

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.

Directions: This week, you're going to practice some reading skill work, like our daily reading skill we typically do. They're the same skills, they just look a bit different so I can get them to you!

Monday- Main Idea

Read the paragraph below. Determine the main idea and two supporting details.

Life on Mars

Many movies have been made showing how humans could one day live on Mars. But is this really a possibility? Scientists have long studied how realistic of an idea it is to live on Mars. There are a few problems that exist: First, the atmosphere on Mars is made up of mostly carbon dioxide, and humans need oxygen to survive. Next, while there is some gravity on Mars, it isn't even half of the gravity on Earth. It is frigid on Mars and much too cold for humans to live. All of these difficulties have not prevented scientists from trying to figure out how to get humans to at least visit Mars.

Main Idea:

Supporting Details:

- 1. _____
- 2. _____

Tuesday- Context Clues

Use the word bank to fill in the text below.

Word Bank

happy	difficult	lucky	positive	seek
easy	unfortunate	unsure	assemble	ferocious

It had been a _____ journey, but the trio of friends had finally made it to the top of the mountain and were able to _____ their tent for shelter that night. It was only the first day of their adventure, but Zack, Juan, and Paul had already run into a bear family and been forced to _____ shelter when a _____ thunderstorm ripped through the area. Paul had been the most _____ of them all, soaking his shoe in a deep pile of mud only half way up the mountain. All of the boys were optimistic, or _____, that tomorrow was going to be a better day.

Wednesday- Inference

Read the paragraph below and infer to answer the question.

A New Adventure

Today was the day! Although Derek loved his friends in New Orleans, he was excited about moving somewhere cooler and being closer to the rest of his family. He had enjoyed the family's adventure in a different state (the delicious Cajun food may have been his favorite part), but he had never really loved it the way he had loved Colorado.

Why is "today the day?"

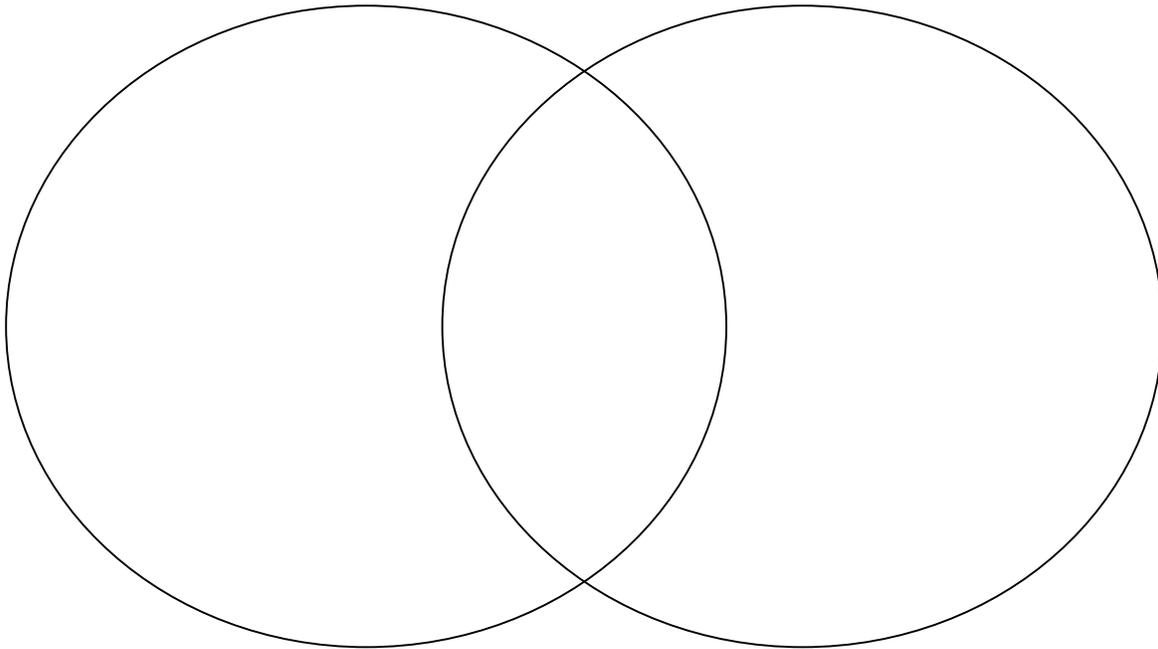
Thursday- Author's Purpose Thursday

Read each sentence and determine whether the author's purpose is to persuade, inform, or entertain. Write the author's purpose in the box next to each sentence.

