

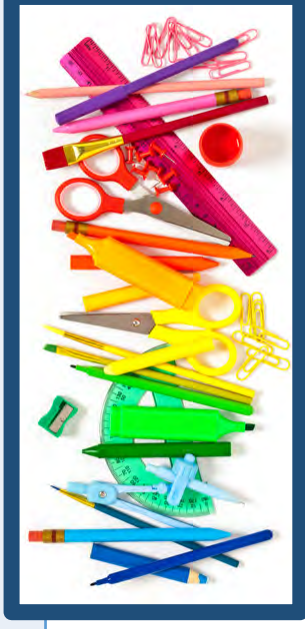
5th Grade Week 5

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	<p>Learning Warm-Up and Independent Reading</p> <ul style="list-style-type: none"> -Independently Read, "Sharing Her Story," -Answer Questions, 4-5 -Complete learning pathway through Imagine Learning Literacy 	<p>Learning Warm-Up and Independent Reading</p> <ul style="list-style-type: none"> -Independently Read, "Returning Home." -Complete learning pathway through Imagine Learning Literacy 	<p>Learning Warm-Up and Independent Reading</p> <ul style="list-style-type: none"> -Independently Read, "Spreading a Spark." -Answer Questions, 6-8 -Complete learning pathway through Imagine Learning Literacy 	<p>Learning Warm-Up and Independent Reading</p> <ul style="list-style-type: none"> -Answer all Discussion Questions. -Complete learning pathway through Imagine Learning Literacy 	
8:30	<p>Language</p> <ul style="list-style-type: none"> -Daily Language Practice Journal 	<p>Language</p> <ul style="list-style-type: none"> -Daily Language Practice Journal 	<p>Language</p> <ul style="list-style-type: none"> -Daily Language Practice Journal 	<p>Language</p> <ul style="list-style-type: none"> -Daily Language Practice Journal 	
9:00	<p>Reading</p> <ul style="list-style-type: none"> -Independently Read, <u>The Last Kids on Earth</u>_Read chapter 8. -Reading Comprehension Journal 	<p>Reading</p> <ul style="list-style-type: none"> -Independently Read, <u>The Last Kids on Earth</u>_Read chapter 9. -Reading Comprehension Journal 	<p>Reading</p> <ul style="list-style-type: none"> -Independently Read, <u>The Last Kids on Earth</u>_Read chapter 10. -Reading Comprehension Journal 	<p>Reading</p> <ul style="list-style-type: none"> -Independently Read, <u>The Last Kids on Earth</u>_Read chapter 11. -Reading Comprehension Journal 	<p>Reading</p> <ul style="list-style-type: none"> -Independently Read, <u>The Last Kids on Earth</u>_Read chapter 12 -Reading Comprehension Journal

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00	<p>Writing</p> <p>-Writing Journal</p> <p>The Ping-Pong table the boys found in the Home Depot came in handy. The actual game of Ping-Pong (or Table Tennis) has been an Olympic sport since 1988. Use the internet to research three intriguing facts about this sport and record it in your journal.</p>	<p>Writing</p> <p>-Writing Journal</p> <p>Imagine that after the events described in Chapters 7- 8, Quint decides to write a letter to his parents to let them know some of the adventures he has experienced since the arrival of the Apocalypse. He knows there is no real way of getting the letter to them right away, but figures he will save it until they meet again. This letter should be about a half-page in length and follow the format of a friendly letter.</p>	<p>Writing</p> <p>-Writing Journal</p> <p>Jack tells Quint not to be a nuclear-overreactor, but is secretly glad his friend knows about the Blarg threat. Why do you think he's happy about this?</p> <p>-What evidence do we find in Chapter Nine that Dirk probably has some artistic ability?</p>	<p>Writing</p> <p>-Writing Journal</p> <p>What interesting invention did Quint and Dirk present to Jack in Chapter Ten?</p> <p>Describe the amazing discovery that Jack makes at the conclusion of Chapter Ten.</p>	<p>Writing</p> <p>-Complete the Sequence Chart (See Sequence Chart)</p>
11:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00	<p>Math</p> <p>Activity: Identify and Classify Polygons (20.1 Reteach)</p>	<p>Math</p> <p>Activity: Identify and Classify Polygons (20.1 More Practice/Homework)</p>	<p>Math</p> <p>Activity: Classify and Organize Triangles (20.2 Reteach)</p>	<p>Math</p> <p>Activity: Classify and Organize Triangles (20.2 More Practice/Homework)</p>	<p>Math</p> <p>Khan Academy Videos: "Intro to Quadrilateral" "Quadrilateral Properties"</p> <p>Activity: Classify and Organize Quadrilaterals (20.3 Reteach)</p>
12:30	<p>Art</p> <p>Read about Chagall</p>	<p>Music</p> <p>Read about Louis Armstrong</p>	<p>Art</p> <p>Create art inspired by Chagall</p>	<p>Music</p> <p>Listen to music of Louis Armstrong</p>	<p>Art</p> <p>Continue Photo Journal</p>
1:30	<p>Social Studies</p> <p>-Read, "Moving resources and People" and "Technology Makes Transportation Faster"</p>	<p>Social Studies</p> <p>-Read, "Distribution and Exchange of Goods;" "The Steamboat" and "The Columbian Exchange vs. The Information Age"</p>	<p>Social Studies</p> <p>-Read, "Made in the U.S.A." and "Economics Competition"</p>	<p>Social Studies</p> <p>-Complete Activities: Crossword Puzzle and How Do I Read Tables</p>	<p>Social Studies</p> <p>-Complete, Think & Write and Let's Write</p>
2:00	<p>Science</p> <p>-Daily Science Journal</p>	<p>Science</p> <p>-Daily Science Journal</p>	<p>Science</p> <p>-Daily Science Journal</p>	<p>Science</p> <p>-Daily Science Journal</p>	<p>Science</p> <p>-Daily Science Journal</p>
2:30	<p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p>	<p>Brain Break</p> <p>Choose a Movement & Mindfulness Break Option</p>

Family and Student Supports:

<p>Please review family letters for these content area assignments:</p> <ul style="list-style-type: none"> • Literacy • Math • Science • Social Studies • Art • Music 	<p>Student Learning Kits</p> <p><u>Supplies:</u> ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book</p> <p><u>Math:</u> Daily Math Practice Journal</p> <p><u>Literacy:</u> Daily Interactive Reading Comprehension Journal, Writing Prompt Journal, Daily Language Practice Book, Interactive Phonics Activities/Journal</p> <p><u>Science:</u> Daily Science Activity & Journal</p> <p><u>Art:</u> watercolor paint, paper</p>
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Additional Student Supports:

<p>Individual Supports</p>	<p>Please reference the “Helping Your Child at Home in Reading” and “Helping Your Child at Home in Math” documents shared as well as the <i>Individual Supports</i> packet of information for additional access to individual student supports as needed.</p>
<p>English Language Learners</p>	<p>Please reference the <i>Academic Enrichment Packet for English Language Learners</i> to access additional student supports as needed.</p>



Please reach out to your child’s school if you have any questions or need assistance with login information.

