

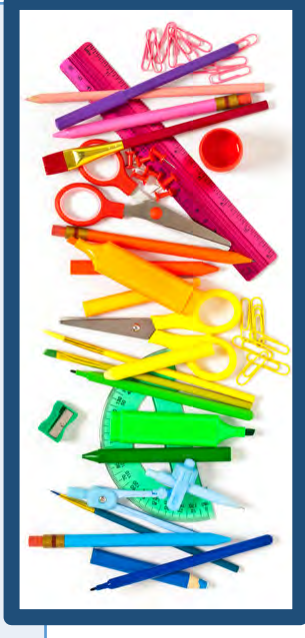
5th Grade Week 6

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	<p>Learning Warm-Up and Independent Reading</p> <ul style="list-style-type: none"> -Independently Read, "Teaching the Nepali People to Read;" "Bishnu's Fight for Education" -Answer: 1-2 -Complete learning pathway through Imagine Learning Literacy(Access through CI ever, found on CMISD website student page) 	<p>Learning Warm-Up and Independent Reading</p> <ul style="list-style-type: none"> -Independently Read, "Bringing Hope and Education to Thousands" -Answer: 3-4 -Complete learning pathway through Imagine Learning Literacy 	<p>Learning Warm-Up and Independent Reading</p> <ul style="list-style-type: none"> -Independently Read, "Lifting People Out of Poverty;" "Helping Nepali Women and Children" -Answer: 5 -Complete learning pathway through Imagine Learning Literacy 	<p>Learning Warm-Up and Independent Reading</p> <ul style="list-style-type: none"> -Independently Read, "Rising Literacy in Nepal" -Answer 6-8 -Complete learning pathway through Imagine Learning Literacy 	<p>Learning Warm-Up and Independent Reading</p> <ul style="list-style-type: none"> -Complete, 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 	<p>Language</p> <ul style="list-style-type: none"> -Daily Language Practice Journal
9:00	<p>Reading</p> <ul style="list-style-type: none"> -Read, <u>The Last Kids on Earth</u>, chapter 13. -Reading Comprehension Journal 	<p>Reading</p> <ul style="list-style-type: none"> -Read, <u>The Last Kids on Earth</u>, chapter 14. -Reading Comprehension Journal 	<p>Reading</p> <ul style="list-style-type: none"> -Read, <u>The Last Kids on Earth</u>, chapters 15 and 16. -Reading Comprehension Journal 	<p>Reading</p> <ul style="list-style-type: none"> -Read, <u>The Last Kids on Earth</u>, chapter 17. -Reading Comprehension Journal 	<p>Reading</p> <ul style="list-style-type: none"> -Read, <u>The Last Kids on Earth</u>, chapter 18. -Reading Comprehension Journal

