

## 5th Grade ELA

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Check google classroom for any clarification needed on the lessons. Also, please try to communicate through classroom or email if you have any questions.

### Monday- Analyze Literature

Readers are always making connections between what they are reading and what they've read in the past. A story about a family moving to a new planet might make you think about a new family moving westward in the 1800s. Characters, setting, plot, theme, and author's style can be compared and contrasted across types of literature. When you **compare**, you tell how things are the same. When you **contrast**, you tell how things are different.

#### Compare and Contrast Characters

Characters in different types of fiction may have a lot in common. Or, two characters in stories about the same topic may be very different. To examine characters: **1.** Look for physical descriptions of characters. How do the characters look? **2.** Look at what the characters say and do. What do their words and actions tell you about their personalities? The following passages are from different stories. How are James and Will alike? How are they different?

James stared at the floor, walking hesitantly into his new school. As other kids rushed past, James wished he could become invisible. Even after moving so many times, starting a new school never got easier. He hoped he would make new friends.	Another year, another school. Will was used to it by now. He strode confidently through the doors of his new school, smiling at everyone who looked his way. He was thrilled by all the new faces; there was nothing he liked more than making new friends and exploring a new place.
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### Tuesday- Compare and Contrast Settings

Two stories may be set in the same place at different times in history, or in two different places at the same time in history. Even if two stories are set in the exact same place *and* time, their subjects may be different. To examine settings: **1.** Look for details about the surroundings. What does the land look like? What is the weather? What kinds of buildings are there? **2.** Look for details about the people. How do the characters dress and speak?

#### Compare and Contrast Plot

When comparing and contrasting plots, look for details about the characters' conflicts and how they resolve those conflicts.

### Wednesday- Compare and Contrast Theme

Two stories might have the same theme--such as overcoming fear-- but the main characters may overcome their fears in different ways. Read the following passages. How are the characters, settings, and plots similar? How are they different? What theme do the passages share?

Passage 1
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Lauren spotted something on the sidewalk outside a store. It was a wallet full of money. She looked around. No one had seen her pick it up. She thought about the things she could buy with the money, but her heart felt heavy. <i>I might buy nice things, but I wouldn't enjoy them,</i>
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*she thought*. She walked into the store and asked to speak to the manager. Maybe someone had reported a missing wallet.

Passage 2

A poor woodcutter accidentally dropped his old axe into the river. He began to cry, for without his axe, he had no way to work. Suddenly, Mercury, god of the sea, swam up holding a golden axe. "Is this yours?" Mercury asked. "No," said the woodcutter. "My axe is old and rusted." Mercury said, "You are an honest man. Take this golden axe as a reward for telling the truth."

**Thursday- Compare and Contrast Author's Style**

Every author has a unique **style**. An author's style is made up of his or her word choice, language, and sentence structure. Notice whether the author uses formal or informal language, and whether the author uses simple sentences or longer sentences full of description and figurative language.

Style may affect how a reader reacts to a story. For example, a reader who prefers serious stories over humorous ones will likely enjoy a serious story more. And some readers may not enjoy stories with a lot of old-fashioned language.

**Friday- Language Spotlight: Multiple-Meaning Words**

**Multiple-meaning words** are words that have more than one meaning. The different meanings may even be different parts of speech. Using context clues can help you figure out which meaning is intended. Read the definitions and sentences below. Circle the context clues that help you determine the meaning of *present* in each sentence.

<i>present</i> as a verb meaning "to give"	Today, Matt's principal was planning to <u>present</u> him with an art award.
<i>present</i> as an adjective meaning "in a place"	But when Matt's teacher took attendance, Matt wasn't <u>present</u> . He was home sick.
<i>present</i> as a noun meaning "a gift"	After school, Matt's teacher brought him a <u>present</u> . Matt unwrapped it and found the award!

**Parts of Speech Reminder:**

A verb shows action.

An adjective describes a noun.

A noun is a person, place, or thing.

## 5th Grade Math

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### Classifying Two-Dimensional Figures

A two-dimensional figure is a flat figure that can be measured in two ways, such as length and width. It has no thickness. Some two dimensional figures are polygons. A polygon is a closed figure with three or more line segments as sides.

#### Monday- Quadrilaterals

Quadrilateral just means "four sides" (*quad* means four, *lateral* means side). A Quadrilateral has four-sides, it is 2-dimensional (a flat shape), closed (the lines join up), and has straight sides.