There are many types of pie including cherry pie, apple pie, pumpkin pie, and pecan pie.	
Apple pie is so much better than cherry pie. Cherry pie is much too sour, and apple pie is so sugary sweet.	
Every year at Christmas, I make pecan pie with my grandmother. We measure all the ingredients and bake it for just the right amount of time. It always comes out perfectly.	

Friday- Compare and Contrast

Use the Venn Diagram to compare and contrast your two favorite restaurants. Label your diagram. Remember that where the circles overlap is where their similarities go.



5th Grade Math

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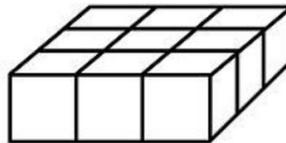
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Volume

Monday- Volume is the measure of the amount of space in a solid figure. It can be measured using a **unit cube**, which is a cube that has a side length of 1 unit and a volume of 1 **cubic unit**. Volume can be measured in cubic centimeters, cubic inches, cubic feet, and other cubic units. A **cubic centimeter** is a unit cube with a side length of 1 centimeter. A **cubic inch** is a unit cube with a side length of 1 inch. A **cubic foot** is a unit cube with a side length of 1 foot.

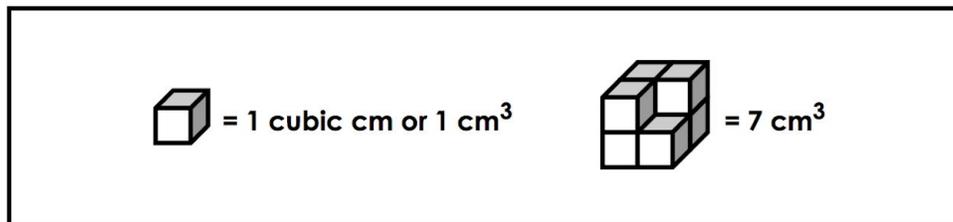
Tuesday- Rectangular Prisms

A rectangular prism, shown below, is a solid figure that has six faces that are rectangles. A face of a solid figure is any flat surface of the figure that is a polygon. So, the faces of a cube are all squares, and the faces of a rectangular prism are all rectangles.

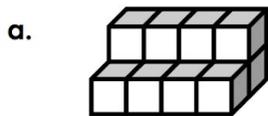


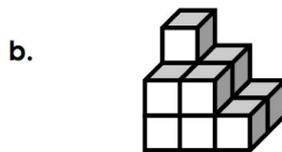
The volume of a solid figure can be measured by finding the number of cubic units needed to fill the solid figure without gaps or overlaps. You can count unit cubes to find the volume of a solid figure. For example, the rectangular prism above contains 9 unit cubes, so it has a volume of 9 cubic units.

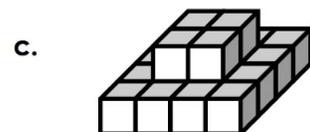
Wednesday- What is the volume of the rectangular prisms below? Count the number of unit cubes in each layer of the prism.



Find the volume of each shape. Use cubic centimeters (cm^3) for your units.







Thursday- Volume of Rectangular Prisms

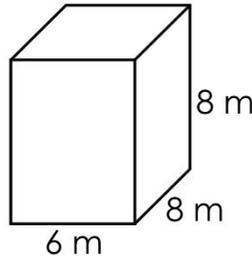
You know you can find the volume of a rectangular prism by counting the number of unit cubes packed in the prism. Another way is to multiply the edge lengths. The edge lengths are the length, width, and height of the rectangular prism. You can use a formula to find the volume of a rectangular prism. A formula is a special type of equation that shows a mathematical relationship between variables. In the volume formula below, l represents the length, w represents the width, and h represents the height of a rectangular prism.