Online Learning:

Resource	Access Information
Imagine Learning - Literacy Online learning for literacy - 30 minutes daily (may replace portion of Reading block)	Accessible through Clever (Found on CMSD website student page)
Imagine Learning - Math Online learning for math - 30 minutes daily (may replace Math block)	Accessible through Clever (Found on CMSD website student page)
BrainPop Junior Online video clips that can be used for learning in all subject areas.	https://jr.brainpop.com/
Scholastic Learn at Home Access to books and read alouds along with literacy lessons to use at home.	http://www.scholastic.com/learnathome Username: Learning20 Password: Clifford
ExactPath (access through Clever) Individualized instruction linked to student data that allows students to learn content as appropriate (intervention and enrichment supports)	Accessible through Clever (Found on CMSD website student page)
Second and Seven Read Alouds Online read alouds for grades K-2. No login is needed.	https://kids.secondandseven.com/
Khan Academy Digital Math Instruction Videos - Free login	https://www.khanacademy.org/

Movement & Mindfulness Break Options:

Outside Play Activities	Playground Visit
<p>Go Noodle https://family.gonoodle.com/</p>	<p>Go for a Run or Walk (with an adult)</p>
<p>The OT Toolbox https://www.thetoolbox.com/best-brain-breaks-videos-on-youtube/</p>	<p>Fluency and Fitness (free for 3 wks) https://fluencyandfitness.com/</p>
<p>Mind Yeti https://www.mindyeti.com</p>	<p>Positive Psychology https://positivepsychology.com/mindfulness-for-children-kids-activities/</p>
<p>Calm (app available also) https://www.calm.com/schools</p>	<p>Teach, Train, Love http://teachtrainlove.com/20-brain-break-clips-fidget-the-fidgeting/</p>

5th Grade



Hello Cleveland Metropolitan School Staff,

As we strive to secure a safe learning environment for our students, we know that learning can happen anywhere, anytime. Through the partnership with **Imagine Learning**, students can log into Imagine Learning programs and continue learning literacy, language and math while outside of the classroom. Here is some information on each program in case they are new to you.

Imagine Language & Literacy

Students who have previously used Imagine Language & Literacy will have access as they always have, if they have devices & wifi at home. New students will be added providing broader access to this program and will need to know the program starts with an embedded placement test (don't help!) that will build a custom pathway just for them. Imagine Language & Literacy is very deliberately scaffolded to teach the five elements of literacy, language and grammar and is built specifically to create a wow factor of engagement for students. It will remediate when necessary and will also advance students past previously learned skills to keep them on the leading edge of their learning. They can login 30 minutes a day through the Clever portal. Always click on the Blue Booster tile upon login- ignore anything referencing Galileo as we do not use it in your school district any longer.



Imagine Math PreK-2

Students being added to Imagine Math PreK-2 will login and it will start with a song, an activity, and then a 25-35 minute placement test (don't help!) that will build a custom pathway just for them. Once they are placed, they are immersed in a world of fun characters who do math using everyday items in the world around them. Students can login for 30 minutes a day as an option for home learning!

Imagine Math 3+ (3rd grade- Geometry)

Students being added to Imagine Math 3+ will login and it will start with a 30 question placement test after which they are assigned a quantile score (for teachers to access.) Then students work on a grade level and district-specific pathway. We recommend



they have scratch paper at all times and that they use it generously. Students are encouraged to use the glossary and the **HELP tabs** to learn multiple strategies when they encounter a challenging problem and to access the **live teacher** who will come on and help them think through the problem. Students can login for 30 minutes or complete one full lesson a day as an option for home learning.

- ✓ [Language Support for ELs in Imagine Math](#)
- ✓ [Meet the Live Teachers at Imagine Math](#)

Our Virtual Support Commitment to You

Teachers can join our online training modules in Imagine University. Next, we have pre-recorded webinars that are accessible immediately. There are also live webinars they can register for. We are also happy to set up time with teachers or schools individually to address your unique questions and needs. Here are links for these resources:

- [Imagine Learning University](#) (teachers will need to create an account)
- [Pre-recorded Webinar- Getting Started with Imagine Language & Literacy](#)
- [Pre-recorded Webinar- Getting Started with Imagine Math \(PreK-2\)](#)
- [Pre-recorded Webinar – Getting Started with Imagine Math \(3+\)](#)
- [Live Webinars](#)
- Local Team Live Virtual Hours for Q&A (TBD).

These two links will be helpful for educators and families, specific to At-Home Learning:

- <https://www.imaginelearning.com/at-home-educator>
- <https://www.imaginelearning.com/at-home>

Let us know if you need anything at all. Stay safe and healthy!

~Kristi Bidinger

Area Partnership Manager | Eastern Ohio
c 216.401.3963
Kristen.bidinger@imaginelearning.com



Cleveland Metropolitan School Families,

As we strive to secure a safe learning environment for our students, we know that learning can happen anywhere, anytime. Through our partnership with **Imagine Learning**, students can log into Imagine Learning programs and continue learning literacy, language and math while outside of the classroom. Families, please visit [imaginelearning.com/at-home](https://www.imaginelearning.com/at-home) to learn how our programs work.

If your student has not used Imagine Learning programs before, they will be prompted to take an initial Benchmark test. Please do not help them, as it creates their unique learning pathway. As a guide, students should log approximately 20-30 minutes per program per day.

For Imagine Language & Literacy, students should use Clever logins and then click on this tile:



For Imagine Math, students should use Clever logins and then click on this tile:



**If needed upon first login, use this Site Code: 3904378.*

Clever Login Example:

Username: ccbiyu001

Password: ca0646

Best Regards,
Kristi Bidinger
Imagine Learning Area Partnership Manager

5th Grade

Daily Assignments Checklist

Name: _____ Week: _____

Dear Parents/Guardians,

In the work packet, you will find assignments for the below subjects. Most often there will be more than one assignment for a subject. After your child completes the assignment(s) in each area, he/she should place a check in the box. This checklist will help your child monitor his/her completion of tasks, as well as promote responsibility. --Thank you!

Assignments	Mon.	Tues.	Wed.	Thurs.	Fri.
Learning Warm-up and Independent Reading					
Language					
Reading					
Writing					
Math					
Art					
Social Studies					
Science					

Passage 1

Malala Yousafzai
Youngest Winner of the Nobel Peace Prize



■ **Before you read the passage:**

1. Quickly scan the text, looking at headings. What is the topic of this passage?
 - Malala's fight for education
 - how to get an education in Pakistan
 - how to win a Nobel Prize
 - Taliban rule in Pakistan

2. What question can you think about while you read to understand the passage better? Write one question below.

➡ **Read the passage and answer the questions.**

Malala Yousafzai: Youngest Winner of the Nobel Peace Prize

Written by Colette Weil Parrinello

When Malala Yousafzai was born, her home of Mingora, Pakistan was a popular vacation spot. People came to see ancient ruins, visit museums, and enjoy the beautiful Swat Valley surrounding her city. But by the time Malala was 10, the world around her had begun to change. The freedoms she enjoyed—including the ability to go to school—began to be taken away piece by piece. And Malala knew she couldn't let them slip away without a fight.