**A quadrilateral has:**

- four sides (edges)
- four vertices (corners)
- interior angles that add to 360 degrees:

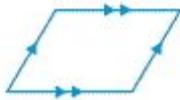
#### Tuesday- Types of Quadrilaterals

**Trapezoid**



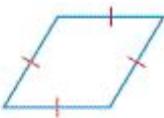
A **trapezoid** is a quadrilateral with exactly 1 pair of parallel sides.

**Parallelogram**



A **parallelogram** is a quadrilateral with both pairs of opposite sides parallel.

**Rhombus**



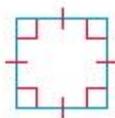
A **rhombus** is a parallelogram with 4 sides of equal length.

**Rectangle**



A **rectangle** is a parallelogram with 4 right angles.

**Square**



A **square** is a parallelogram with 4 sides of equal length and 4 right angles.

**Wednesday, Thursday, and Friday**

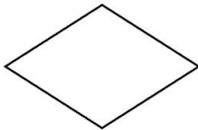
**Part A: Complete the following three questions. Use the guide at the top to help you.**

**Quadrilaterals** are any polygon with four sides and four angles.

				
<b>Square</b> All sides are the same length; there are four right angles	<b>Rectangle</b> Opposite sides are parallel and the same length; there are four right angles	<b>Parallelogram</b> Two pairs of opposite parallel sides	<b>Rhombus</b> Two pairs of parallel sides; all sides are the same length	<b>Trapezoid</b> Only one pair of parallel sides

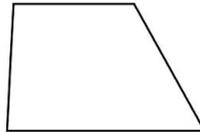
Write the name of each quadrilateral.

**a.**



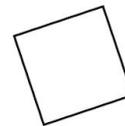
\_\_\_\_\_

**b.**



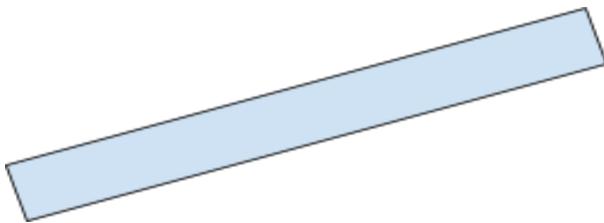
\_\_\_\_\_

**c.**



\_\_\_\_\_

**Part B: Classify the figure below in as many ways as you can.**



The figure has \_\_\_\_\_ sides. So, it is a \_\_\_\_\_.

It has \_\_\_\_\_ pairs of congruent sides and 2 pairs of \_\_\_\_\_ sides.

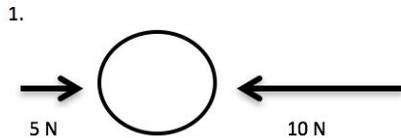
So, it is a \_\_\_\_\_.

It also has 4 \_\_\_\_\_ angles. That makes the figure a \_\_\_\_\_.

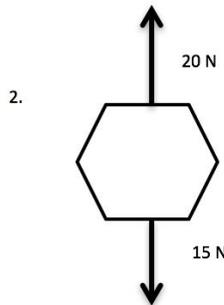
**This figure can be classified as \_\_\_\_\_.**

## Forces Practice

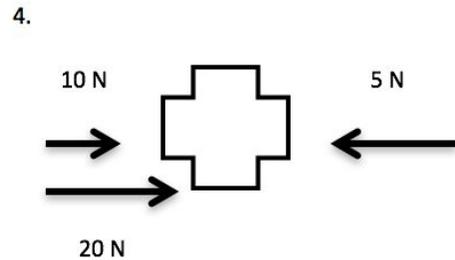
Last week you learned that a **FORCE** is defined as any push or pull. Forces have direction and a quantity. You also learned that **forces are measured in Newtons (N)**. Forces in the **same direction** are working together. **These forces are added together and forces acting in opposite directions would cancel out. You would subtract the two forces.** So let's do a little more practice with those concepts today. Your answer should include a number, a label of N, and a direction arrow (which way will the object move?) Like this: 4N ↑



Net Force: \_\_\_\_\_



Net Force: \_\_\_\_\_

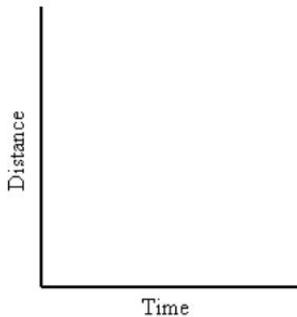


Net Force: \_\_\_\_\_

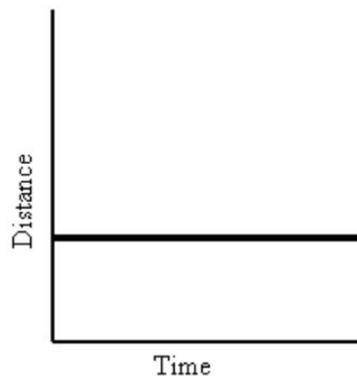
## Graphing Speed

Last week you also learned about **SPEED**. An object can change by speeding up, slowing down or even stopping when the speed is 0. You learned that **speed is calculated by dividing distance by time**. We can **graph** this speed on what is called a **distance-time graph**. This is a graphical, and often easy way, to show and compare speeds.

