FRSD Distance Learning: 5th Grade - May 4- May 8

Fern Ridge SD 28J

Hello FRSD K-5 families! As we move forward with our new distance learning format, we hope to partner with you to make this transition as smooth as possible. We know that this is a stressful time for our students and we want to be sensitive to their (and your) needs. As such, at this time distance learning at the K-5 level is being rolled out slowly, with all of our families being considered.

A paper packet will be available via the links below, each Monday which will include a weekly lesson plan as well as work from both our ELA and Math curricula. Alternately, packets will be available for pickup on Mondays at the school. Teachers will be reaching out to you at least once weekly regarding the progress of your student in their classwork. Also available to families are the online supplemental resources linked to via the COVID-19 link on the FRSD webpage under "Supplemental Learning". Please reach out to your teacher with any questions, concerns, or feedback going forward. If the school closure is extended beyond the current timeline, we will reassess our plans as needed. Thank you for your continued partnership in your child's education!

Contact Information:
1. Teachers will be available from 8:00-4:00 each day, Monday through Friday.
2. If you are unable to reach a teacher for some reason, leave a message or send an email and they will get back to you within 24 hrs.
3. Please know that many of our teachers will be using Google Voice- this number may look unfamiliar when they call you

Differentiation/Extension/Supports:
1. We understand that you may need to provide your child with extra support or extension activities during this time.
2. If you are unable to access the online Differentiation/Extension document online, please communicate with your child's teacher for more ideas

FRSD Meal Plan:
1. FRSD is providing free meals (sack lunch & breakfast) to **anyone** 18 years or younger at the following locations in our community:
2. **VES Parking Lot**: Drive through from 11:00-12:30
3. There are 13 bus routes for meal delivery with a few stops per route. The stops/routes are listed here.
4. If you cannot make it to one of these locations and need meals delivered to your house please contact your school office by 8:00 AM of the day you need them delivered and let us know how many kids need a meal, your address and a phone number where you can be reached.

Stay Informed:
Please remember to check the Fern Ridge School District webpage for updates.
https://www.fernridge.k12.or.us/

Sundown Collins scollins@fernridge.k12.or.us 770-363-8987

Amy Hutton ahutton@fernridge.k12.or.us 541-954-3607

Michelle Markham mmarkham@fernridge.k12.or.us 541-249-9923

Erika McGuire emcguire@fernridge.k12.or.us 541-952-2395

The 5th grade team is currently working on building a slideshow to highlight our 5th graders. We have many photos from the year so far and would like to add more. We are planning to make it available to all families. We would like the following from you:

Baby pics (1 or 2)
A recent photo
Homeschool photos

Monday	Tuesday	Wednesday	Thursday	Friday
Assignments	**Assignments**	**Assignments**	**Assignments**	**Assignments**
Writing: Complete day 1 of poetry writing. Focus on similes and metaphors. **Math:** Do "Day 1" problems from math pg. 1. Complete pg 2-3: "Long & Short of It" & "Kitchen Time" **Reading:**Unit 6 Lesson 29: Read all articles (pgs. 50-62) in Reading Adventures Magazine. Read a book of your choice for 20 min. **PE** Log 30 minutes of activity **Bonus: Science** "Food Chains & Webs" Introduction **Extra:** IXL: Topic P3 & P4 (Food Chains) https://www.ixl.com/signin/frsd	**Writing:** Complete day 2 of poetry. Focus on using color and neat handwriting. **Math:** Do "Day 2" problems from math pg. 1. Complete pg 4-5: "Eureka Lesson 5-6." **Reading:** Unit 6 Lesson 29: Reread all articles (pgs. 50-62) in Reading Adventures Magazine out loud to a pet, stuffy, or family member. Read a book of your choice for 20 min. **PE** Log 30 minutes of activity **Bonus: Science** "Food Chains & Webs" Practice **Extra:** Practice Multiplication and Division Facts 1-12s for at least 5 minutes.	**Writing:** Complete day 3 of poetry. Focus on shape and descriptive writing. **Math:** Do "Day 3" problems from math pg. 1. Complete pg 6-7: "Eureka Lesson 7: Volume word problems." **Reading:** Unit 6 Lesson 29: Reread articles while completing Independent Reading pages 394-395 in packet, using complete sentences in your answers. Read a book of your choice for 20 min. **Bonus: Science** Adaptations "Animal Superpowers" cut and paste activity **PE** Log 30 minutes of activity **Extra:** IXL: Topic P5 (Food Chains) https://www.ixl.com/signin/frsd	**Writing:** Complete your fourth poem. Focus on all lines beginning with the same sound. **Math:** Do "Day 4" problems from math pg. 1. Complete pg 8-9: "Cari's Aquarium." Use graph paper to show work. **Reading:** Unit 6 Lesson 29: Spelling 397 and 398 in packet. Complete Grammar pages 400 and 402 in packet. Read a book of your choice for 20 min. **PE** Log 30 minutes of activity **Bonus: Science** "Communities" matching activity **Extra:** Practice Multiplication and Division Facts 1-12s for at least 5 minutes.	**Writing:** Complete your fifth poem. Focus on pattern. **Math:** Check all problems from pgs. 1-9. Complete pg 10: "Topic A/B Quiz." You may use all your packet pages and notes! 😊 **Reading:** Unit 6 Lesson 29: Comprehension Quiz Questions #1-10 (pgs. 9-10 in packet). Cite page number from article where you found your answer. Read a book of your choice for 20 min. **PE** Log 30 minutes of Activity **Bonus: Science** "Hoof, Paw, Foot, Claw" matching activity **Extra:** IXL: Topic P6 (Food Chains) https://www.ixl.com/signin/frsd

FRSD La educación a distancia: K-5

Fern Ridge SD 28J

¡Hola familias de FRSD K-5! A medida que avanzamos con nuestro nuevo formato de aprendizaje a distancia, esperamos asociarnos con usted para que esta transición sea lo más fluida posible. Sabemos que este es un momento estresante para nuestros estudiantes y queremos ser sensibles a sus necesidades (y las suyas). Como tal, en este momento, el aprendizaje a distancia en el nivel K-5 se está implementando lentamente, con todas nuestras familias consideradas.

Un paquete de papel estará disponible a través de los enlaces a continuación, cada lunes que incluirá un plan de lección semanal, así como el trabajo de nuestros currículos de ELA y Matemáticas. Alternativamente, los paquetes estarán disponibles para ser recogidos los lunes en la escuela. Los maestros se comunicarán con usted al menos una vez por semana con respecto al progreso de su estudiante en su trabajo de clase. También están disponibles para las familias los recursos complementarios en línea vinculados a través del enlace COVID-19 en la página web de FRSD en "Aprendizaje suplementario". Comuníquese con su maestro con cualquier pregunta, inquietud o comentario en el futuro. Si el cierre de la escuela se extiende más allá de la línea de tiempo actual, volveremos a evaluar nuestros planes según sea necesario. ¡Gracias por su continua asociación en la educación de sus hijos.

Información del contacto:
1. Los maestros estarán disponibles de 8:00 a 4:00 cada día.
2. Si no puede comunicarse con un maestro por algún motivo, deje un mensaje o envíe un correo electrónico y se comunicarán con usted dentro de las 24 horas.
3. Tenga en cuenta que muchos de nuestros maestros usarán Google Voice; este número puede parecerle desconocido cuando lo llaman.

Diferenciación / Extensión / Soportes:
1. Entendemos que es posible que deba brindarle a su hijo actividades adicionales de apoyo o extensión durante este tiempo.
2. Si no puede acceder al documento en línea de Diferenciación / Extensión en línea, comuníquese con el maestro de su hijo para obtener más ideas.

Plan de comidas del FRSD:
1. FRSD está proporcionando comidas gratis (almuerzo y desayuno) a cualquier persona de 18 años o menos en los siguientes lugares de nuestra comunidad:
2. Estacionamiento VES: Conduzca desde las 11: 00-12: 30
3. Hay 13 rutas de autobuses para la entrega de comidas con algunas paradas por ruta. Las paradas / rutas se enumeran aquí.
4. Si no puede llegar a uno de estos lugares y necesita que le envíen las comidas a su casa, comuníquese con la oficina de su escuela antes de las 8:00 a.m. del día en que necesita que se las entreguen y díganos cuántos niños necesitan una comida, su dirección y un número de teléfono donde pueda ser localizado.