To find the volume of a rectangular prism, multiply the length by the width by the height.

$$V = l \times w \times h$$
$$V = 3 \text{ cm} \times 5 \text{ cm} \times 12 \text{ cm}$$
$$V = 180 \text{ cm}^3$$

Friday- Complete the following questions. Use the previous to help you.
What is the volume of the container?



Write a formula that can be used to find the volume of the container. _____
Identify the variables in the formula. _____

What are the edge lengths of the container?

Length = _____

Width = _____

Height = _____

Use the formula to find the volume of the container. Show your work.

$V =$ _____

$=$ _____

$=$ _____

$=$ _____

The volume of the container is _____.

Check Google Classroom for weekly communication on Monday mornings

Force = mass x acceleration or $F = m a$

This week we are going to talk about **one** of Issac Newton's 3 laws of motion. In the 5th grade we are not going to study and learn about all of these laws because you will learn about them later in middle school. BUT,

we are going to think about this law of **Force = mass x acceleration**. I think this is one of the easiest of Newton's laws to understand because of your life experiences. You have had to move objects that are heavy and those that are light, right? Heavy would mean a larger mass and light would be a smaller mass. Do you know which is easier to move? Easier to move is measured here as a smaller force. So, looking at the boy and girl in this image, the bag has a large mass and the box has a small mass. **The force is greater to move the larger mass and the force is smaller to move the object with a smaller mass.** Common sense, right?



We can think of this as a math problem. If both objects here are moving with the same acceleration, let's say 2m/s^2 then let's see how the mass affects the force. Let's also say the bag's mass is 5kg (about 11 pounds) and the box's mass is 2kg (about 4 pounds). The equation is Force = mass x acceleration.

Heavy Bag

$F = m \times a$

$F = m \times 2\text{m/s}^2$

$F = 5\text{kg} \times 2\text{m/s}^2$

Now it's a simple multiplication problem!!

The boy's force is 10N !!

Light box

$F = m \times a$

$F = m \times 2\text{m/s}^2$ (both objects move at the same speed)

$F = 2\text{kg} \times 2\text{m/s}^2$

The girl's force is 4N !!

The boy has to push or pull with more force to move a heavier object! The girl's force is smaller because the box is less massive. Easy, right?

Time for you to try a few math problems about Newton's law of motion. Remember, it may sound complicated, but it's just a multiplication problem!!

1. A bowling ball having a mass of 10 kg would require what force to accelerate down an alleyway at an acceleration of 3 m/s^2 ?

$F = m \times a$

Force = _____ mass = _____ acceleration = _____

2. Sally has a car that accelerates at 5 m/s^2 . If the car has a mass of 1000 kg , how much force does the car produce?

$F = m \times a$

Force = _____ mass = _____ acceleration = _____

GREAT JOB!!

Another way to think about this law is to consider moving two objects with different masses, but instead of changing the force used, we think about **what would happen if we pulled with the same force each time**. What would change?



house cat

tiger cub

Imagine that a person is pulling a wagon carrying a house cat that has a mass of 2 kilograms. If the same person uses the same amount of force to pull the same wagon carrying a tiger cub that has a mass of 20 kilograms, which wagon will move faster?

This idea of moving faster is acceleration. So, if you were pulling these wagons with the same force, which would move faster? The one with the house cat, right? So the larger mass of an object can make it move more slowly when pulled with the same force. Think about pulling a wagon with your little brother sitting in it. You're moving right along because his mass is pretty small, but then your older sister decides to sit in the wagon too!! Geez! The wagon is going to slow down if you don't change how hard you are pulling! When you finally get her out of the wagon, your speed increases!

Chapter 11
Section 1 Laws of Motion

Newton's Second Law





Because the full cart has a larger mass than the empty cart does, the same force gives the empty cart a greater acceleration.

Chapter menu
Resources

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This grocery cart is another good, everyday example of how the mass of the object can affect how fast it moves. The empty grocery cart can move much faster with the same amount of force!!

Empty Cart

$$F = m \times a$$

$$20\text{N} = 2\text{kg} \times a$$

(both carts are pushed with the same force)

$$20\text{N} = 2\text{kg} \times a$$

Now it's a simple multiplication problem!!