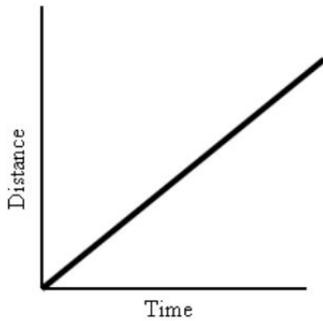
Time is always going to be at the bottom of the graph and distance is going up the side of the graph.



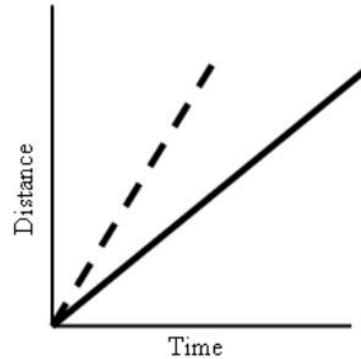
If an object is not moving, a flat, or horizontal line is shown (because the distance is not changing if it is stopped.) We can say the object is **AT REST**. An example could be sitting at a red light in your car.



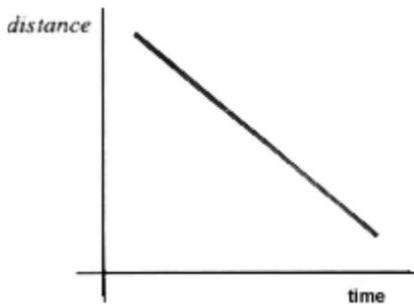
If an object is moving at a constant speed, it is shown by a straight line (not curved) on a graph. An example would be your parent driving 30 mph.



Let's look at two moving objects: A steeper line indicates a higher speed. The dashed line went the same distance in a shorter time which makes it faster.

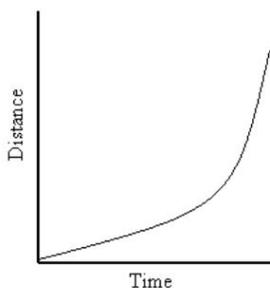


If an object is moving or returning back to where it started, the line is shown moving downward. The distance isn't getting bigger, it's getting smaller. This example still has a constant speed because the line is straight. This would be like you riding your bike back home at a constant speed.



Graphs that show acceleration look different from those that show constant speed. **ACCELERATION means a change in speed**, like speeding up (going faster) or slowing down (going slower). We show this with a **CURVED LINE**.

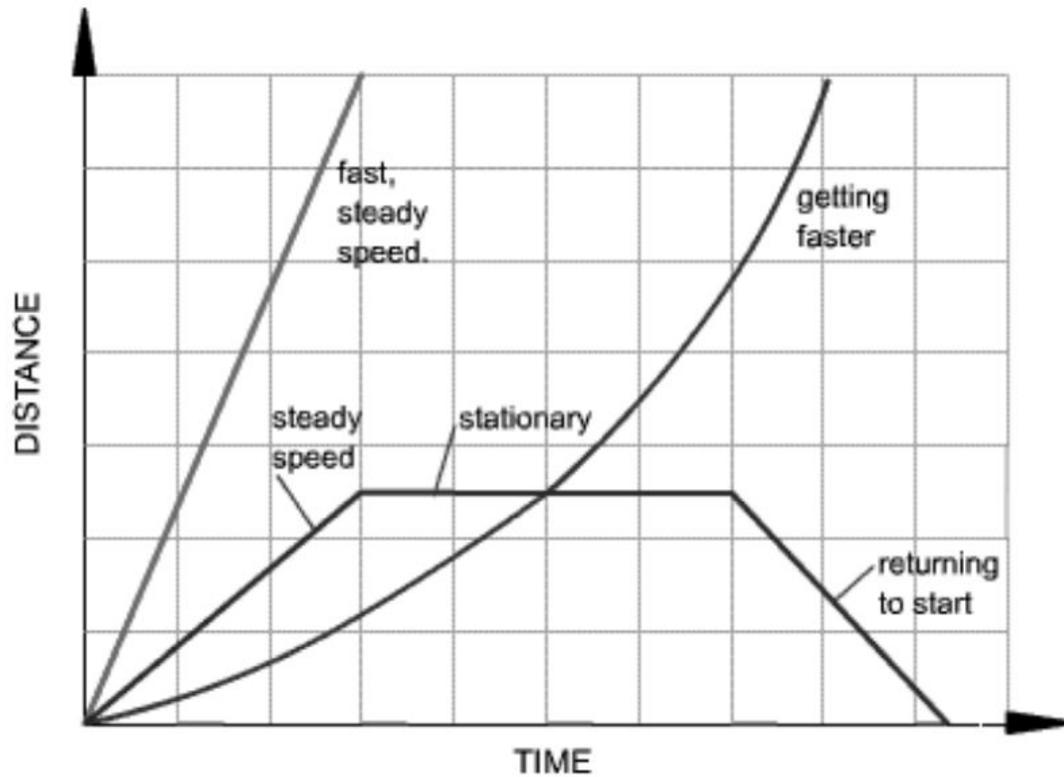
The line on this graph is curving upwards. This shows an increase in speed, since the line is getting steeper:



Review:

A distance-time graph tells us how far an object has moved with time.

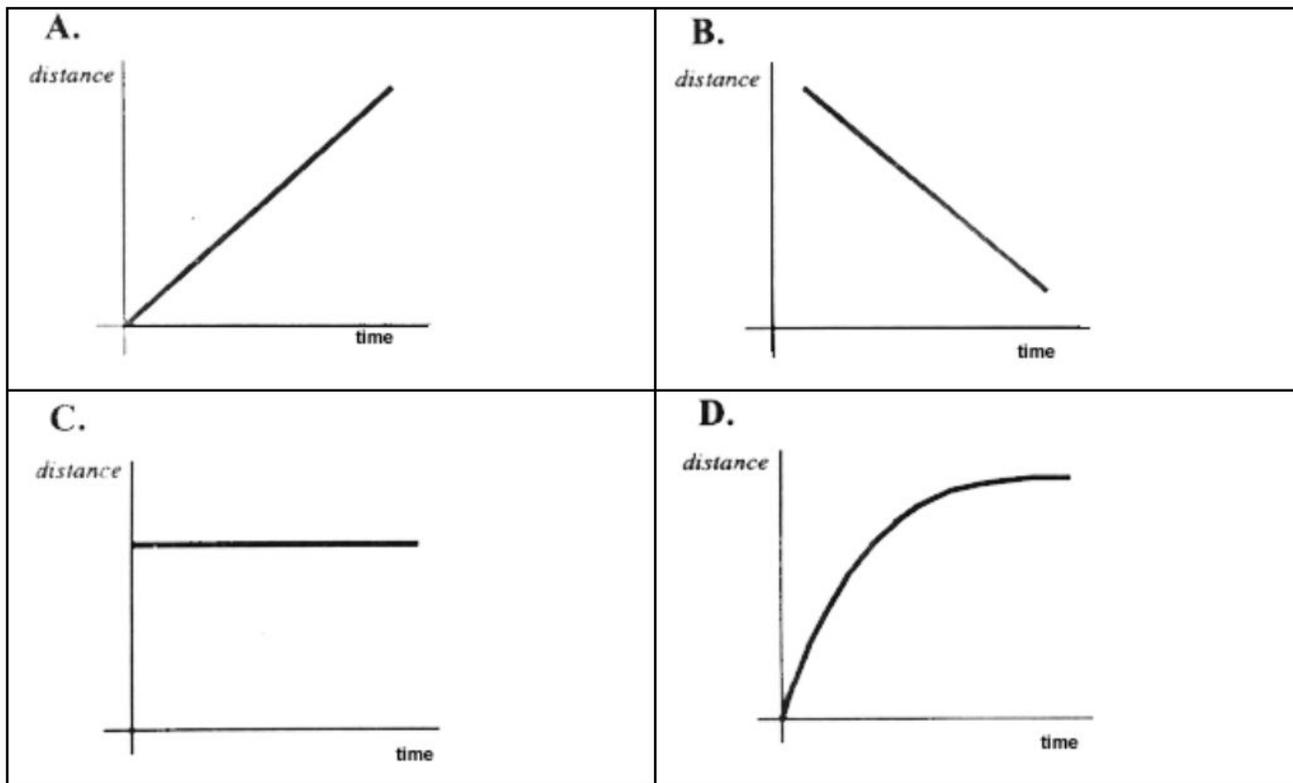
- The steeper the graph, the faster the motion.
- A horizontal line means the object is not changing its position - it is not moving, it is at rest.
- A downward sloping line means the object is returning to the start.