In 2007, a dangerous force arrived in Mingora. It was the Pakistani Taliban, a group that is known for committing acts of terrorism against people whose beliefs are different than theirs. The Taliban took control of Mingora, making strict rules based on their own version of Sharia or Islamic law. Some rules included banning TV, movie theaters, and DVDs and forbidding women from going outside. Anyone who disobeyed the Taliban's rules faced terrible consequences.

Then, in December 2008, the Taliban issued a new demand: no girls were allowed to go to school. Many students and teachers from Khushal School, where Malala attended, stayed home out of fear.

3. Which option best completes the sentence?

Girls were not allowed to go to school because the Taliban wanted to _____ .

- build better school buildings
- make girls attend Taliban-run schools
- keep girls from learning
- hire new teachers

Sharing Her Story

Malala's family had always encouraged her to learn and to speak freely about the importance of education. Her father, Ziauddin, was a director of public schools and an advocate for education in Pakistan. He had a friend who worked for the British Broadcasting Corporation (BBC), a company that shares news through radio, TV, and the internet. This friend asked Ziauddin if there was a teacher who would write a blog for the BBC about life under the Taliban so that people around the world could learn more about what was happening in Mingora. Nobody would do it for fear of the Taliban. But then 11 year old Malala said, "Why not me?"

Malala wrote her blog under a fake name: "Gul Makai," which is the name of a folk story heroine from Malala's Pashtun culture. Her first entry was on January 3, 2009 and was titled "I am Afraid."

4. What is the most likely reason for Malala deciding to write a blog?

- so she could become a famous writer
- to share what was happening in her country
- so she could get a job working for the BBC
- to increase tourism in her country

Malala poured her heart into her writing. She wrote about the importance of girls getting an education, her fear of the Taliban, and the loss of her school. She wrote about how much she loved learning and her worry about her family and friends. And people around the world read her words.

Malala's secret life as a blogger didn't last long. The same month she posted her first blog entry, the New York

Times released a documentary film that showed Malala and her father in their efforts to improve education. By April, her secret identity wasn't a secret anymore, and her blogging days ended. But her life as an activist was only beginning. Malala continued to speak out about girls' education rights in TV interviews, even while the increased visibility of her activism was a danger to her.

The local government made a peace agreement with the Taliban, but the Taliban's treatment only worsened. Malala and her family fled from the Taliban to a family member's mountain home.

5. Read this paragraph from the passage. Highlight the sentence that describes how Malala's secret identity was revealed.

Malala's secret life as a blogger didn't last long. The same month she posted her first blog entry, the *New York Times* released a documentary film that showed Malala and her father in their efforts to improve education. By April, her secret identity wasn't a secret anymore, and her blogging days ended. But her life as an activist was only beginning. Malala continued to speak out about girls' education rights in TV interviews, even while the increased visibility of her activism was a danger to her.

Returning Home

A few months later, the Taliban retreated from the Swat Valley, and Malala and her family returned home.

Khushal School was repaired and reopened, and Malala returned to her life of learning, friends, and advocacy.

The world had taken notice of Malala, and she received many honors for her efforts. She was nominated for the 2011 International Children's Peace Prize by The Kids Rights Foundation and was invited to speak at a conference on education. That same year, the Pakistani government awarded her with their National Youth Peace Prize, which is now called the National Malala Peace Prize.

But not everything was back to normal. Although the Taliban had fled the city, there was still violence in the valley. Malala and her family continued to get threats. Her parents were worried about her safety, yet Malala insisted on speaking alongside her father on behalf of equality and education for girls.

In October 2012, when Malala was 14, she was riding the bus home from school. Two men in white robes stopped the bus and asked if it was from the Khushal School. One of the men boarded the bus, shouting, "Who is Malala?" Then he fired three shots.

Malala was seriously injured, and two other students were also wounded. She was taken immediately to a Pakistani military hospital for surgery and then flown to England for more operations. Miraculously, she survived. Her treatment included being fitted with a titanium plate in her skull and a cochlear implant to help her hear. Her two schoolmates also recovered.

Spreading a Spark

People across the globe cried out at the Taliban's violence and brutality to children. More than two million people in Pakistan signed a petition asking the government to provide education for every child in Pakistan. The petition led to Pakistan's Right to Education Bill in 2010, requiring the government to provide free and compulsory education to all children in Pakistan aged 5–16.

The shooting did not stop Malala. After she had recovered from her injury, Malala spoke to 500 young people at the United Nations. She called for worldwide rights for girls.

TIME magazine named Malala one of 2013's most influential people, spreading her story to even more people. She won the European Sakharov prize for Freedom of Thought. She also wrote an autobiography, *I am Malala*, which became an international best-seller. And even with all that happening, she never took her eyes off of her goal of bringing education to all girls. She and her father established the Malala Fund, which supports every girl's right to 12 years of free, safe, quality education.

Malala has received over 50 national and international awards and honors, but perhaps the most remarkable is the Nobel Peace Prize. This prize is given every year to someone who has done something remarkable to help build peace in the world. In 2014, the Nobel Peace Prize was awarded jointly to Malala Yousafzai and Kailash Satyarthi, a child rights activist from India. Malala was the youngest person to ever receive the Prize.

Nearly six years after she was wounded, Malala was able to make a short visit to her hometown in Pakistan. She says she plans to make Pakistan her home after finishing her studies. Currently, Malala and her family live in England where she attends Oxford's Lady Margaret Hall and studies politics, philosophy, and economics. She and her father continue to speak and work worldwide, advocating a girl's right to an education and rights for all children.

6. Number the events 1 – 5 in the order they happened.

- ___ The Right to Education bill is passed in Pakistan.
- ___ Malala becomes the youngest person to receive the Nobel Prize.
- ___ Malala visits her hometown after living in England.
- ___ Malala’s bus is attacked.
- ___ Malala writes a blog.

7. The next passage you will read is about the difficulty people in Nepal have getting an education. Think back on what you learned about Malala from this passage. What advice do you think Malala might offer those people?



Go back through the text and highlight at least **four** things Malala has done to bring education to all girls.

8. Use the information you’ve highlighted and the answers to the questions to explain why Malala was awarded the Nobel Peace Prize. Write at least five sentences. Be sure to write about the following:

- what life was like for Malala and others in Pakistan
- why girls were restricted from going to school
- what Malala did and the results of her actions

□ Discussion Questions

How have Malala’s past experiences as a female student in Pakistan influenced her life and future?

If you could talk to Malala, what would you want to talk about?

Malala believed it was not right that girls were not allowed to go to school in Pakistan. Is there anything in your school that you see as not being right? How would you go about changing the situation?

Text Credits: Colette Weil Parrinello, “Malala Yousafzai: Youngest Winner Of The Nobel Peace Prize,” Faces, April 2018. © Carus Publishing Company. Reproduced with permission.

Image Credits: “Malala Portrait” is a derivative of “Malala Yousafzai: Education For Girls” by DFID - UK Department For International Development, Flickr, 2015 used under CC BY 2.0

Sequence Chart

Choose what you consider to be the six most important events in chapters 8-12. In each of the six boxes below list the six events that you have chosen, describing what happened and telling why you consider this to be an essential part of the story. Start with the top box on the left.

	→	
		↓
	←	
		↓
	→	



Name _____

Identify and Classify Polygons

Consider the following facts about polygons.

You can identify a polygon and classify it using its sides and angles.