Mantente informado:
Recuerde consultar la página web del Distrito Escolar Fern Ridge para obtener actualizaciones.
https://www.fernridge.k12.or.us/

Sundown Collins scollins@fernridge.k12.or.us 770-363-8987

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Monday	Tuesday	Wednesday	Thursday	Friday
Assignments	**Assignments**	**Assignments**	**Assignments**	**Assignments**
Redacción: Completa el día 1 de poesía. Centrarse en símiles y metáforas. **Matemáticas:** Hacer los problemas del "Día 1" de las matemáticas pág. 1) Completa las páginas 2-3: "Largo y corto" y "Tiempo de cocina" **Lectura:** Unidad 6 Lección 29: Lea todos los artículos (págs. 50-62) en la revista Reading Adventures. Lea un libro de su elección durante 20 min. **PE** 30 minutos de actividad **Bonus Ciencia:** "Cadenas de comida y webs" Introducción **Extra:** IXL: Tema P3 y P4 (Cadenas alimentarias) https://www.ixl.com/signin/frsd	**Redacción:** Completa el día 2 de poesía. Concéntrese en el uso del color y la letra ordenada. **Matemáticas:** Haga los problemas del "Día 2" de las matemáticas pág. 1) Complete la página 4-5: "Lección Eureka 5-6". **Lectura:** Unidad 6 Lección 29: Vuelva a leer todos los artículos (págs. 50-62) en la Revista Reading Adventures en voz alta a una mascota, congestionada o familiar. Lea un libro de su elección durante 20 min. **PE** 30 minutos de actividad **Bonus Ciencia:** "Cadenas de comida y webs" Práctica **Extra:** Practique los datos de multiplicación y división 1-12 durante al menos 5 minutos.	**Redacción:** Completa el día 3 de poesía. Centrarse en la forma y la escritura descriptiva. **Matemáticas:** Hacer los problemas del "Día 3" de las matemáticas pág. 1) Complete las páginas 6 y 7: "Lección 7 de Eureka: Problemas verbales de volumen". **Lectura:** Unidad 6 Lección 29: Vuelva a leer los artículos mientras completa las páginas 394-395 de Lectura independiente en paquetes, usando oraciones completas en sus respuestas. Lea un libro de su elección durante 20 min **PE** 30 minutos de actividad **Bonus Ciencia:** Adaptaciones de la actividad de cortar y pegar "Superpoderes animales" **Extra:** IXL: Tema P5 (Cadenas alimentarias) https://www.ixl.com/signin/frsd	**Redacción:** Completa tu cuarto poema. Concéntrese en todas las líneas que comienzan con el mismo sonido. **Matemáticas:** Haga los problemas del "Día 4" de las matemáticas pág. 1) Complete la página 8-9: "Cari's Aquarium". Use papel cuadriculado para mostrar el trabajo. **Lectura:** Unidad 6 Lección 29: Ortografía 397 y 398 en paquete. Gramática completa páginas 400 y 402 en paquete. Lea un libro de su elección durante 20 min. **PE** 30 minutos de actividad **Bonus Ciencia:** Actividad de emparejamiento de "comunidades" **Extra:** Práctica Datos de multiplicación y división 1-12 durante al menos 5 minutos.	**Redacción:** Completa tu quinto poema. Centrarse en el patrón. **Matemáticas:** Verifique todos los problemas de pgs. 1-9. Complete la página 10: "Tema A / B Prueba". ¡Puede usar todas sus páginas de paquetes y notas! ☺ **Lectura:** Unidad 6 Lección 29: Preguntas de la prueba de comprensión # 1-10 (págs. 9-10 en el paquete). Cite el número de página del artículo donde encontró su respuesta. Lea un libro de su elección durante 20 min. **PE** 30 minutos de actividad **Bonus Ciencia:** Actividad coincidente "pezuña, pata, pie, garra" **Extra:** IXL: Tema P6 (Cadenas alimentarias) https://www.ixl.com/signin/frsd

FERN RIDGE MIDDLE SCHOOL

Fern Ridge School District 28J
88831 Territorial Road, Elmira, Oregon 97437
Phone (541) 935-8230   FAX (541) 935-8234
Ryan Chambers, Counselor   Olivia Johnson, Principal   Eric Carman, Assistant Principal

May 4, 2020

Dear Sixth Grade Families,

Hello from Fern Ridge Middle School! We are so looking forward to having your child in our school next year. Between where they are when they enter as sixth graders and where they will be when they leave us as 8th graders, the next few years will be filled with change for your child and we want to be here to help them and you through it. We know that this is a crazy time for all of us, but we want you to know that we have this covered, that we are here to help with this transition, and that we will do all we can to ensure that your child is set up for success at FRMS.

Come August, we plan to have opportunities for 6th graders to tour our school, parent orientations set up, and other activities to welcome your child to FRMS. We are also looking at what we can do when school starts in September to help your child transition back to school after this prolonged absence.

The first step is for students to select which music class they want, so we can start building a schedule for them. Students can choose between choir, Introduction to Music, and Band. Class sizes in all three are limited, so we ask that students rank their choices so if we can't get them their first choice, we know what their second choice is. Students can rent instruments from the school for $50 for the year. They can also rent instruments from a music shop. Music shops offer newer instruments and a wider selection, but the fee is often higher.

Attached to this letter is the 6th grade forecasting form. **This form needs to be returned to FRMS by May 18th.** Feel free to return it with your packet to either VES or EES or drop it by FRMS or take a picture of the completed form and email it to me at ojohnson@fernridge.k12.or.us or simply mail it back.

If your plans for sixth grade don't include your child attending FRMS, it really helps us with planning if you can mark that box at the bottom and let us know that.

If you have any questions about forecasting or sixth grade in general, please feel free to give me a call at 541-935-8230. Also plan on coming to FRMS Registration in Mid-August. Look for information on our school website and reader board.

Thank you,

Olivia Johnson
FRMS Principal

Sixth Grade Forecasting 2020-2021

Student: _____ Elementary School: _____

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All sixth grade students must have a music class. Please rank the following 1, 2, or 3, with 1 being your child's top choice:

_____ **Choir:** Students sing current and traditional songs. Students perform at evening concerts twice a year. Choir also performs throughout the school and for various groups in our community.

_____ **Introduction to Music:** This is a general music survey class. Students listen to and learn about different types of music from different eras and cultures. They also learn about different types of instruments. No performances.

_____ **Beginning Band:** This is an instrumental music class where students learn to play an instrument and become part of an ensemble. There are instruments available to rent from the school for $50 or instruments can be rented from a music shop. Band students will have two evening performances and will perform on special occasions throughout the school year. For many of our students, beginning band is their one chance to learn to play an instrument and experience the sense of achievement and confidence that brings. Plus research has proven that musical training improves the ability of students to retain information, builds problem solving skills, and helps them control behavior and make better choices.

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All sixth grade students will take five core classes plus their music elective: Language Arts, Social Studies, Math, Science, and P.E. These classes meet daily and are year-long classes.

Sixth grade students also participate in our exploratory classes. These classes are taught four days a week for one quarter or nine weeks. Sixth grade students will cycle through the following exploratory classes:

- Health (Focusing on healthy choices, nutrition, and wellness)
- L.A. Extension (Building skills in reading/writing)
- Keyboarding
- Math Fluency- Focus on building math fluency and problem solving skills

On Wednesdays, Workshop will be replaced by Homeroom. In Homeroom students will focus on a wide range of topics from decision making to self-expression to character building to tolerance and diversity.

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❑ **My child will not be attending FRMS for 6ᵗʰ grade.**

****

Parent Signature and Date: _____

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88831 Territorial Road, Elmira, Oregon 97437
Phone (541) 935-8230   FAX (541) 935-8234

Ryan Chambers, Counselor   Olivia Johnson, Principal   Eric Carman, Assistant Principal

4 de Mayo, 2020

Estimadas familias de sexto grado,

¡Hola de la escuela secundaria Fern Ridge! Estamos ansiosos por tener a su hijo en nuestra escuela el próximo año. Entre dónde están cuando ingresan como estudiantes de sexto grado y dónde estarán cuando nos dejen como estudiantes de octavo grado, los próximos años estarán llenos de cambios para su hijo y queremos estar aquí para ayudarlos a usted y a usted a superarlo. Sabemos que este es un momento loco para todos nosotros, pero queremos que sepan que tenemos esto cubierto, que estamos aquí para ayudar con esta transición y que haremos todo lo posible para garantizar que su hijo esté preparado para el éxito en FRMS.