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00	<p>Writing</p> <p>-Writing Journal Describe how June let out her frustration. Why hadn't June left the school more than one time? Why do you think it was so important to June that she not be seen by Jack and the others as a damsel in distress?</p>	<p>Writing</p> <p>-Writing Journal What did Quint discover about Blarg which he thought might give them an edge? Which of the four items on Quint's Chemistry Belt do you think will be most effective against Blarg? Why? Can you think of anything else which might be found in a typical middle school that the A Team might have used against Blarg? Why did you select this item?</p>	<p>Writing</p> <p>-Writing Journal A collage is a piece of art created from newspaper and magazine pictures. Create a collage from magazine pictures. Arrange the pictures to illustrate a scene from the novel or characters from the novel.</p>	<p>Writing</p> <p>-Writing Journal Predict how you think the novel will end. The climax of a story usually occurs at the most exciting or important point of the plot. Where do you think the climax of The Last Kids on Earth occurs? The Five W's Answer each question from chapter 17: What Happened?; Who Was There?; Why Did it Happen?; When Did it Happen?; Where Did it Happen?</p>	<p>Writing</p> <p>-Writing Journal Now is your chance to share the novel with others. Write a review of The Last Kids on Earth, describing the plot, and how you enjoyed the novel (or didn't) and why.</p>
11:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00	<p>Math</p> <p>Khan Academy Videos: "Quadrilateral Types" "Classifying Quadrilaterals" Activity: Classify and Organize Quadrilaterals (20.3 More Practice/Homework)</p>	<p>Math</p> <p>Activity: Use Venn Diagrams to Classify Two-Dimensional Figures (20.4 Reteach)</p>	<p>Math</p> <p>Activity: Use Venn Diagrams to Classify Two-Dimensional Figures (20.4 More Practice/Homework)</p>	<p>Math</p> <p>Khan Academy Videos: "Converting Units: US Volume" "Same Length in Different Units" Activity: Convert Customary Measurements (12.1 Reteach)</p>	<p>Math</p> <p>Activity: Convert Customary Measurements (12.1 More Practice/Homework)</p>
12:30	<p>Art</p> <p>Read about Jacob Lawrence</p>	<p>Music</p> <p>Read about Sister Rosetta Tharpe</p>	<p>Art</p> <p>Create art in the style of Jacob Lawrence</p>	<p>Music</p> <p>Listen & respond to music of Sister Rosetta Tharpe</p>	<p>Art</p> <p>Photo Journal</p>
1:30	<p>Social Studies</p> <p>-Read, "Foundations of Our Country" and "The Constitution of the United States"</p>	<p>Social Studies</p> <p>-Read, " Who Ensures That Congress Obeys the Constitution?" And "Comparing Mexico and Chile to American Government" (page 2-3)</p>	<p>Social Studies</p> <p>-Read, Canada Unites</p>	<p>Social Studies</p> <p>-Complete Activities: Crossword Puzzle; Climate and Resources of North and South America -Read, "The Amendments"</p>	<p>Social Studies</p> <p>-Complete Activities: Think & Review; 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.theottoolbox.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					

Teaching the Nepali People to Read



■ **Before you read the passage:**

1. Being able to read is an important skill. Write a few sentences below about your personal experience with reading. How did you learn to read? Did you learn at home or in school? Who taught you to read? How do you think being able to read has helped you or benefitted you in your life?

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

Teaching the Nepali People to Read

Written by Lesley Reed

More than 80 years ago, a boy named Bishnu Prasad Dhungel was not allowed to go to school. Since then, thousands of Nepalis have learned to read and write thanks to this young boy's life-long determination to get an education. This is the remarkable story of Bishnu, his son Dinesh, Dinesh's wife Ratna, and how they sparked a movement for literacy in Nepal.



Bishnu's Fight for Education

When Bishnu was a child, there was only one school in Nepal, and it was far away in Kathmandu. Starting schools in the villages of Nepal was actually against the law because it was easier for rulers to maintain power and control over the common people if they didn't know how to read and write.

Bishnu worked on the family farm, but he longed to go to school. He finally became so determined to get an education that he ran away to Kathmandu, walking for three entire days. He completed one year of school there, and with that education, he was able to get a job working for the government.

Later, as an adult, Bishnu was determined that his children would go to school, so he brought a teacher from India to teach them. This was against the law, and Bishnu was sent to jail for three months. However, he didn't give up. He joined the Nepali Congress—a political party that wanted democracy—and fought the government for the right to an education. In 1951, when a new government came to power, education was finally allowed.

2. How are Bishnu and Malala similar?

- They both went to jail for promoting education.
- They both fought for equal rights to education.
- They both had to walk a long way to get to school.
- They both got government jobs after graduation.

Bringing Hope and Education to Thousands

Bishnu passed along his love for education to his children; his third son, Dinesh, not only went to elementary school, but also graduated from college. Because Dinesh had studied English, he was able to get a job teaching the Nepali language to US Peace Corps volunteers. With the job came the opportunity to travel around Nepal.

Dinesh soon noticed how few people knew how to read in the poor areas of Nepal—especially women and girls. They now had the right to go to school, but they didn't have schools or teachers. This realization inspired Dinesh to follow in his father's footsteps as a champion of education. As a result, thousands of lives were changed.