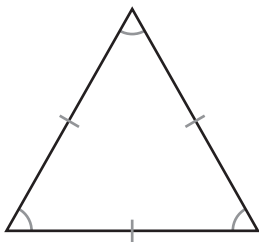
The word *polygon* comes from Greek meaning *many angles*. The number of sides of a polygon is the same as the number of angles of a polygon, so you can use either number to name the figure.

Polygon	Sides	Angles
Triangle	3	3
Quadrilateral	4	4
Pentagon	5	5
Hexagon	6	6
Heptagon	7	7
Octagon	8	8

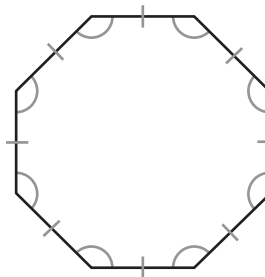
If all sides and all angles in a polygon are congruent, then the polygon is *regular*.

Name the polygon. Tell whether it is a *regular polygon* or *not a regular polygon* and its number of sides.

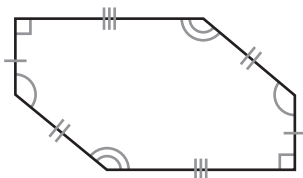
1



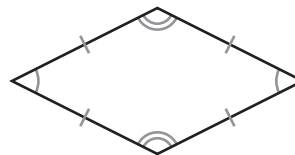
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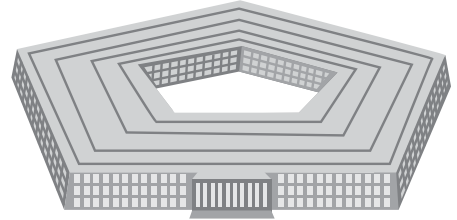
Name _____

Identify and Classify Polygons

1 **MP Use Structure** The famous building shown here is shaped like a polygon.

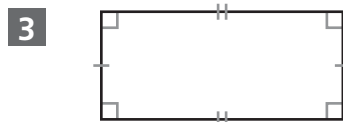
- What type of polygon is this, and how many angles and vertices does it have?

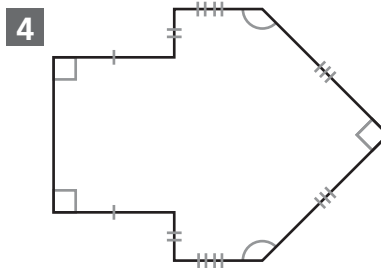
- How would you know whether the figure is a regular polygon?

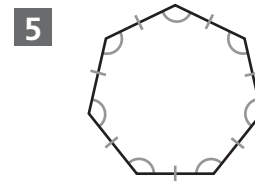


2 **Open Ended** Draw a polygon. Then explain how you can name the polygon.

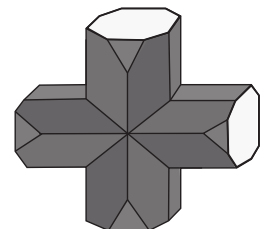
MP Use Structure Name the polygon. Tell whether it is a *regular polygon* or *not a regular polygon*.







6 **STEM** Shape is a property of a solid. A flat surface of a mineral can be in the shape of a polygon. Identify the polygons in the crystal shown and compare and contrast their attributes.



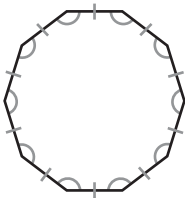
Test Prep

- 7** A one-dollar coin from Barbados is shown. Describe why the figure is a polygon, identify the type of polygon, and state whether or not it is a regular polygon.

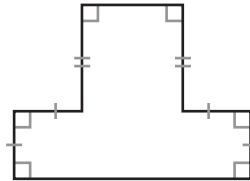


- 8** Which of these figures is a decagon, but not a regular polygon?

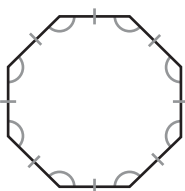
(A)



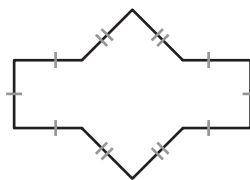
(C)



(B)



(D)



- 9** How many sides, angles, and vertices does a regular nonagon have? _____

- 10** Select all the choices that describe this figure.

(A) hexagon

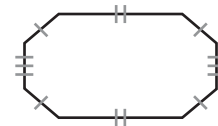
(C) heptagon

(E) octagon

(B) nonagon

(D) regular

(F) not regular



Spiral Review

- 11** Norma buys 4 identical pumpkins for the fall festival and spends \$24.60. How much does each pumpkin cost?

- 12** Divide.


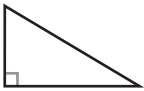
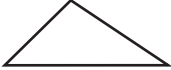

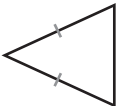
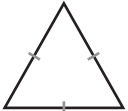
$4.8 \div 0.3$ _____

$3.24 \div 0.03$ _____

Name _____

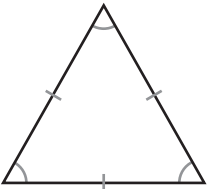
Classify and Organize Triangles

Use the table to help you classify triangles.

Name	Definition	Example
acute	greatest angle measures less than 90 degrees	
right	greatest angle measures exactly 90 degrees	
obtuse	greatest angle measures greater than 90 degrees	
scalene	no sides the same length	
isosceles	at least two sides the same length	
equilateral	all sides the same length	

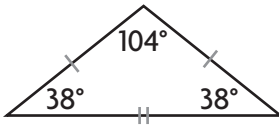
Think: Each triangle has one name for its sides, and one for its angles.

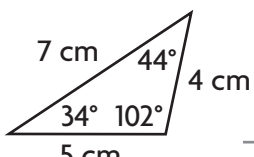
Classify the triangle. Write *acute*, *obtuse*, or *right*. Then write *isosceles*, *scalene*, or *equilateral*.

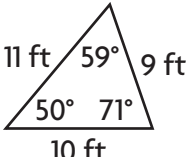
1  _____

2  _____

3  _____

4  _____

5  _____

6  _____



Name _____

Classify and Organize Triangles

- 1** **MP Construct Arguments** A teacher asks students to draw an equilateral triangle and an isosceles triangle. Most students draw two different triangles. Lucy draws only one triangle, and the teacher says it is correct. Describe what she draws, and explain why it is correct.

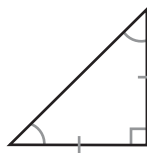
- 2** **MP Use Structure** An artist makes triangular-shaped sculptures using steel rods. The available rods are 12, 13, 14, 15, or 16 feet long. There are several rods of each length.

- The artist uses a 13-foot and a 15-foot rod for two sides of a triangle. Using the available rod lengths for the third side, what type(s) of triangles can be made?

- The artist wants all of the angles in the second triangle to be the same measure. What three rod lengths should the artist choose? Explain.

- 3** **MP Use Structure** Classify the triangle. Write *acute*, *obtuse*, or *right*. Then write *isosceles*, *scalene*, or *equilateral*.