En agosto, planeamos tener oportunidades para que los alumnos de sexto grado recorran nuestra escuela, la orientación de los padres y otras actividades para dar la bienvenida a su hijo a FRMS. También estamos analizando qué podemos hacer cuando la escuela comience en septiembre para ayudar a su hijo a regresar a la escuela después de esta ausencia prolongada.

El primer paso es que los estudiantes seleccionen la clase de música que desean, para que podamos comenzar a crear un horario para ellos. Los estudiantes pueden elegir entre coro, Introducción a la música y Banda. El tamaño de las clases en los tres es limitado, por lo que les pedimos a los estudiantes que clasifiquen sus opciones para que, si no podemos obtener su primera opción, sepamos cuál es su segunda opción. Los estudiantes pueden alquilar instrumentos de la escuela por $ 50 por año. También pueden alquilar instrumentos en una tienda de música. Las tiendas de música ofrecen instrumentos más nuevos y una selección más amplia, pero la tarifa suele ser más alta.

Adjunto a esta carta está el formulario de pronóstico de 6to grado. Este formulario debe ser devuelto a FRMS antes del 18 de mayo. No dude en devolverlo con su paquete a VES o EES o enviarlo por FRMS o tomar una fotografía del formulario completo y enviármelo por correo electrónico a ojohnson@fernridge.k12.or.us o simplemente envíelo por correo.

Si sus planes para sexto grado no incluyen a su hijo que asiste a FRMS, realmente nos ayuda a planificar si puede marcar ese cuadro en la parte inferior y hacernos saber eso.

Si tiene alguna pregunta sobre pronósticos o sexto grado en general, no dude en llamarme al 541-935-8230. También planee venir al Registro de FRMS a mediados de agosto. Busque información en el sitio web de nuestra escuela y en el tablero de lectores.
Gracias,

Olivia Johnson
Director de FRMS

Pronóstico de sexto grado 2020-2021

Estudiante: _____ **Escuela primaria:** _____

****

Todos los estudiantes de sexto grado deben tener una clase de música. Clasifique los siguientes 1, 2 o 3, siendo 1 la mejor opción para su hijo:

_____ Coro: Los estudiantes cantan canciones actuales y tradicionales. Los estudiantes se presentan en conciertos nocturnos dos veces al año. El coro también se presenta en toda la escuela y para varios grupos de nuestra comunidad.

_____ Introducción a la música: esta es una clase general de encuestas de música. Los estudiantes escuchan y aprenden sobre diferentes tipos de música de diferentes épocas y culturas. También aprenden sobre diferentes tipos de instrumentos. No hay actuaciones.

_____ Banda de inicio: Esta es una clase de música instrumental donde los estudiantes aprenden a tocar un instrumento y se convierten en parte de un conjunto. Hay instrumentos disponibles para alquilar en la escuela por $ 50 o se pueden alquilar instrumentos en una tienda de música. Los estudiantes de la banda tendrán dos presentaciones nocturnas y actuarán en ocasiones especiales durante el año escolar. Para muchos de nuestros estudiantes, la banda principiante es su única oportunidad de aprender a tocar un instrumento y experimentar la sensación de logro y confianza que brinda. Además, la investigación ha demostrado que la capacitación musical mejora la capacidad de los estudiantes para retener información, desarrolla habilidades para resolver problemas y los ayuda a controlar el comportamiento y a tomar mejores decisiones.

****

Todos los estudiantes de sexto grado tomarán cinco clases básicas más su electivo de música: artes del lenguaje, estudios sociales, matemáticas, ciencias y educación física. Estas clases se reúnen diariamente y son clases de todo el año.

Los estudiantes de sexto grado también participan en nuestras clases exploratorias. Estas clases se imparten cuatro días a la semana durante un cuarto o nueve semanas. Los estudiantes de sexto grado recorrerán las siguientes clases exploratorias:

- Salud (centrándose en opciones saludables, nutrición y bienestar)
- Extensión de L.A. (Desarrollo de habilidades en lectura / escritura)
- Teclado
- Fluidez matemática: concéntrese en desarrollar la fluidez matemática y las habilidades para resolver problemas

Los miércoles, el taller será reemplazado por Homeroom. En Homeroom, los estudiantes se centrarán en una amplia gama de temas, desde la toma de decisiones hasta la autoexpresión, la construcción del carácter, la tolerancia y la diversidad.

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_____ **Mi hijo no asistirá a FRMS para sexto grado.**

****

Firma y fecha del padre: _____

Writing POETRY

Poetry Writing Practice

By: _____

Poetry

Poetry is a type of literature, or artistic writing, that attempts to stir a reader's imagination or emotions. The poet does this by carefully choosing and arranging language for its meaning, sound, and rhythm!
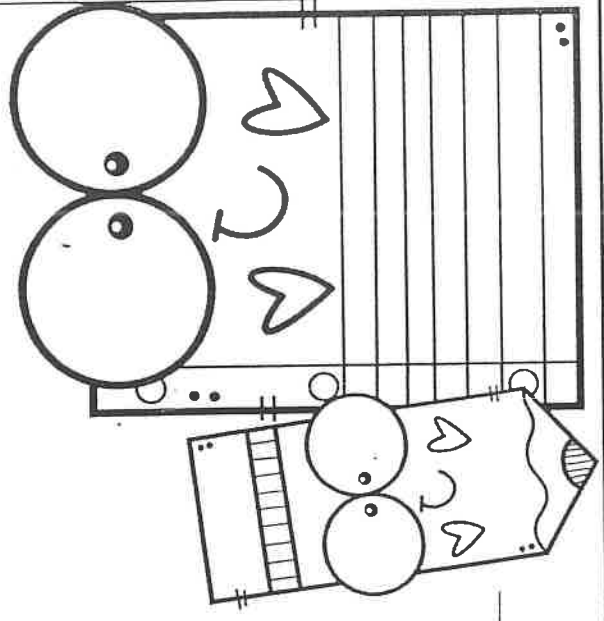
-Britannica Kids

"Poetry lets us write our own journeys, find our own voices."
— Kwamé Alexander

♥ Do ♥

METAPHOR

writing
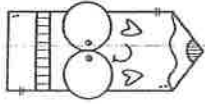
Follow along step by step to write a metaphor.

1. Select a subject _____

2. List interesting words that describe that subject. Think of a new or unusual way. To describe your subject.

   _____

   _____

3. Now it's your turn! Choose from your list of words to create your metaphor. Arrange your words in a fun and interesting way.

   _____

   _____

   _____

   _____

☆ Do ☆

SIMILE

writing

Follow along step by step to write a simile.

1. Think of a subject _____

2. How would you describe this subject? Think of vivid adjectives!

   _____

   _____

3. What else could be described in this way? (for example: fast-tiger, cheetah, my mom cleaning the house)

   _____

   _____

4. Now it is your turn! Try a few statements using different describing words and comparing in different ways. Try using "like" and "as" in different ways too!

   _____ is as _____
   subject

   _____ is like _____
   subject

COLOR POETRY

Title: _____

(use color when writing this poem for the background or the writing)

♡ Read ♡

COLOR POETRY

A color poem is written with feelings of one color. Color poems often use the five senses and colors to describe feelings.

Blue
By: Jacqueline Ortiz

Feelings: I feel blue when I miss my family.

Hearing: I hear blue when I hear the chirps of early morning birds

Taste: I taste blue when I eat blueberry muffins

Seeing: I see blue when the morning light appears through my windows.

You will write your poem on the next page.

SHAPE POETRY

Title _____

(write your poem below in a shape inspired by the subject of the poem)

SHAPE POETRY

A shape poem is a type of poetry that describes an object and is shaped the same as the object the poem is describing.

Volcano
By: Jacqueline Ortiz

A
Volcano
A huge mountain
That shoots lava up into
the sky and spews it down to the
ground. When it begins to rumble you must
Escape as fast as you can. It creates dark
Cloudy skies that you cannot see through. It finally
rests after its destruction. This terror is a volcano!!!

You will write your poem on the next page.

♥ Do ♥

ALLITERATION POETRY

Title: _____

♥ Read ♥

ALLITERATION POETRY

An alliteration poem is when you repeat the beginning consonant sounds of words to create similar sounds in the pattern.

Baboon
By: Jacqueline Ortiz

A brilliant blue Baboon
Blew bubbles brightly into the ballet.
Baffled by the Brainy Bobcat he bounced over.
His brain was boggled as he bellowed
a song to his beloved!
The Brainy Bobcat blushed and bit him!

You will write your poem on the next page.