3. Read this paragraph from the passage. Highlight the sentence that explains why girls didn't go to school.

Dinesh soon noticed how few people knew how to read in the poor areas of Nepal—especially women and girls. They now had the right to go to school, but they didn't have schools or teachers. This realization inspired Dinesh to follow in his father's footsteps as a champion of education. As a result, thousands of lives were changed.

Dinesh's wife, Ratna, was also committed to helping impoverished Nepalis. Together, they created an organization called the Non-Formal Education Services Center to educate anyone who couldn't attend a formal school. They believed that all Nepalis—children and adults—should be able to get an education and learn how to make a better life for themselves.

Dinesh describes their first project: "We were working with a very poor tribal group that lived in caves on the sides of steep hills. When we first visited, they ran into the forest because they were scared of strangers. They had nothing. I couldn't believe our brothers and sisters were living in this condition." Dinesh and Ratna have spent their lives trying to change this.

"In the poor areas of Nepal," Dinesh says, "there is no TV or computer or electricity. Most children don't have enough pencils or paper. The classrooms are tiny, dark, and cold. When the rainy season starts, it seems like all the rain is falling inside because the roofs leak so much. The children need to help their parents with housework, fetching firewood, and taking care of their younger brothers and sisters. Because of this, only about one out of ten children complete grade 10."

4. Read this paragraph from the passage. Highlight the sentence in which Dinesh explains why few children complete grade 10.

"In the poor areas of Nepal," Dinesh says, "there is no TV or computer or electricity. Most children don't have enough pencils or paper. The classrooms are tiny, dark, and cold. When the rainy season starts, it seems like all the rain is falling inside because the roofs leak so much. The children need to help their parents with housework, fetching firewood, and taking care of their younger brothers and sisters. Because of this, only about one out of ten children complete grade 10."

Lifting People Out of Poverty

Although Dinesh and Ratna had set out to teach reading and writing, they quickly realized that they needed to do something about the poverty they saw. After talking with the villagers, they decided to buy goats for the ten poorest families. When the goats gave birth, the kids were given to other poor families. Dinesh and Ratna also learned that orange trees would grow in the area, so they planted hundreds of trees.

The villagers were able to sell goat milk and oranges, which helped them rise from poverty. Dinesh and Ratna asked them to save one-quarter of the money they earned. With their savings, the villagers sent their children to the schools that the Non-Formal Education Services Center helped build. The villagers were eventually able to buy land and build better houses.

Helping Nepali Women and Children

Ratna was eager to help the women and children in another village, so she started another organization. It was a three-and-a-half-hour walk from the village to the nearest health clinic, and when the river was flooded, the villagers couldn't get to the clinic at all. Ratna's organization built a more accessible health center for the village. The organization taught women and girls to raise animals, farm organically, and make tofu. They were taught how to sew and make pressed flower cards that they could sell. Of course, they also learned to read and write.

Dinesh and Ratna's work has grown and joined with another organization called the Center for Education for All. Together, they have taught thousands of adults and children to read, and they have helped lift communities out of poverty. They have built many schools and have developed systems for bringing fresh drinking water to communities. As the government of Nepal has changed, the center has also taught the meaning of democracy and the importance of voting and human rights.

5. Why did Ratna and Dinesh want to help people in ways that weren't school related? Write 1–2 sentences to answer.

Rising Literacy in Nepal

Because of the help of people like Bishnu, Dinesh, and Ratna, literacy continues to grow in Nepal. Individuals and organizations keep improving classrooms, creating reading programs, and finding ways to help Nepali people learn to read, write, and develop other important skills.

Today, Nepali children have even more opportunities to learn than their parents or grandparents did. Children can attend schools close to home and read with their parents in the evening. It's a life Bishnu dreamed of—and one he helped create through his determination to learn.

6. What is a likely reason the authors of "Teaching the Nepali People to Read" and "Malala Yousafzai: Youngest Winner of the Nobel Peace Prize" chose to present information in chronological order?
- to identify all of the people who were involved in the struggles
 - to show how much time had passed
 - to show how educational opportunities improved over time
 - to emphasize the value of educational opportunities
7. Think about the actions of the people in this passage and the Malala Yousafzai passage. Match the people with the actions they took to promote education.