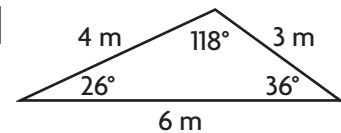
3



4

$45^\circ, 78^\circ, 57^\circ$
5 m, 6 m, 7 m

5



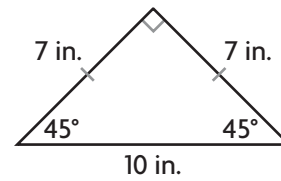
- 6** **Math on the Spot** Shannon said that a triangle with no congruent sides and one right angle is a scalene obtuse triangle.

Describe her error. _____

Test Prep

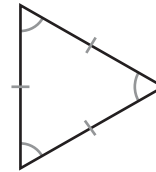
- 7 Select the cell that classifies the triangle by its sides and by its angles.

	Scalene	Isosceles	Equilateral
Right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obtuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



- 8 Select all the words that describe the triangle shown.

- (A) acute (C) obtuse (E) right
 (B) scalene (D) isosceles (F) equilateral



- 9 Which shows the possible side lengths and angle measures of an obtuse scalene triangle?

- (A) 30°, 60°, 90° (C) 50°, 60°, 70°
 3 in., 4 in., 5 in. 9 in., 10 in., 11 in.
 (B) 130°, 25°, 25° (D) 20°, 40°, 120°
 6 in., 6 in., 11 in. 8 in., 15 in., 20 in.

Spiral Review

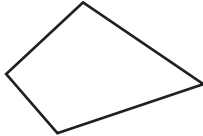


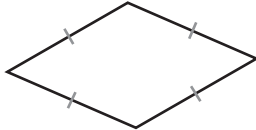
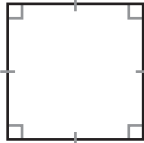
- 10 Sofia and Rami write number patterns. Sofia starts with 1 and uses the rule "Multiply by 2, then add 2." Rami starts with 2 and uses the rule "Add 2, then multiply by 2." Write the first five ordered pairs with the x -coordinate representing the numbers in Sofia's pattern and the y -coordinate representing the corresponding numbers in Rami's pattern. Describe any relationship between the numbers in the two patterns.

- 11 A rope is 25 feet long. How long is the rope in inches? _____

Name _____

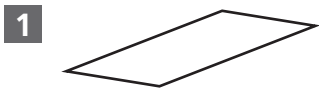
Classify and Organize Quadrilaterals

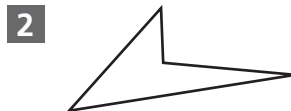
Use the table to help you classify quadrilaterals.

Name	Definition	Example
quadrilateral	a polygon with exactly 4 sides	
parallelogram	a quadrilateral with 2 pairs of parallel sides	
rectangle	a quadrilateral with 4 right angles	
rhombus	a quadrilateral with 4 congruent sides	
square	a quadrilateral with 4 right angles and 4 congruent sides	

Think: Many quadrilaterals can be classified with more than one name. All rhombuses are also parallelograms. All rectangles are also parallelograms.

Classify the quadrilateral in as many ways as possible. Write *quadrilateral*, *parallelogram*, *rectangle*, *rhombus*, or *square*.









Ohio Studies Weekly

REGIONS AND PEOPLE OF THE WESTERN HEMISPHERE

5
GRADE

See Primary-Source
Related Media...



www.s-w.co/OH5-21

Moving Resources and People

For thousands of years, people in communities produced most of the things that they needed. Later, as civilizations expanded, people learned that they could specialize in one thing and then trade with others. Soon trading became so common that some people did nothing but conduct trade. These people were called merchants. The most famous early land merchants were the Babylonians and the Arabs. These traders traveled on foot or rode donkeys or camels.

The Phoenicians were the chief sea traders of ancient times. They are credited as being the first to use sails on boats. With sails made from linen, the Phoenicians were able to harness wind power to travel faster than ever before.

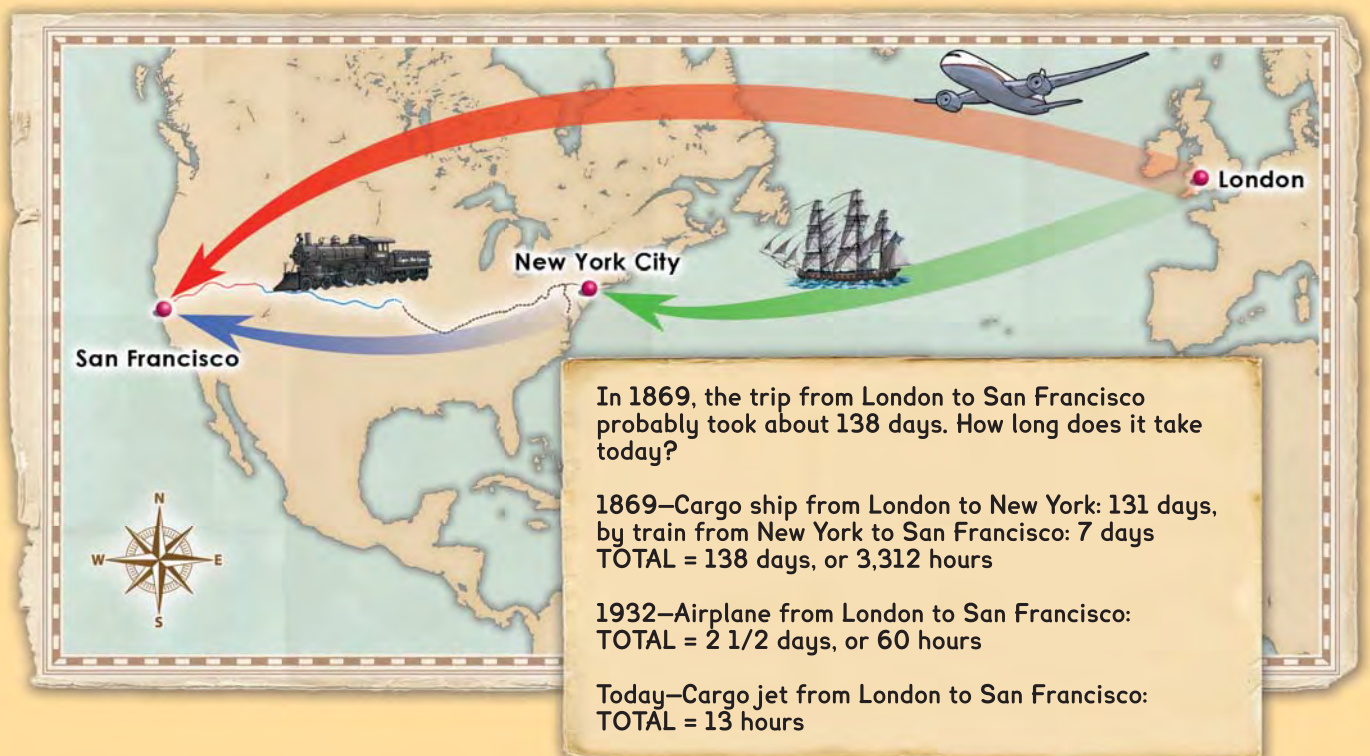
After people began to travel in order to find and conquer new lands, trade increased. Much later, a great period of overseas exploration and discovery began in the 1400s as people desired to find better trade routes. Can you think of one famous explorer of this time? The voyages of Columbus and other explorers opened people's eyes to a whole new world. Many new, all-water trade routes were used by many countries. These trade routes opened the way for the colonization of many new lands, including our North American continent.