☆ DO ☆

Following a PATTERN
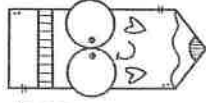
Follow along step by step to write a recipe poem, following a pattern.

1. Your subject is: A recipe for a good friend.

2. Make a list of things that relate to the subject. Include nouns and verbs in your list.

_____   _____

_____   _____

3. Follow the directions carefully!

Line 1: List two items related to your subject. You can add adjectives to describe your items too!

_____ and _____

Line 2: List two more items.

_____ and _____

Line 3: Describe another item related to your subject in a fun way.

_____

Line 4: Write an action for your recipe. The last word must rhyme with the last word in line 2.

_____

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Following a PATTERN

Follow along step by step to continue your recipe poem.

Line 5: List two actions (verbs) related to your subject

_____ and _____

Line 6: Add one more action. Try to describe it in a fun and different way.

_____

Line 7: Add a fun line about your subject.

_____

Line 8: Name what the recipe makes (the subject.) This line must rhyme with line 6.

This makes _____

NOW PUT IT ALL TOGETHER!

✓ Rewrite on another piece of paper !

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Grade 5 Math for Week of 5/4-5/8

Name: _____

Teacher: _____

Find the area of the rectangle below. $\frac{3}{10}$ yd.

7 yd.

Look at the triangle on the coordinate grid. If it were moved so that its bottom left vertex was coordinate (5,4), what would its other coordinates be?
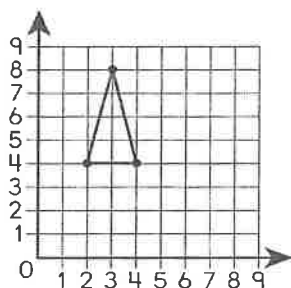
Tracy's swimming pool requires 3 quarts of a bacteria-cleaning agent 5 times a month. How many gallons of this agent will Tracy use during June, July, and August?

$0.42 \div 0.6 =$

$(80 - 75) \times 2 =$

Write 456.12 in word form.

Find the volume of the figure.

5 yd.   2 yd.
5 yd.
5 yd.
5 yd.   1 yd.
7 yd.
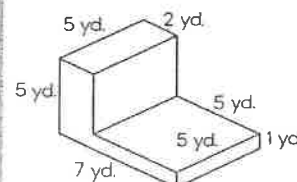
Dustin runs $3\frac{1}{2}$ kilometers every day. How many kilometers does Dustin run in 5 days?

Write <, >, or = to make the statement true.

12.152 $\bigcirc$ 121.52

Name a quadrilateral with opposite sides that are parallel and congruent.

$27 \times 22 =$

$6,270 \div 66 =$

$18 \div \frac{1}{12} =$

Round 29.194 to the nearest tenth.

$\frac{2}{3} \times 15 =$

The Long and Short of It

Measure each line segment to the part of the inch that gives the most precise measurement.

1. _____ ▬▬▬▬▬▬▬▬▬

2. _____ ▬▬▬▬▬▬▬

3. _____ ▬▬▬▬▬▬▬▬▬▬▬▬▬

4. _____ ▬▬▬▬▬▬▬

Draw a line to the given length.

5. $1\frac{1}{2}$ in. •

6. $2\frac{1}{8}$ in. •

7. $3\frac{1}{4}$ in. •

8. $\frac{9}{16}$ in. •
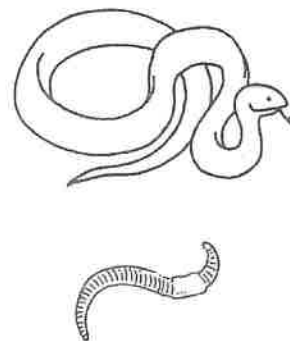
Complete each sentence.

9. 2 ft = _____ in.

10. 1.5 mi = _____ yd

11. 50 yd = _____ ft

12. 24 in. = _____ ft

13. 2,640 ft = _____ yd

14. 12 ft = _____ yd

15. 5,280 yd = _____ mi

16. 108 in. = _____ yd

17. 15,840 ft = _____ mi

Write the number sentence, and solve this problem.

18. Bayard is 5 ft $5\frac{3}{4}$ in. tall. Jose is 5 ft $5\frac{9}{16}$ in. tall. Who is taller? How much taller is he?

_____

Math Page 2

Kitchen Time

Choose a favorite recipe. Plan how long it will take to prepare the food. Be sure to include the time it takes to get out the ingredients and to make the food. Draw a picture of the food you will make. If you can, have an adult help you prepare the food. Compare the actual time it takes to your planning time.

Did you know that **1 cubic centimeter equals 1 milliliter (mL)** ?
Use that information to solve #1 and 2.

1. Johnny filled a container with 30 centimeter cubes. Shade the beaker to
    show how much water the container will hold. Explain how you know.

    100 mL
    80 mL
    60 mL
    40 mL
    20 mL

2. A beaker contains 250 mL of water. Jack wants to pour the water into a container that will hold the
    water. Which of the containers pictured below could he use? Explain your choices.

    C
    5 cm   2 cm
    25 cm

    A
    6 cm
    12 cm
    12 cm

    B
    Area =
    20 cm³
    12 cm

    E
    Area =
    75 cm³
    3 cm

    D
    3 cm
    3 cm
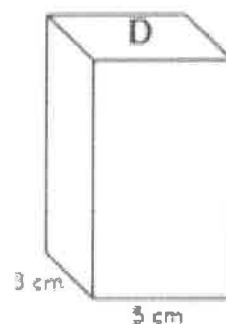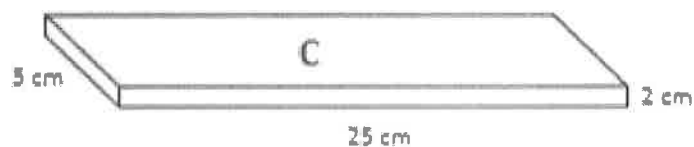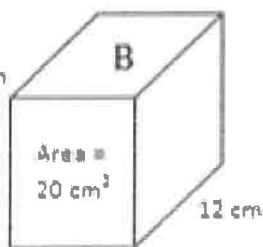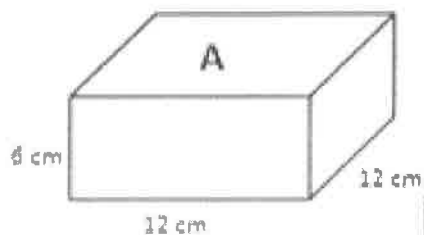
    * Hint *
    Volume = length x width x height, or
    surface area of one face x length

    15 cm
    5 cm
    3 cm

    250 mL
    200 mL
    150 mL
    100 mL
    50 mL
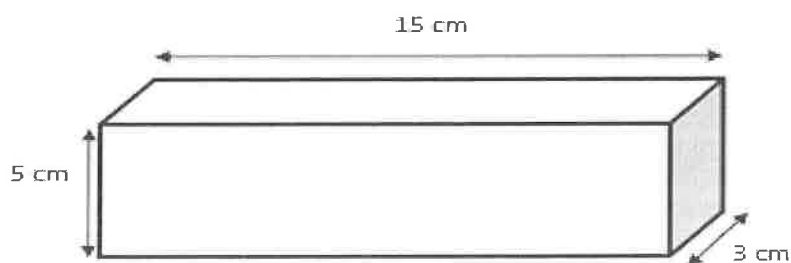
    a. Find the volume of the prism.

    b. Shade the beaker to show how much liquid would fill the box.

Math Page 4

Name _____ Date _____

1. Find the total volume of the figures, and record your solution strategy.

a.
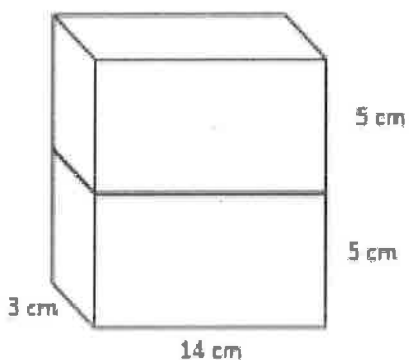
Volume: _____ 420 cm³ _____

Solution Strategy: I see two rectangular prisms stacked one on top of the other. Each prism has dimensions: 14cm x 3cm x 5cm, which equals a volume of 210 cubic centimeters. Double 210 cm³ and you get a total of 420 cm³.

b.
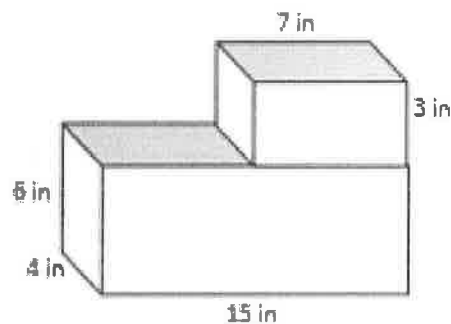
Volume: _____

Solution Strategy:

c.
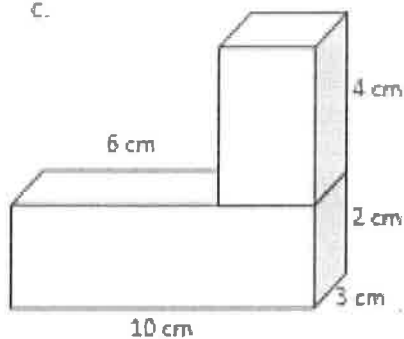
Volume: _____

Solution Strategy:

d.