Place a check mark (✓) in the correct column for each answer.

	Malala	Bishnu	Dinesh and Ratna
built schools and systems to bring fresh water			
gave goats to poor families			
spoke in support of worldwide rights for girls to be educated			
broke the law by hiring a teacher from India			



Go back through the text and highlight at least **four** ways that Bishnu, Dinesh, and Ratna helped others gain an education.

8. Use the information you've highlighted and the answers to the questions to help you write a summary of the passage. Write at least five sentences. Be sure to write about the following:
- what Bishnu did to get an education and provide his children with education
 - what Dinesh and Ratna have done to help the people of Nepal improve their lives
 - what Dinesh and Ratna have done to help people gain literacy

□ Discussion Questions

How are your experiences in school the same as, or different from, the experiences of the students in Nepal? . How would life be different in the United States if most people couldn't read or write?

This passage begins with Bishnu fighting, 80 years ago, for the opportunity to get an education. A lot has changed since then. Did his fight make a difference? What do you think things might be like for students in Nepal 80 years from now?

Why did Dinesh & Ratna start projects to help families raise goats and grow oranges? How do raising goats and selling oranges relate to learning to read?



Classify and Organize Quadrilaterals

- 1 Art** Donna uses a polygon to make a design called a tessellation. Which terms describe the polygon Donna uses to make her design: parallelogram, quadrilateral, rectangle, rhombus, or square?



- 2 (MP) Use Structure** Classify the quadrilateral in as many ways as possible. A trapezoid is defined as having at least one pair of parallel sides. Write the letter for the figure.

quadrilateral: _____

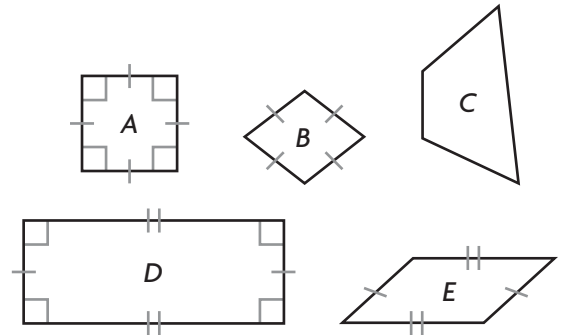
parallelogram: _____

rectangle: _____

rhombus: _____

square: _____

trapezoid: _____



- (MP) Reason** Identify the statement as *true* or *false*.

3 A rectangle is always a parallelogram. _____

4 A rhombus is never a rectangle. _____

5 A parallelogram is always a square. _____

6 Math on the Spot A quadrilateral has exactly 3 congruent sides. Davis claims that the figure must be a rhombus. Why is his claim incorrect? Use diagrams to explain your answer.

Test Prep

- 7 Select all the words that describe the figure when a trapezoid is defined as having exactly one pair of parallel sides.

- (A) square
- (B) parallelogram
- (C) rectangle
- (D) quadrilateral
- (E) trapezoid

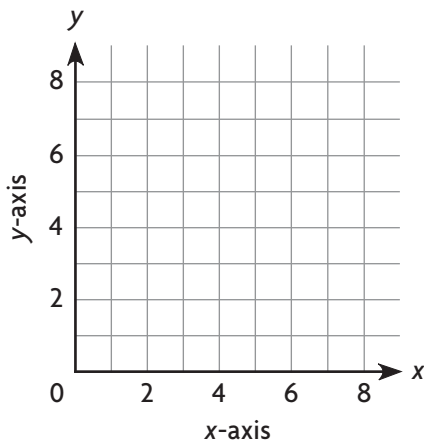


- 8 Michelle draws a parallelogram that is not a square. Which statement is true about her parallelogram?
- (A) It could be a rectangle, but it could not be a rhombus.
 - (B) It could be a rhombus, but it could not be a rectangle.
 - (C) It could be either a rectangle or a rhombus, but not both.
 - (D) It could be both a rectangle and a rhombus.

Spiral Review

- 9 Plot points R , S , and T on the coordinate grid.