Today, there are so many trade routes between world communities that it would be hard to count them

all. Highways and networks of railroads cover entire continents. Airplanes have made it possible to transport goods from one part of the world to another in a very short time. Huge ships carry goods on the world's oceans and waterways.

One of the most important things affecting international trade is the ability to transport goods efficiently and quickly. In the last two centuries alone, the amount of time needed to transport people and goods has been greatly reduced. Look at the map and see the time difference required for transportation now and then. How long did it take to go from London to San Francisco in 1869? Have you ever taken a trip that lasted 138 days?

As a result of improved transportation, we are able to enjoy products and goods from communities around the world.



Connections

Technology Makes Transportation Faster

Distributing goods and services today takes much less time than it did 100, or even 50, years ago. Today, we can take something to the post office and just like magic, it will arrive at its destination tomorrow. Computers, telephones, jets, trains and trucks—all of these things make trade between world communities seem like a miracle.

While many improvements in transportation have been notable, one of the most significant accomplishments has been the development of the jet engine.

It was a race to see who would complete the jet engine first. As Hans von Ohain was working in Germany, Sir Frank Whittle was frantically trying to complete one in England. Both men completed their first experimental engines in the mid-1930s.

Then, in February 1937, von Ohain was ready to test the He S-1 turbojet. It was tested using hydrogen fuel. Von Ohain reported to the public that the engine fully met all expectations. Because the tests went so well, the engine design program sped up, and on Aug. 27, 1939, the first jet-powered airplane (the He-178) was successfully flown.

Back in England, Frank Whittle's test didn't go as well. Everything began as planned, but when he began to give it more fuel, it went out of control, and everyone except Whittle ran for their lives. After stopping the engine, the cause of the problem was found and finally fixed. Whittle completed his first jet-powered airplane (the E.28/29) in May 1941, and it completed a successful test run a couple weeks later.



The development of the jet engine drastically changed transportation and the time it took to move people and goods all around the world.



DISTRIBUTION AND EXCHANGE OF GOODS

There are many different ways to transport cargo from one place to another. Some people carry goods themselves, on their backs or in baskets on their heads. Other people use pack animals such as llamas or mules. Most countries use trains, planes, ships and trucks to transport goods. This cargo is taken from one world community to another.

Small Boats

This merchant sells her products from a boat at a floating market. She cannot travel far from home. She also cannot keep her products fresh for very long.

Using Ourselves

Sometimes, people carry goods themselves. People haul rice and vegetables. People pack small animals or produce. This woman is carrying a basket of goods on her head. Let's hope she doesn't have far to go!

Cargo Ships

Some loads are too big for animals or people. They may even be too big for trucks. Huge ships travel over the ocean waters and can carry tons of cargo. They can carry products like steel, oil or even cars. Some have huge containers (gigantic metal boxes) that hold smaller items such as clothing. Enormous cranes lift these containers from ship to shore to be loaded onto trains or trucks.

Trucking

Large trucks move much of the cargo in our nation. Sometimes, they pick up the cargo right from the farm. Other times, they take goods from trains or ships to places that trains cannot go. Other names for these big trucks include semi-tractors, 18-wheelers and big-rigs.

Animals

Animals help haul loads too. Sometimes, they carry packs on their backs like the llama in this picture. What other animals can you name that carry packs of goods? Did you guess a mule or a horse? Camels or oxen?

Animals also pull carts or wagons full of goods. Sometimes they carry people. People in many world communities still use animals to pack goods or to pull wagons or carts.

Railroad

In 1869, a coast-to-coast railroad was completed. The Central and Pacific railroads met together at Promontory Summit, Utah.

By the early 1900s, diesel trains had replaced most of the steam engines.

Each kind of railroad car carries a different kind of cargo. There are hoppers, flatcars and tankers. What kinds of goods are carried in these types of cars?

Airplanes

Small planes sometimes carry goods to people who live far from roads and cities.

Larger jets, like this C-17 Globe Master, are huge. Cargo jets carry things that must be transported quickly. They take mail, medicine, emergency supplies and even live lobsters!



Small Boats



Using Ourselves



Cargo Ships



Trades & Technology

The Steamboat

In 1787, John Fitch showed the first steamboat to a crowd near the Delaware River in Philadelphia, Pennsylvania. The boat was 45 feet long and was pushed along by a steam engine that turned 12 paddles. When these paddles turned, the boat moved along the river.

In 1807, Robert Fulton created a steamboat that could carry passengers and freight (a load of goods). His first steamboat was called the Clermont. Many people thought the steamboat would fail and were surprised when it succeeded.

The steamboat made life much easier for people living near the rivers. It could bring people and goods up and down the rivers much more quickly than a wagon could bring them on land. It was also cheaper to travel by steamboat. The invention of the steamboat helped Americans settle in new towns all over the country.



The Columbian Exchange vs. the Information Age

During the Columbian Exchange, many items were traded between countries on opposite sides of the world. People in Europe saw potatoes for the first time. People in the Americas caught smallpox for the first time. Both groups were changed forever.

Today, many things are traded using the Internet. Some of the most important things that are traded through the Internet are ideas. Through these new ideas villages in South America are using new technologies to fight diseases. People in Africa are getting access to fresh water. People all over the world are learning more easily than ever.

But there are also drawbacks to the information exchange. Texts have replaced calls and letters. Hate groups recruit new members more easily. Bullying is worse than ever.

Consider these questions:

Has the Internet made your life better or worse? What can you do to overcome the negative effects of the Information Age at your house or in your community? What do you think will be involved in the next big "exchange"?

Made in the U.S.A.