Volume: _____

Solution Strategy:

Math Page 5
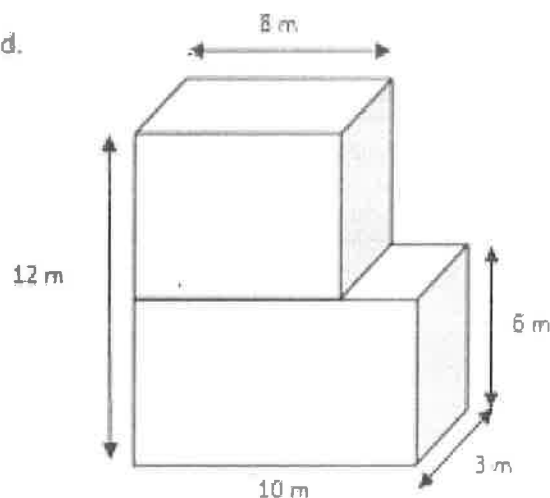
Name _____ Date _____

Geoffrey builds rectangular planters.

1. Geoffrey's first planter is 8 feet long and 2 feet wide. The container is filled with soil to a height of 3 feet in the planter. What is the volume of soil in the planter? Explain your work using a diagram.
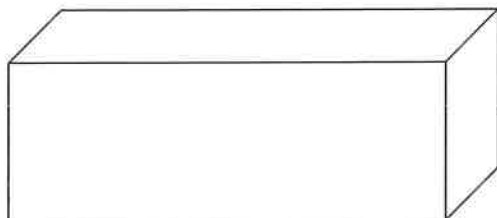
2. Geoffrey wants to grow some tomatoes in four large planters. He wants each planter to have a volume of 320 cubic feet, but he wants them all to be different. Show four different ways Geoffrey can make these planters, and draw diagrams with the planters' measurements on them.
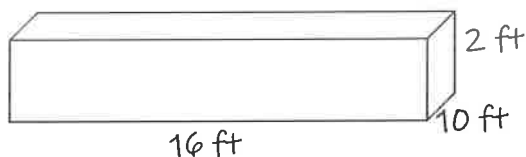
Planter A	Planter B
 2 ft 10 ft 16 ft Ex: Geoffrey can make a planter that is 16 feet long, 10 feet wide, and 2 feet tall, since 16 x 10 x 2 = 320 ft³.	
Planter C	Planter D

Math Page 6

Name_____Date_____

Books, Books, and More Books

Directions: Your teacher wants to take three boxes of books home from school. She needs to know if they will all fit in her truck, or if she needs to make two trips to get all the boxes home. Here is some information you will need:

- Two of the boxes are the same size. (2 ft. long, 3ft. wide, and 2 ft. high)
- One box is larger than the others. (3 ft. long, 3 ft. wide, and 3 ft. high)
- Your teacher's truck has 60 cu. ft of space.

Can your teacher take all three boxes in one load? Show how you know with pictures, words, and numbers.

Cari's Aquarium

Cari is the lead architect for the city's new aquarium. All of the tanks in the aquarium will be rectangular prisms where the side lengths are whole numbers.

a.

Cari's first tank is 4 feet wide, 8 feet long and 5 feet high. How many cubic feet of water can her tank hold?

5 ft.
4 ft.
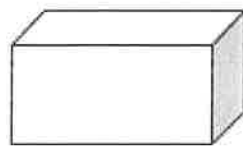
8 ft.

Answer:

b.   Cari knows that a certain species of fish needs at least 240 cubic feet of water in their tank. Create 3 separate tanks that hold exactly 240 cubic feet of water. (*Ex: She could design a tank that is 10 feet wide, 4 feet long and 6 feet in height.*) **You may sketch out your ideas on the next page if it helps!**

c.   In the back of the aquarium, Cari realizes that the ceiling is only 10 feet high. She needs to create a tank that can hold exactly 100 cubic feet of water. Name one way that she could build a tank that is not taller than 10 feet.
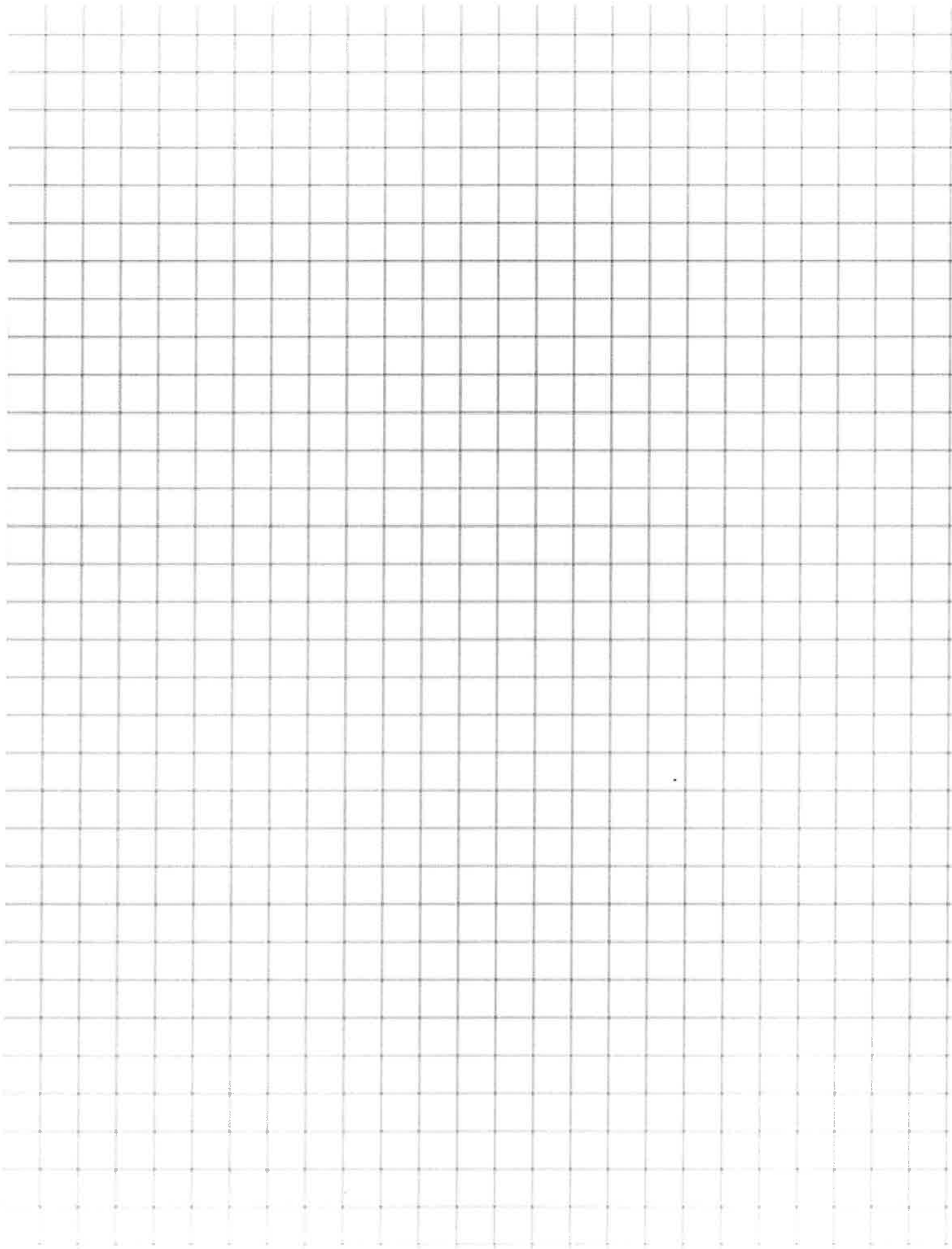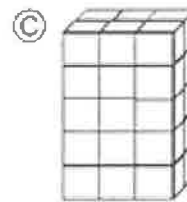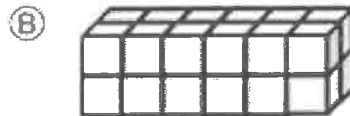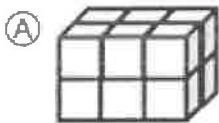
Total: _____ /10 points