$R(3, 4)$, $S(5, 1)$, $T(2, 6)$



- 10 Describe how to move from the origin of a coordinate grid to locate the point.

$G(4, 6)$ _____

$P(0, 8)$ _____

$Q(2, 1)$ _____

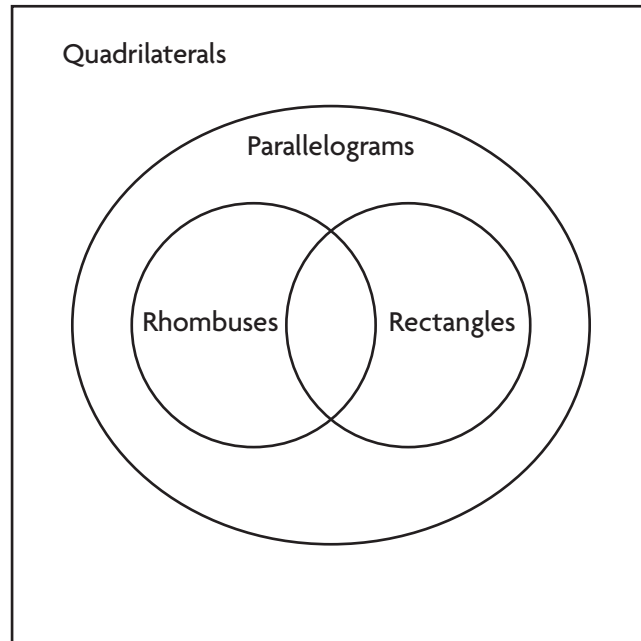
Use Venn Diagrams to Classify Two-Dimensional Figures

A Venn diagram allows you to classify a group of things according to their characteristics.

You can classify two-dimensional figures using Venn diagrams. Circles in a Venn diagram overlap where there are shared characteristics.

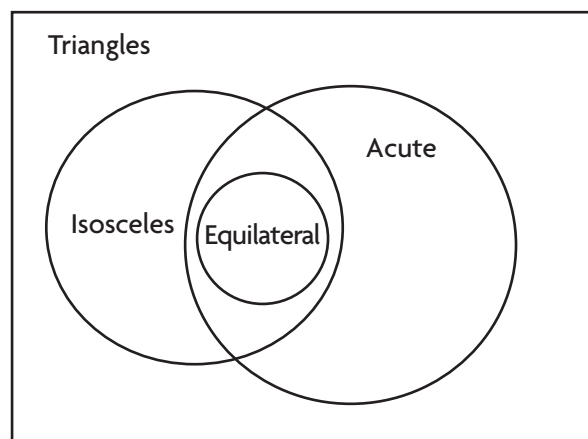
If a circle is completely inside another circle, then all of the objects in the inside circle can also be described by the outer circle.

This diagram shows that all parallelograms are quadrilaterals, all rhombuses and rectangles are parallelograms, and some rhombuses are rectangles.



Write *always*, *sometimes*, or *never* to complete the statement given the classification of triangles represented in this Venn diagram.

- 1 Equilateral triangles are _____ isosceles.
- 2 Isosceles triangles are _____ acute.
- 3 Acute triangles are _____ equilateral.
- 4 Equilateral triangles are _____ acute.

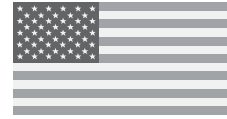


- 5 Marisa wants to add to the Venn diagram to show scalene triangles. Draw a circle for scalene triangles on this diagram.



Use Venn Diagrams to Classify Two-Dimensional Figures

1 **(MP) Use Structure** National flags from around the world are nearly all non-square rectangles. However, Switzerland has a square flag.



- Draw a Venn diagram to classify and organize triangles, right triangles, quadrilaterals, rectangles, and squares. Shade the regions representing the shapes of the flags described above.



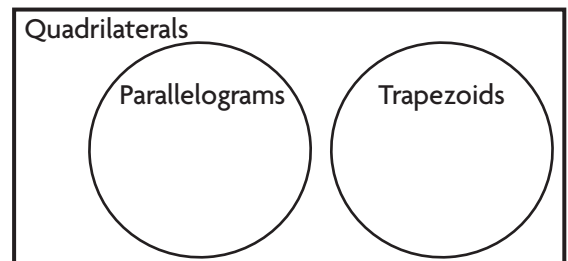
- Does your Venn diagram have one shaded region or more than one shaded region? Explain why.