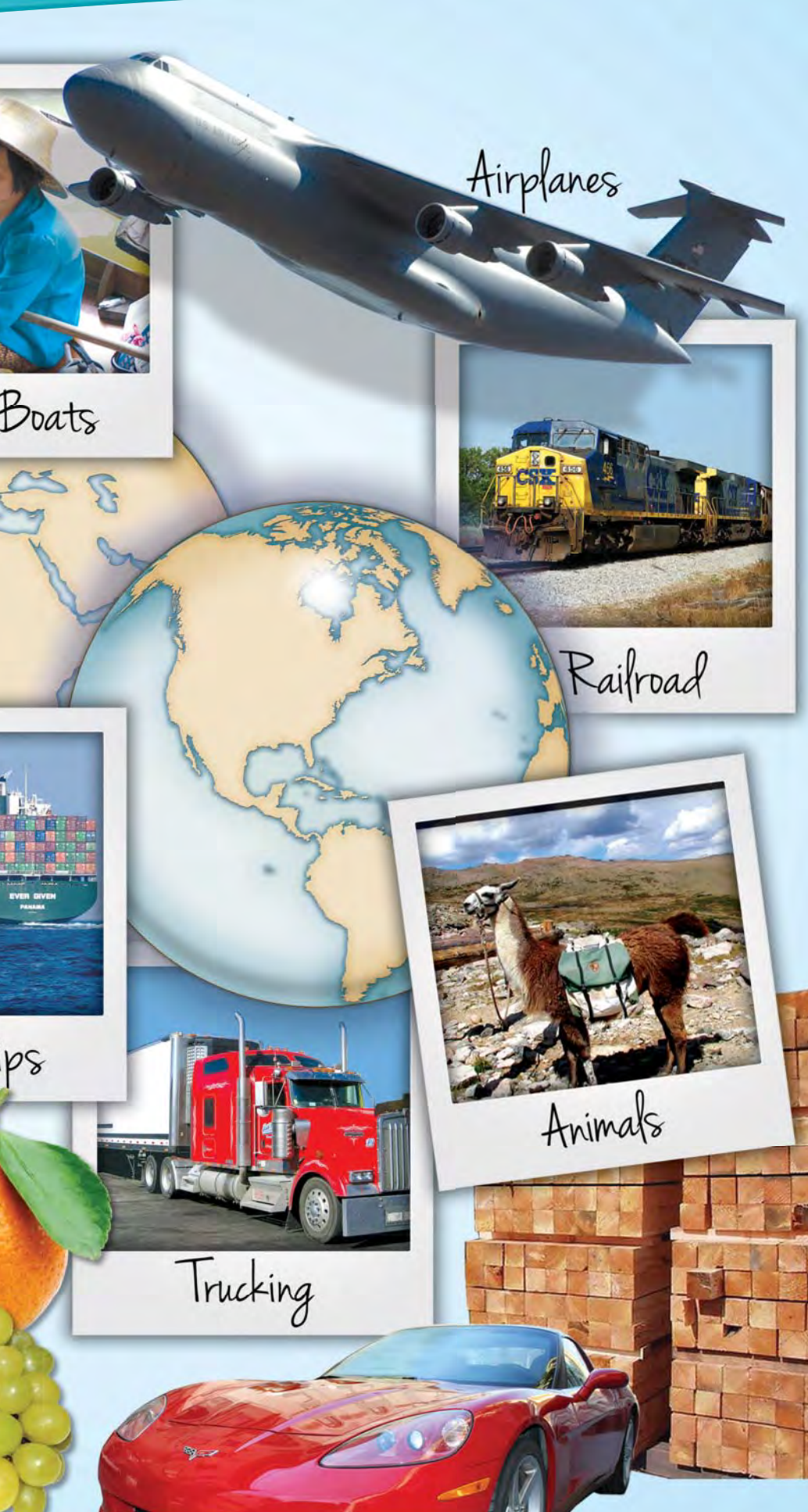
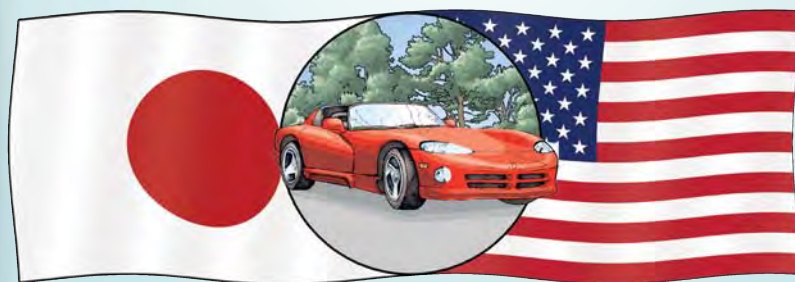
Have you ever been surprised to see a sticker on something that says it was made in another country? Every country makes different kinds of goods. Countries trade with one another to get those goods. These goods are called imports. Imports are brought into one country, but they are for sale by another country.

Exports are just the opposite. A country sends products to other countries for sale. Let's say a car is made in Japan and then sold in the United States. In this case, Japan exported the car. The United States imported the car. It is a simple idea of in and out. Imports are brought in. Exports are sent out.

International trade can improve the standard of living for people around the world. A country can meet many needs through importing and exporting. Importing and exporting create new jobs. Yet, there are challenges too! Sometimes importing and exporting create competition at home.

Many times, things can be made for cheaper wages in other countries. Also, these countries are not subject to the same taxes that U.S. businesses pay. What is the effect? The prices of those products made in other countries may be much less than those same products made in the United States. Which products do you think people will want to buy?

Importing and exporting can be both helpful and harmful. We will learn about strategies used to control international trade in later issues. For now, can you name a product that is imported to the United States? Can you name one that is exported from the United States?



Economics Competition

Have you ever played on a sports team? Maybe you played soccer, basketball or baseball. If so, then you know the best way to become a winning team. Each player must play the best he or she can. Everyone must work together.

This same kind of competition is in a marketplace. Producers compete against each other. They try to give customers the best prices and products for their money. Monopolistic competition is when businesses offer similar products. The products are not identical, though. Each business can raise or lower its price. Each tries to reach a price where it can sell the most products. This is why economists call these businesses "price searchers."

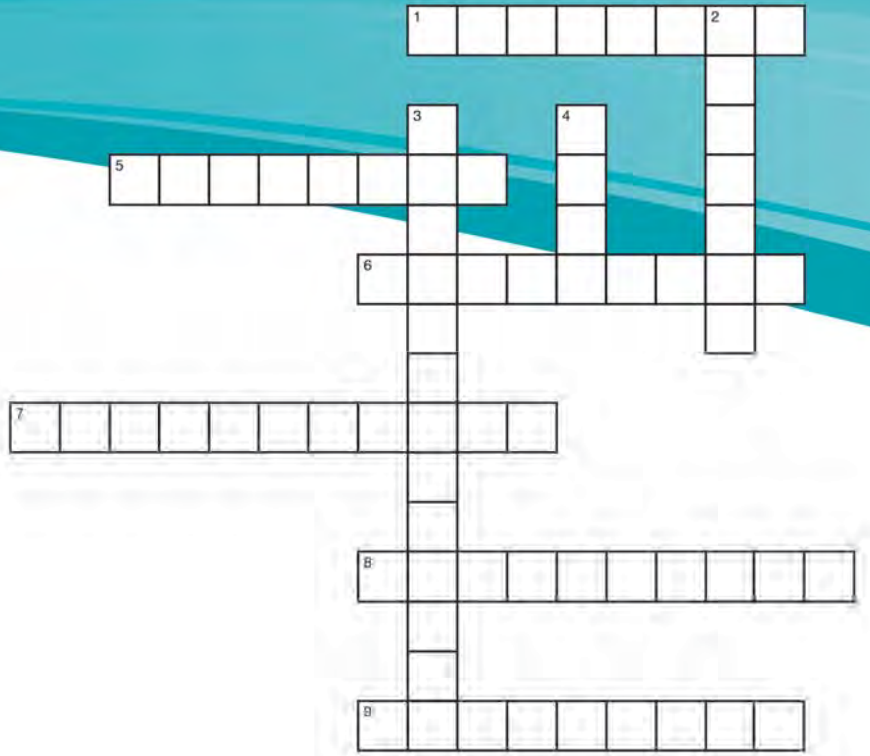
An oligopoly is a market where a few (usually three to five) companies control the competition. They provide the most products. For example, airplane manufacturing is very hard and so only a few large companies compete against each other. When there is only one seller of a product, it is called a monopoly. No companies are making a product to use instead of this product, either. So there is no competition for the company. The company can charge whatever price it wants, because customers have to buy their product.