The empty cart will move at 10 m/s²

Full cart

$$F = m \times a$$

$$20\text{N} = 10\text{kg} \times a$$

$$20\text{N} = 10\text{kg} \times a$$

The full cart will move at 2 m/s²

So, to review, Newton's law of motion says that force, mass and acceleration are related, and they will affect the motion of an object. If the object is **more massive** (heavier) it is either going to require **more force** to move it or it will move with a **smaller acceleration** (slower) with the same force as a less massive object. Common sense, right?? RIGHT!! When you are pushing and pulling on objects this week at home, think of Newton's law, and think about how you can make it move faster, or how to make it easier to move!!

Try some questions on Study Island! I made an assignment called "Force practice" with just a few questions to practice!! Good luck!

Name: _____

Date: _____

WHAT DO THEY DO?

3 Branches of U.S. Government

Read the Information and answer the questions.

Our country's Founding Fathers, the writers of the U.S. Constitution, wanted to create a strong national government. They also wanted to make sure that one person or group did not have too much power. That's why they separated the government's powers into three branches: Legislative, Executive and Judicial.

Legislative

Members: **Congress and House of Representatives**



U.S Capitol

- The members of Congress —100 senators and 435 representatives.
- The Vice President of the U.S. is considered the head of the Senate
- The most important duty of the legislative branch is to make laws, write bills, then vote on whether or not the bills should become laws.
- Collecting and spending money from taxes.
- Declare war.

Executive

Members: **The President, Vice President and Cabinet members**



White House

The President:

- Signs bills into laws.
- Vetoes or rejects bills.
- Appoint Supreme Court justices.
- Meets with foreign leaders and negotiates treaties.
- Is the commander-in-chief of the U.S. armed forces.
- The cabinet gives advice to the President about important matters.

Judicial

Members: **9 Supreme Court Justices**



Supreme Court

- Members are appointed by the President and serve life-long terms.
- The Supreme Court is the head of the judicial branch and is the highest court in the country.
- Its decisions are final, and no other court can overrule those decisions.
- Decides if laws agree with the Constitution.
- The Supreme Court can declare laws unconstitutional.

1. Why were the 3 branches of Government established? _____

2. What is the most important duty of the legislative branch? _____

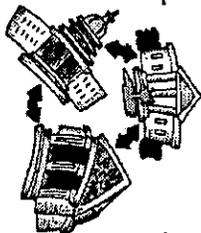
3. Who signs bills into laws? _____

4. Who gives advice to the President about important matters? _____

5. Which branch decides if laws agree with the Constitution? _____

Branches of Government

Cross-Curricular Focus: History/Social Sciences



There are three different levels of government in the United States: federal, state and local. Officials in each level are elected by the people to serve and protect the people within the **jurisdiction**, or area of authority.

The federal government handles relations between the United States and other countries, including war, peace treaties and trade. It is also in charge of printing money and running the military. State governments are responsible for public education, health and safety. Local governments provide services, such as parks, police and fire protection, to members of the community.

The federal government is the national level of government. It is divided into three separate **branches**: the **legislative** branch, the **judicial** branch, and the **executive** branch. The three branches work together to make sure the power is balanced, and no individual branch becomes too powerful. This is known as a system of checks and balances.

Congress is the legislative branch. It is responsible for making laws. Congress is made up of two separate chambers: the Senate, and the House of Representatives. Each state is represented in each chamber. A state elects two senators to the Senate. Each state's representation in the House of Representatives is based on the state's population.

The judicial branch is responsible for interpreting laws and for hearing court cases. These court cases decide if a law has been broken or if a law is unjust. The Supreme Court is our nation's highest court and has power over all lower courts when deciding matters concerning in the U.S. Constitution.

The executive branch is responsible for executing, or carrying out, laws. The president of the United States is in charge of this branch and is assisted by his cabinet of advisors. The president signs bills into law and can also veto proposed laws. In addition, the president is commander in chief of the U.S. armed forces.

The three branches of the federal government work together to ensure that the rights of citizens are not lost. The ultimate power in the U.S. government belongs to the people. Citizens entrust their power to government officials by voting to elect them.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What does a system of checks and balances protect against?

2) Which of the branches of the federal government is divided into two separate chambers? What are the chambers?

3) What is the difference between representation in the House and representation in the Senate?

4) What is the judicial branch responsible for?

5) The president of the U.S. is in charge of which branch of government?