(MP) Reason Write *always*, *sometimes*, or *never* to complete the statement given the definition of trapezoid represented in this Venn diagram.

2 Rhombuses are _____ parallelograms.

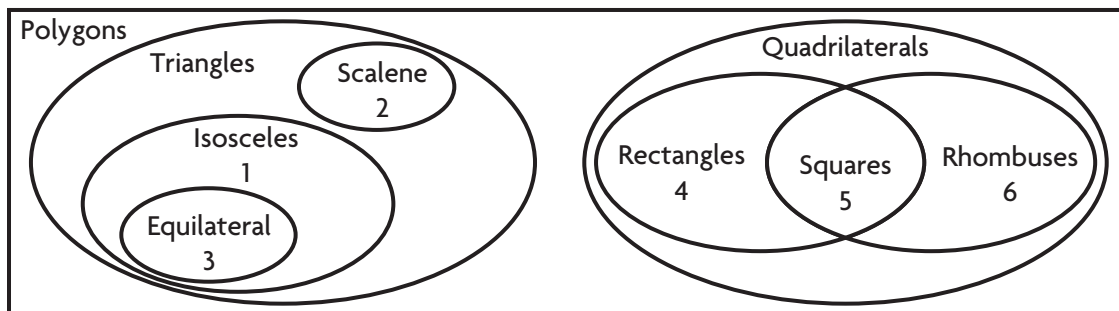
3 Trapezoids are _____ squares.

4 Quadrilaterals are _____ trapezoids.

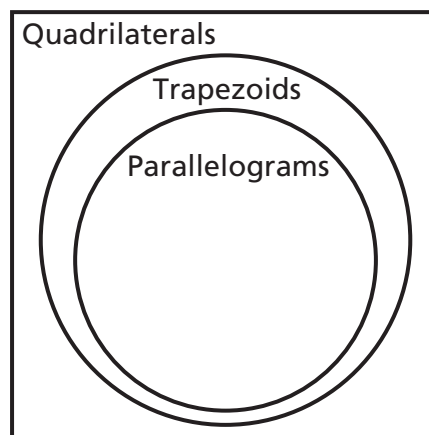


Test Prep

- 5 Select all the regions that should be shaded to represent polygons that do not have all congruent sides.



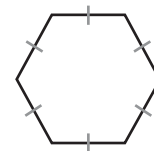
- (A) region 1 (C) region 3 (E) region 5
 (B) region 2 (D) region 4 (F) region 6
- 6 Use the relationship represented in this Venn diagram to identify the true statement.



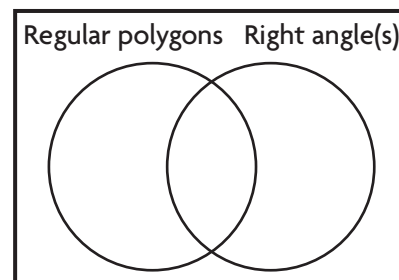
- (A) All trapezoids are rhombuses.
 (B) All rhombuses are trapezoids.
 (C) No trapezoids are rhombuses.
 (D) No rhombuses are trapezoids.

Spiral Review

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



- 8 Name a figure that can be placed in each circle of the Venn diagram, and a figure that can be placed in the overlapping area. List the attributes of the figure.



Convert Customary Measurements

The tables show equivalent amounts in different customary units. Use the tables to convert measurements.

Multiply to convert from a larger unit to a smaller unit:

How many inches are in 3 miles?

Think: Miles are larger than inches.

1 mile = 5,280 feet, 1 foot = 12 inches

$$\underline{3} \times \underline{5,280} = \underline{15,840}$$

There are 15,840 feet in 3 miles.

$$\underline{15,840} \times \underline{12} = \underline{190,080}$$

So, there are 190,080 inches in 3 miles.