The distance-time graphs below represent the motion of a car. Match the descriptions with the graphs. **Explain your answers.**

**Descriptions:**

1. The car is stopped.
2. The car is traveling at a constant speed.
3. The speed of the car is decreasing.
4. The car is coming back.



Graph A matches description \_\_\_\_\_ because \_\_\_\_\_.

Graph B matches description \_\_\_\_\_ because \_\_\_\_\_.

Graph C matches description \_\_\_\_\_ because \_\_\_\_\_.

Graph D matches description \_\_\_\_\_ because \_\_\_\_\_.

GREAT JOB THIS WEEK!! WATCH SOME YOUTUBE VIDEOS ON SPEED AND FORCES IF YOU CAN!!

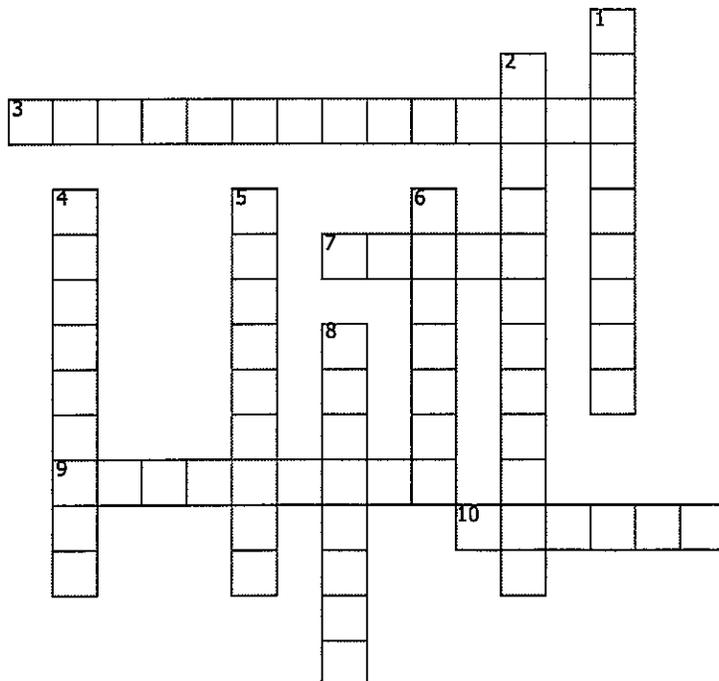
# Who Rules?

Name: \_\_\_\_\_

**B. True or False?** Use what you learned in the reading and in Exercise A to fill in the chart

1. A monarchy can be like a dictatorship or it can be part of a democracy.	<input type="radio"/> True <input type="radio"/> False	Example or Reason:
2. A dictatorship can also be a democracy.	<input type="radio"/> True <input type="radio"/> False	Example or Reason:
3. A democracy can have both representative and direct characteristics at the same time.	<input type="radio"/> True <input type="radio"/> False	Example or Reason:
4. An oligarchy can include representative democracy.	<input type="radio"/> True <input type="radio"/> False	Example or Reason:
5. A government can be both a monarchy and an anarchy at the same time.	<input type="radio"/> True <input type="radio"/> False	Example or Reason:
6. Theocracy can co-exist with monarchy.	<input type="radio"/> True <input type="radio"/> False	Example or Reason:
7. Theocracy can co-exist with democracy.	<input type="radio"/> True <input type="radio"/> False	Example or Reason:
8. An oligarchy can be like a dictatorship.	<input type="radio"/> True <input type="radio"/> False	Example or Reason:

**C. Vocabulary.** Solve the crossword puzzle using vocabulary from the reading.

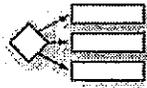


### **Across**

- 3. Type of democracy where citizens elect leaders to represent them in government
- 7. A small group that rules a country after taking it over by force
- 9. One person has all the power
- 10. Type of democracy where citizens are involved in day-to-day government

### **Down**

- 1. Recognizes God as the ultimate authority in government and law
- 2. One leader has absolute control over citizens' lives
- 4. Citizens hold the political power
- 5. A small group of people has all the power
- 6. People are not subject to any nation or government
- 8. A king or queen rules the country



# LEARNING WITH GRAPHIC ORGANIZERS



Complete the graphic organizer below. Describe each type of government and provide one example.