1. If this rectangular prism is completely full of unit cubes, what is the volume of the rectangular prism? Don't forget to label units! (2pts)
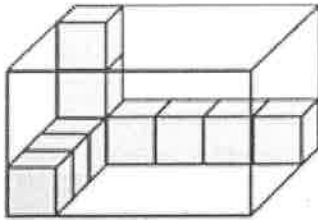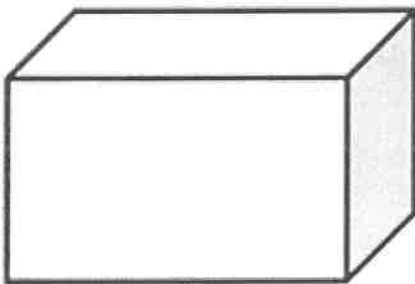

Volume:_____

= 1 unit cube

2. Which two figures have a volume of 24 cubic units? (2 pts)

Ⓐ   Ⓑ   Ⓒ

Ⓓ   Ⓔ
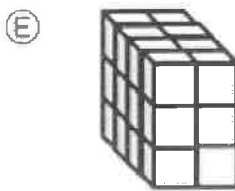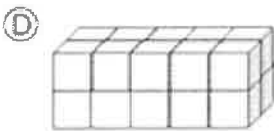
3. Imagine the rectangular prism below is 4 meters long, 3 meters tall, and 2 meters wide. Draw vertical and horizontal lines to show how the prism could be decomposed into layers. (4 pts)
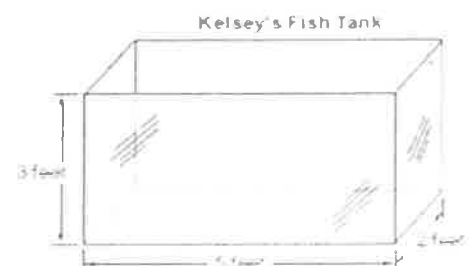

According to my diagram, it has _____ layers;

Each layer contains _____ cubic units;

The volume of this prism is _____.

4. Kelsey has a fish tank in the shape of a rectangular prism.

What is the volume, in cubic feet, of Kelsey's fish tank? (2 pt)

Kelsey's Fish Tank

Math Page 10

Name _____ Date _____

Lesson 29
READER'S NOTEBOOK

**The Case of the
Missing Deer**
Independent Reading

Reader's Guide

The Case of the Missing Deer

Write an Advice Column

In *The Case of the Missing Deer*, Blake uses inferences to crack this case. By making inferences, he is able to draw a conclusion about the deer by his family's cabin.
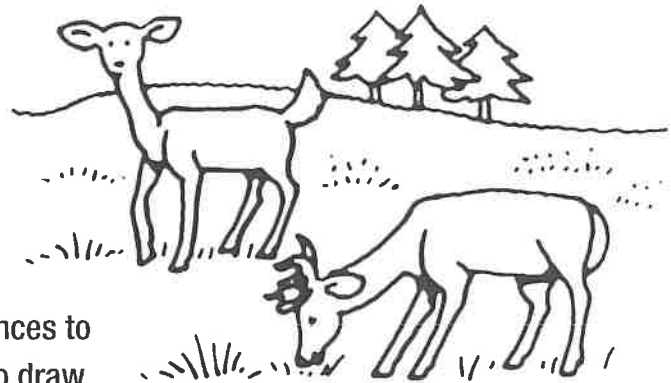
Reread pages 54–56. In Blake's investigator notebook, write four clues that lead him to infer what was keeping the deer away.

1. _____

2. _____

3. _____

4. _____

An advice column is written to help readers solve everyday problems. The *North Woods Gazette* is a local newsletter that is read by the families in Pinewood Park, where Blake's family has their cabin. Blake has been chosen by the *North Woods Gazette* to give advice about how to attract deer. Help Blake finish his column, using both inferences and conclusions drawn from his investigation of the missing deer.

Life in the North Woods
by Blake Davis

It's deer season! But are deer staying clear of your backwoods pad? Are you jealous of the herds of white tails flocking to your neighbor's hutch? Well, you, too, can have plenty of does and bucks rushing to your humble home by following this advice:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Spelling Word Sort

Write each Basic Word next to the correct word part.

Word Part: *spect*	Basic words: Challenge words:
Word Part: *port*	Basic words:
Word Part: *dict*	Basic words: Challenge word:
Word Part: *rupt*	Basic words: Challenge words:

Challenge: Add the Challenge Words to your Word Sort.

Spelling Words

Basic
1. inspect
2. export
3. erupt
4. predict
5. respect
6. bankrupt
7. dictate
8. porter
9. report
10. spectacle
11. deport
12. interrupt
13. dictator
14. import
15. disrupt
16. portable
17. transport
18. spectator
19. verdict
20. dictionary

Challenge
spectacular
contradict
corrupt
retrospect
rupture

Name _____ Date _____

Lesson 29
READER'S NOTEBOOK

The Case of the
Missing Deer
Spelling: Latin Word Parts

Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

Are you ready to write your reeport on the La Brea Tar Pits in Los Angeles, California? Here's what you need to do: Look up this historical specticle in your online dictionery. Then inport the facts about these tar pits where prehistoric animals were trapped, and exxport what you learn into a separate document. You may want to interupt your research to imagine the pits as they looked thousands of years ago when prehistoric animals roamed the earth.

If you don't want to write the final report yourself, perhaps you can dictat it to one of your parents. They may decide to take you on a trip to La Brea by train, where a portter will load your bags and the cost of a ticket will not cause your family to go bancrupt. Everyone will give the same vurdict on the tar pits: They're amazing!

1. _____   6. _____
2. _____   7. _____
3. _____   8. _____
4. _____   9. _____
5. _____   10. _____

Spelling Words

1. inspect
2. export
3. erupt
4. predict
5. respect
6. bankrupt
7. dictate
8. porter
9. report
10. spectacle
11. deport
12. interrupt
13. dictator
14. import
15. disrupt
16. portable
17. transport
18. spectator
19. verdict
20. dictionary

Challenge
spectacular
contradict
corrupt
retrospect
rupture

Other Uses for Commas

Use a comma to separate items in a series of three or more items, elements of dates, and elements of an address when they appear in a sentence.

Deer, elk, and caribou are all herbivores.

The deer was seen on October 6, 2011, in St. Paul, Minnesota.

Thinking Question
Are there three or more items in a series?

Rewrite the sentences below, using commas where they are needed.

1. White-tailed deer eat a variety of foods, including hay acorns grasses and wildflowers.

   _____

   _____

2. The herd started their migration south on November 3 2011.

   _____

   _____

3. Elk are the prey of mountain lions bears wolves and coyotes.

   _____

   _____

4. Deer can be found near Helena Montana.

   _____

   _____

5. Deer live in grassland forest and tundra habitats.

   _____

   _____

Name _____ Date _____

Lesson 29
READER'S NOTEBOOK

**The Case of the
Missing Deer**
Grammar: Spiral Review

Making Comparisons

Use superlative adjectives to compare three or more items.

Adjective	Comparing Three or More Items
One syllable (small, weak)	Add -*est* (smallest, weakest)
Ending with *e* (safe, white)	Drop *e*, add -*est* (safest, whitest)
Ending with *y* (easy, hairy)	Drop *y*, add *iest* (easiest, hairiest)
Long adjectives (interesting, puzzled)	Use *most* before long adjectives (most interesting, most puzzled)

Write the correct choice on the line provided.

1. The elk is the (most large, largest) member of the deer family.

   _____

2. The fallow deer is the (most common, commonest) deer species in

   Europe. _____

3. Elderly caribou are vulnerable to wolves and suffer the (most great,

   greatest) losses. _____

4. Of the deer's many predators, the wolf is the (most deadly,

   deadliest). _____

5. The bucks compete to see who is the (most strong, strongest).

   _____

402

Comprehension

Answer Numbers 1 through 10 on your Answer Sheet. Base your answers on the passage "The Case of the Missing Deer."

