to play. Please know that each instrument assignment is made with your child's, as well as the band's, best interest in mind.

This year, there are 2 dates set aside for instrument fittings. If these dates change at some point during the spring or summer, the change(s) will be publicized on the school district website and social media accounts.

Thursday, August 20 – 4:00 pm – 6:00 pm at Columbia Central

Friday, August 28 – 8:00 am – 2:30 pm at Columbia Central

Band Sign-Up Night

Once all the students that wished to participate in Instrument Fittings have done so, the next step is to decide whether you would like to continue with band registration. **If your child wishes to participate in band as a 6th Grade student, the next step on their journey is to come to Band Sign-Up Night.** The date for Band Sign-Up Night is Wednesday, September 2 at Columbia Central. Please bring your child to the Cafeteria any time that you are available between 5:00 p.m. – 7:30 p.m. It should only take 20 minutes

or so to complete the process. Any student that already owns or has inherited the instrument that they were selected to play in the band should bring it to Sign-Up Night. It will be examined, and I will be able to let you know if it will need to be cleaned and/or repaired prior to the child playing it in the band.

Instrument Rental

Probably the primary concern of most parents whose children wish to join the band is the cost of participation. If you do decide to enroll your child in band, you may purchase or rent an instrument from a number of sources. **A reputable music store is strongly encouraged!!** Many retail stores and online marketplaces are now carrying instruments that are NOT of high quality and have demonstrated many problems. A student with a “cheap” instrument will not be able to have it repaired due to the poor quality of the materials and craftsmanship. These instruments also tend to suffer from intonation problems that cause the student’s sound to stick out from the rest of their peers. The music shops will not touch them!

Easily the most popular choice for the majority of parents has been the Rent-to-Own program. We have partnered with *Quinlan & Fabish Music Company* (<http://www.QandF.com>) for many years to help parents with instrument rentals and the purchase of instruments and supplies. Q&F has been a proven leader in the business, and they have been dependable and fair in their dealings with parents, students, and me. The instruments that you can rent or purchase from Q&F include brands that have gained the respect of teachers and students over the years due to their consistent quality and reliability. Members of Quinlan & Fabish’s instrument rental team will be on hand at Band Sign-Up Night, ready to answer your questions and help facilitate instrument rentals, purchases, and the purchasing of necessary supplies. Please come prepared to make a payment toward an instrument rental and the supplies your child will need to be successful.

Rental Prices

Quinlan & Fabish, like many other music stores, will start students off with a **4 Month Introductory Rental Period**. The 4 months begins at the beginning of the school year when the child receives the instrument, and it concludes around the holidays in December. The down payment that would need to be made on Sign-Up Night for this 4 Month Introductory Rental is:

- \$72 – Flute, Clarinet, Trumpet, Trombone, Percussion
- \$119 – Alto Saxophone
- *Please contact me* if your child was selected to play the **Baritone** or the **Tuba**.

You will not need to make another payment after Sign-Up Night until January 2021. Once the introductory rental period is over, the Regular Monthly Payment is:

- \$39 per month – Flute, Clarinet, Trumpet, Trombone, Percussion
- \$53 per month – Alto Saxophone

These prices include their Maintenance and Replacement Coverage for the instrument. This covers the instrument of all repairs, and it guarantees a free replacement if it is lost or stolen.

If you make the decision to purchase an instrument from another source **please check with me** about the brand and make of instrument. Your child will be highly disappointed when their instrument does not play like everyone else's, is constantly being repaired or worse yet – **cannot** be repaired. We have had many students in the past that have been "stuck" with these so-called "bargains."

Instruments that are available to students include flute, clarinet, trumpet, trombone, baritone, alto saxophone, and percussion. Due to the needs of the band, your child's first preference is not necessarily the instrument that he/she will play. If you have questions about the band program please contact Mr. Fitzgerald. **Although the band requires hard work and time, it is a great experience that your child will enjoy for years to come!**

Please feel free to contact me with any questions that you may have prior to Instrument Fittings!

Sincerely,

Ed Fitzgerald
Band Director
Columbia Central School
753-4734
efitzgerald@sd194.org