A monopsony is a market that has only one buyer. Sellers will compete with one another to make the best quality product. They try to offer this product at the best price. An example would be the U.S. government. They are the only buyers for aircraft carriers in this country. Businesses compete to make the best aircraft carriers. But there is only one buyer.

Now that you know about the different kinds of markets, can you decide which one you would prefer for a business you owned?



Name _____



ACROSS

1. type of vehicle that can carry live lobsters, emergency supplies, mail and more
5. the name of Fulton's first steamboat
6. people in the past who did nothing but conduct trade
7. sea traders of ancient times; first to use sails
8. gigantic metal boxes that hold smaller items
9. a market where just a few companies control the competition

DOWN

2. name for products that one country sends to another country for sale
3. Today, faster travel and better communication make _____ trade easier than ever.
4. state in which the Central and Pacific railroads connected

How Do I Read Tables?



By learning to read tables, you can quickly compare information. Tables have text and numbers. When reading a table, carefully read the text.

Try It!

The table below shows baseball players and their career home runs. Study the table, then answer the questions that follow.

1. What does this table show? _____

2. Who hit the most home runs? _____
3. Who hit the least home runs? _____
4. Who had the same amount of home runs as another?

5. Who had 563 home runs? _____
6. Who had more home runs, Ted Williams or Mark McGwire?

7. How many home runs did Mike Schmidt hit? _____

Baseball Player	Home Runs (As of July 2017)
Barry Bonds	762
Hank Aaron	755
Babe Ruth	714
Alex Rodriguez	696
Willie Mays	660
Ken Griffey Jr.	630
Jim Thome	612
Sammy Sosa	609
Albert Pujols	598
Frank Robinson	586
Mark McGwire	583
Harmon Killebrew	573
Rafael Palmeiro	569
Reggie Jackson	563
Manny Ramirez	555
Mike Schmidt	548
Mickey Mantle	536
Jimmie Foxx	534
Willie McCovey	521
Frank Thomas	521
Ted Williams	521

1. Why is it important to transport goods quickly?
2. What are some reasons you might use a truck to transport goods instead of a train?
3. What was one important result of the invention of the steamboat?
4. What is a "price searcher"?



Imagine you lived back in the 1700s. What would you miss without things like trains and airplanes and refrigeration to help distribute goods throughout the world? What kinds of things would you be unable to get? Would you want to live somewhere else? Where? If you could build a canal or railroad, which would you build? Why? Write about it in fewer than 200 words.



As you read this week's magazine, use any color to circle or highlight five words that are new to you. On a piece of paper, write the words and what you think each one means based on the context in which it is used. Compare your definition to a dictionary definition.



As you read this week's lesson, circle or highlight all proper nouns with any color pen or highlighter. This will help you find some of the crossword answers and get ready for this week's test.

If you'd like to make any editorial comments about our paper, please write to us at feedback@studiesweekly.com.

Art: Learn about artist Marc Chagall by visiting <https://www.marcchagall.net/>

Mon: View the selections of art, and write a response to at least one of the works. Ask yourself what you think Chagall intended with his art. How does it make you feel? How did his Jewish heritage influence his work? Does your background influence your art work? Why or why not?

Wed: Create an original work in the style of Chagall, using whatever art tools you have available (crayon, chalk, paint, pen, pencil, marker), using something from your own background to inspire the work (a favorite holiday, a favorite place, a cultural story, etc.). Write a statement on why you selected the subject of your art.

Fri: Continue working on your photo journal, and use the following themes as inspiration.

Week 5: Missing: It feels like forever since we were all together in school, or were able to go to the park, or see grandparents like we used to. It is easy to miss these things—what does the word “missing” mean to you? Take several pictures to explore the idea of missing, and record your thoughts in an essay or artist’s statement.

Music: Read the information Louis Armstrong (Tue) by virtually visit to the Louis Armstrong Museum and listen to his music (Thu) using the below links.

Tue: <https://www.louisarmstronghouse.org/biography/> Biography

<https://www.louisarmstronghouse.org/music/> Discography

<https://www.louisarmstronghouse.org/film/> Films

Thu: Listen to at least two selections, and write a reflection on his style, how it makes you feel, and if it reminds you of any modern music.

<https://www.youtube.com/watch?v=8IjzYAda1wA&list=PL6DC9F41EBC5695D1>

Here is at least one suggestion: *What a Wonderful World*

<https://www.youtube.com/watch?v=m5TwT69j1IU&list=PL6DC9F41EBC5695D1&index=3>

Supplemental: NY Philharmonic Young Peoples Concerts, conducted by Leonard Bernstein

<https://www.youtube.com/watch?v=rxwWlQNGeKE&list=PLYPLVV5ZP3toAOnj70cVXN8voaQKFazUY>

Gr 5 week 5

Monday	Tuesday	Wednesday	Thursday	Fri
Art Chagall	Music Louis Armstrong	Art Chagall	Music Louis Armstrong	Art Photo Journal

Marc Chagall Biography



Marc Chagall

- born Moise Shagal
- 1887-1985
- born and raised in Vitebsk, Belarus
- finished out his life in France
- Russian, Jewish
- painting, book illustrations, stained glass, stage sets, ceramic, tapestries and fine art prints
- associated with several major artistic styles
- created works in virtually every medium
- Art critic Robert Hughes: "The quintessential Jewish artist of the twentieth century."
- Chagall as to his art: "not the dream of one people but of all humanity"
- his own mixture and style of modern art based on Eastern European Jewish folk culture.
- pioneer of modernism plus major Jewish artist

Louis Armstrong Biography

Louis Armstrong (August 4, 1901 – July 6, 1971) nicknamed Satchmo or Pops was an American jazz trumpeter and singer from New Orleans, Louisiana. He sang the blues and played the trumpet and the cornet. He was famous in many countries. He was also known for his good singing voice. Armstrong won many awards during his career.

Armstrong was born and raised in New Orleans. Coming to prominence in the 1920s as an "inventive" trumpet and cornet player, Armstrong was a foundational influence in jazz, shifting the focus of the music from collective improvisation to solo performance. Around 1922, he followed his mentor, Joe "King" Oliver, to Chicago to play in the Creole Jazz Band. In the Windy City, he networked with other jazz musicians, reconnecting with his friend, Bix Biederbecke, and made new contacts, which included Hoagy Carmichael and Lil Hardin. He earned a reputation at "cutting contests", and moved to New York in order to join Fletcher Henderson's band.

With his instantly recognizable gravelly voice, Armstrong was also an influential singer, demonstrating great dexterity as an improviser, bending the lyrics and melody of a song for expressive purposes. He was also very skilled at scat singing. Armstrong is renowned for his charismatic stage presence and voice almost as much as for his trumpet playing. Armstrong's influence extends well beyond jazz, and by the end of his career in the 1960s, he was widely regarded as a profound influence on popular music in general.

Armstrong was one of the first truly popular African-American entertainers to "cross over", whose skin color was secondary to his music in an America that was extremely racially divided at the time. He rarely publicly politicized his race, often to the dismay of fellow African Americans, but took a well-publicized stand for desegregation in the Little Rock crisis. His artistry and personality allowed him access to the upper echelons of American society, then highly restricted for black men. He died of a heart attack in July 6, 1971 in Corona, Queens, New York City.