1 Read Grandpa's comment below.

"You'll have to wait until it cools off."

What conclusion can you draw from this comment?

A. They will have a campfire when the sun goes down.

B. Blake will burn his mouth if he eats dinner too soon.

C. The other kids will come out to play soccer in the evening.

D. It is too hot during the day for deer to come close to the cabins.

2 One of the main reasons Blake is excited about his family's vacation cabin is that

F. it is near three other cabins.

G. it is hidden deep in the woods.

H. he will have kids to play soccer with.

I. he will have an unusual chance to see deer.

3 You can tell that all four of the children

A. like to play soccer.

B. go to school together.

C. come to the cabins every year.

D. put food out to attract the deer.

4 What did Blake think was the reason why no deer showed up at his cabin the first night?

F. It was too cold outside.

G. He had not put out food.

H. The deer did not like his cabin.

I. There were no deer in the woods.

5 What can you infer about Blake?

A. He gets angry easily.

B. He wants to hunt deer.

C. He thinks his friends are lying.

D. He likes to find answers to questions.

6 Nicholas thinks that the reason the deer stay away from Blake's cabin could be

F. the sound of Blake's soccer ball.

G. the lawn chairs and pinecones in the yard.

H. that the deer like the people in the other cabins better.

I. that the cabin is too far away from the edge of the woods.

7 When no deer come to his cabin, Blake most likely feels

   A. hesitant.

   B. impatient.

   C. puzzled.

   D. shunned.

8 Blake realizes why the deer have avoided his cabin when he

   F. sees uneaten apples.

   G. reads a magazine article.

   H. dribbles the soccer ball around pinecones.

   I. sees deer tracks turning away from the cabin.

9 Deer most likely try to avoid humans because

   A. people smell bad.

   B. deer are cautious.

   C. fawns are too curious.

   D. deer like to stay hidden.

10 What will most likely happen next in the passage?

   F. Blake will stop looking for deer each night.

   G. Deer will show up at Blake's cabin more often.

   H. The children will try to solve another mystery.

   I. All the children will put out apples for the deer.

Mark Student Reading Level:

____ Independent   ____ Instructional   ____ Listening

Food Chains & Webs: *Introduction*   Name _____

Read through the information below and then complete the "Fill-Ins".

A food web is an important part of any successful ecosystem. Food webs are made from multiple food chains connected together. Within an ecosystem of plants and animals there are many paths for organisms to obtain energy and food in order to live. The simplest path for this energy to flow is referred to as a food chain. A food chain is a sequence in an ecosystem of what plants and animals eat. The beginning of a food chain starts with a *Primary Producer*. These are usually simple plants that get their energy from the Sun. In a forest, a primary producer could be simple grasses or moss growing on trees. Next in the chain would be the *Primary Consumer.* These would be the animals that eat the primary producers. Bugs, rodents, or zooplankton are examples of primary consumers. *Secondary Consumers*, which eat the primary consumers, would be next in the food chain. This pattern continues up the chain to larger and larger organisms.

Basic Food Chain

| Primary Producer | Primary Consumer | Secondary Consumer | Higher Consumer |
| Algae | Tadpoles | Lizard | Bird |

In any ecosystem there are many different food chains. These food chains can become more complicated as some plants and animals eat a variety of food. As these food chains become connected they form a *food web*. A food web contains many plants and animals in the form of multiple producers and consumers. In order for an ecosystem to be stable, all parts of a food web need to be in balance. This means each step needs to provide enough food for the next step. Primary producers must produce enough food to supply the primary consumers. Then primary consumers need to supply enough food for the secondary consumers and so on. If one step along the way fails to supply the next, the entire ecosystem could collapse.

Food Web

Complete the Fill-Ins using information from the reading.

1- A _____ is a sequence of what plants and animals eat.

2- The beginning of a food chain starts with a _____.

3- The first organisms to eat primary producers are called _____.

4- An example of a primary consumer could be bugs, rodents, or _____ in the ocean.

5- Organisms that feed on primary consumers are called _____ consumers.

6- Food chains can combine in an ecosystem to form large _____.

7- A food web needs to be balanced to keep the ecosystem _____.

8- If one step in the food web fails, the entire ecosystem could _____.

Food Chains & Webs: *Practice*

Name _____

Read the directions below and then complete activities.

Place each set of the plants and animals as they would appear in a food chain.

Primary Producers ⟶ *Primary Consumers* ⟶ *Secondary Consumers*

1 - Mouse, Grass, Bear, Fox

_____ ⟶ _____ ⟶ _____ ⟶ _____

2 - Shark, Fish, Algae, Seal

_____ ⟶ _____ ⟶ _____ ⟶ _____

3 - Acorn Tree, Coyote, Mountain Lion, Squirrel

_____ ⟶ _____ ⟶ _____ ⟶ _____

4 - Frog, Grass Hopper, Snake, Grass

_____ ⟶ _____ ⟶ _____ ⟶ _____

Food webs are important aspects of any ecosystem. A balanced arrangement of producers and consumers allows for a diverse and successful food web. Look through the pictures below and identify each as a **Primary Producer**, **Primary Consumer**, or **Secondary Consumer.**

_____	_____	_____	_____

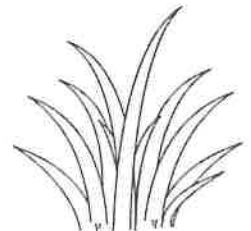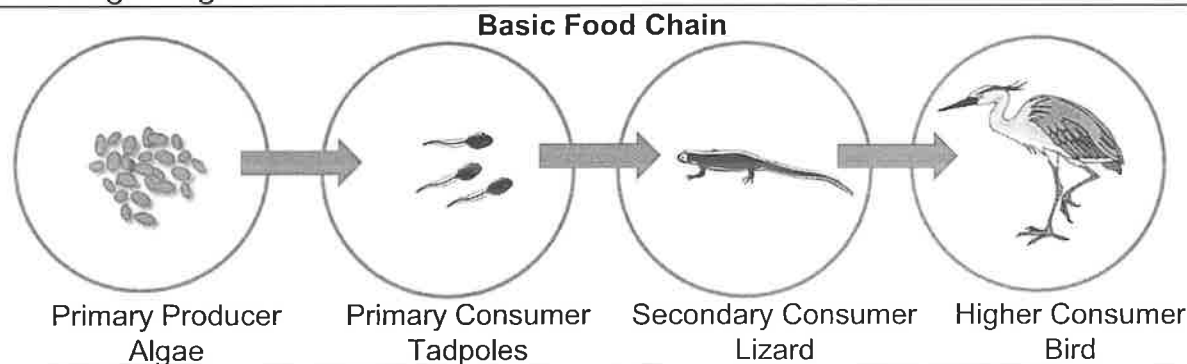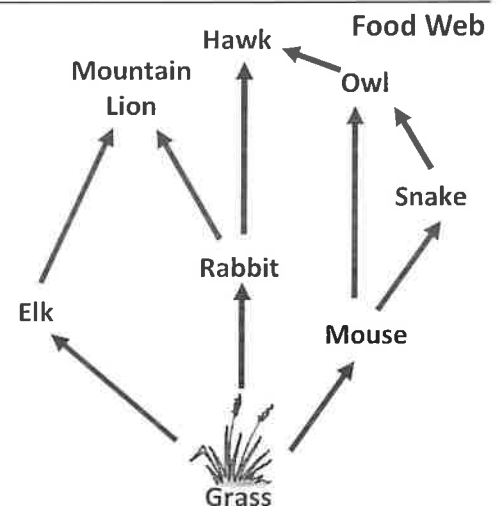|			
_____	_____	_____	_____
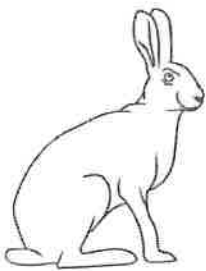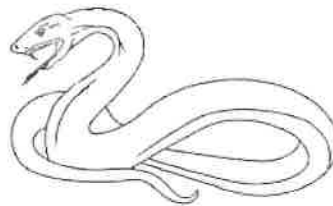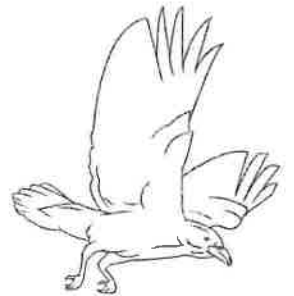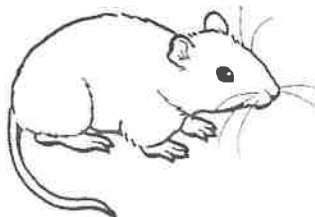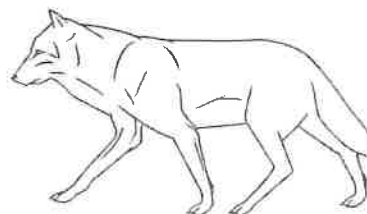
Food Chains & Webs: *Introduction*   Name ___Master Key___

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Basic Food Chain

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Food Web

Complete the Fill-Ins using information from the reading.

1- A __**Food Chain**_ is a sequence of what plants and animals eat.

2- The beginning of a food chain starts with a __**Primary Producer**__ .

3- The first organisms to eat primary producers are called __ **Primary Consumers** __.

4- An example of a primary consumer could be bugs, rodents, or __**Zooplankton**__ in the ocean.

5- Organisms that feed on primary consumers are called __**Secondary**__ consumers.

6- Food chains can combine in an ecosystem to form large __**Food Webs**___ .

7- A food web needs to be balanced to keep the ecosystem ___**Stable**___ .

8- If one step in the food web fails, the entire ecosystem could __**Collapse**__ .

Food Chains & Webs: *Practice*

Name ___Master Key___

Read the directions below and then complete activities.

Place each set of the plants and animals as they would appear in a food chain.

Primary Producers ——————→ *Primary Consumers* ——————→ *Secondary Consumers*

1 - Mouse, Grass, Bear, Fox

Grass ——→ **Mouse** ——→ **Fox** ——→ **Bear**

2 - Shark, Fish, Algae, Seal

Algae ——→ **Fish** ——→ **Seal** ——→ **Shark**

3 - Acorn Tree, Coyote, Mountain Lion, Squirrel

Acorn Tree ——→ **Squirrel** ——→ **Coyote** ——→ **Mountain Lion**

4 - Frog, Grass Hopper, Snake, Grass

Grass ——→ **Grass Hopper** ——→ **Frog** ——→ **Snake**

Food webs are important aspects of any ecosystem. A balanced arrangement of producers and consumers allows for a diverse and successful food web. Look through the pictures below and identify each as a *Primary Producer*, *Primary Consumer*, or **Secondary Consumer.**
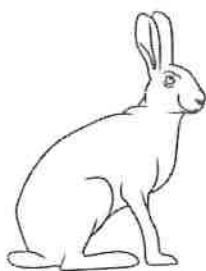
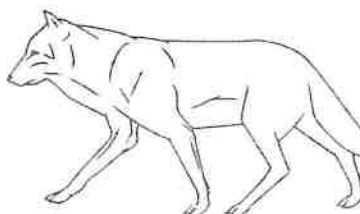| *Primary Consumer*	*Primary Producer*	*Secondary Consumer*	*Secondary Consumer*
Secondary Consumer	*Primary Consumer*	*Secondary Consumer*	*Primary Producer*
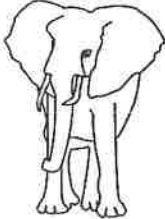
Name:_____

Adaptations

- the animal's superpowers!

| Structural Adaptations (Physical)	Pictures	Behavioral Adaptations

Adaptations - the animal's superpowers!

Directions: The adaptations are in two columns. Cut out the descriptions below. Decide which animal the adaptation belongs to. Then, glue it in the correct column next to the animal that the adaptation relates to on the page.

Structural Adaptations (Physical)	Behavioral Adaptations
Their layer of blubber and densely packed feathers help them keep in heat.	When the weather starts to change, they migrate to warmer areas where the flowers are in bloom.
The suction pads on the bottom of their feet help them to climb trees and other things in the rain forest	They eat a lot of vegetation in the spring and summer to build up fat for the fall and winter months.
Their fur turns a lighter brown in the fall and winter to help them camouflage in the woods.	The huddle in groups to help protect them from the extreme cold and other predators.
The beautiful patterns on their wings help them to hide in their surroundings.	After mating season, the females migrate to high-salinity waters to incubate the eggs.
Their long nose helps them survive by pulling down branches so they can eat the leaves.	They migrate throughout the year to be were the water will be in the dry lands
Their claws help defend them from predators by pinching.	They prevent dehydration in the rain forest by hiding under leaves and keeping their limbs close to their body.
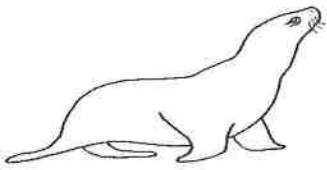
Communities
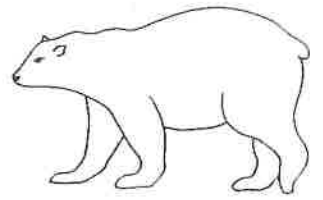
Name: _____

Directions: Look at each ecosystem below. For each ecosystem, cross out <u>one plant</u> that would not be in that community naturally, leaving the one that would. Then, cross out <u>one animal</u> that would not be in that community, leaving the two animals that would be part of that community.

Ecosystem	Plant Life (Producers)	Animal Life
Chesapeake Bay	Cactus Algae	Blue Crabs Eagles Gulls
Blue Ridge Mountains	Evergreen Palm Tree	White Tailed Deer Black Bear Polar Bear
Lake Anna	Dogwood Trees Coconut palm	Prairie Dog Largemouth Bass Great Blue Heron
Dismal Swamp	Atlantic white-cedar Cashapona	Beaver Bobcat Bison
Arctic Coastal Plain, Alaska	Ditrichum Sunflowers	Baboons Caribou Yellow Billed Loon
Mojave Desert	Dogwood Tree Cactus	Jack Rabbit Alligator Speckled Rattlesnake
Great Plains	Purple Coneflower Balsam Fir	Arctic Hare Peregrine Falcon Elk

HOOF, PAW, FOOT, OR CLAW?

Name:_____

Directions: Look at each animal track below. Try to use the tracks as clues for what the animal might have eaten and where it may have spent a lot of time to fill in the table.

Animal Tracks	Which consumer are they? (Carnivores, Herbivores, etc.)	Where do you think they spend a lot of time?
1		
2		
3		
4		
5		

Pick one animal track from above and explain your answers: why you think it eats what it eats and it spends time where you said it does?

_____

_____

_____

_____

Physical Education ACTIVITY LOG

Kindergarten - 5th Grade

Use this activity log to track your physical activity minutes for 1 week. Have an adult put their initials next to each day that you complete 30 - 60 minutes. Do the warm-up, pick a fitness activity from the list, and do the cool down. (An example day is done for you).

Day	Warm-up	Fitness Activity	Cool Down	Total
Example Day	Warm-up 5 Minutes	Family Hike 25 Minutes	Cool Down 5 Minutes	35 Minutes
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Warm-up Routine
1. Jog around the house once or down the hall 5 times.
2. Skip down the hall 5 times or around the house.
3. Gallop around the house or 5 times down the hall
4. Karaoke around the house or 5 times down the hall.

Cool Down Routine
1. Stand with your legs together. Bend over from the waist and reach for your toes. Go slow and keep your legs straight. Hold it as far as you can go for 5 seconds.
2. Lay down on your back and have your legs straight and together. Bend your right leg and grab your knee and pull it to your chest and hold it for 5 seconds. Then bring your right leg back down and keep it straight. Then take the left leg and do the same stretch.
3. Stand up with legs straight and together. Bring your arms above your head being straight and having both palms touch each other. Lean back half moon while arms are straight with palms together. Come back up and bend to the left side keeping arms above head and palms together. Then come back up and bend to the left side.

Fitness Activity Choices

Family Walk	Tag Game	Dance Party
Jog Around The House	Basketball Game	Croquet
Badminton	Frisbee	Play Catch
Family Hike	Yard Work	Stack Wood
HIIT Workout (YouTube)	Walk The Dog	Go Noodle (online)
Cosmic Kids Yoga (YouTube)	Soccer	Wiffle Ball
Jump Rope	Zumba Kids (online)	Jogging
Cup Stacking	Build an Obstacle Course	Build a Fort
Bike Ride/ Scooter Ride	Outdoor Scavenger Hunt	Juggling
Beach Body for Kids(online)	Playworks at Home(online)	Bean Bag Toss Game
Fit Boost Activity (online)	Four Square	Wall Ball
Hopscotch		