Divide to convert from a smaller unit to a larger unit:

How many pounds are in 40 ounces?

Think: Ounces are smaller than pounds. 1 pound = 16 ounces

Divide 40 by 16 to get 2 r8

There are 2 pounds 8 ounces in 40 ounces.

Convert.

1 72 in. = $72 \div 12 =$ _____ ft

2 5 lb = $5 \times$ _____ = _____ oz

3 80 fl oz = _____ c

4 4 mi = _____ yd

5 3 qt = _____ c

6 7 T = _____ lb

7 64 fl oz = _____ pt

8 110 in. = _____ yd _____ in.

9 2 gal = _____ fl oz

10 5 mi = _____ in.

Customary Liquid Volume Conversions
1 cup (c) = 8 fluid ounces (fl oz)
1 pint (pt) = 2 cups
1 quart (qt) = 2 pints
1 gallon (gal) = 4 quarts

Customary Length Conversions
1 foot (ft) = 12 inches (in.)
1 yard (yd) = 3 feet (ft)
1 mile (mi) = 5,280 feet
1 mile = 1,760 yards

Customary Weight Conversions
1 pound (lb) = 16 ounces (oz)
1 ton (T) = 2,000 pounds

Convert Customary Measurements



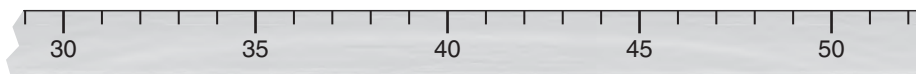
ONLINE
Video Tutorials and
Interactive Examples

- 1** **MP Model with Mathematics** A mechanic has 160 fluid ounces of oil. She needs to put 1 quart of oil in each of 6 cars. Does she have enough oil? Write equations to solve the problem.

Convert.

- 2** 120 oz = _____ lb **3** 19 qt = _____ gal
4 168 in. = _____ yd _____ ft **5** 37 oz = _____ lb _____ oz
6 5 pt = _____ qt **7** 440 yd = _____ mi

- 8** **MP Use Tools** The tape measure shows inches. Label the number of inches equivalent to $2\frac{1}{2}$, 3, $3\frac{1}{2}$, and 4 feet.



- 9** Kevin uses 48 ounces of dried apples and 22 ounces of dried cranberries to make a fruit snack. He plans to sell the snacks in $\frac{1}{2}$ -pound containers. How many containers will he fill? Will any fruit snack be left over?

- 10** **STEM** Scientists have discovered a new glow-in-the-dark shark species that weighs up to 31 ounces when fully grown. About how much does an adult shark weigh in pounds?

Test Prep

- 11** Lamar has 80 inches of ribbon to tie onto some balloons. He attaches 1 foot of ribbon to each balloon. How many balloons have ribbons?
-

- 12** A store makes banners for a town parade. One banner is 1,224 inches long. The other banner is 2,196 inches long. Complete the table by finding the equivalent lengths in feet and yards.

Parade Banners		
Inches	Feet	Yards
1,224		
2,196		

- 13** Which measurements are greater than or equal to 56 fluid ounces? Select all that apply.

- (A) $\frac{1}{2}$ gallon
- (B) 2 quarts
- (C) $\frac{1}{4}$ gallon
- (D) $3\frac{1}{2}$ pints
- (E) 6 cups

Spiral Review

- 14** The veterinarian weighs two kittens. The striped kitten weighs $3\frac{1}{2}$ pounds. The gray kitten weighs $1\frac{3}{4}$ times as much as the striped kitten. How much does the gray kitten weigh?
-

- 15** Joan and Wyatt are raking leaves. If Joan fills $3\frac{1}{6}$ bags and Wyatt fills $1\frac{1}{3}$ bags more than Joan, how many bags does Wyatt fill?
-



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GRADE
5

Foundations of Our Country

The government and society of the United States are based on some very specific ideas, values and beliefs. Some of these beliefs have been a part of the United States since its beginning. Still others crept in later. How does a person know what values direct a country or society? The values will be defined in the legal, political and historical documents of that country.

The Constitution, Declaration of Independence and Bill of Rights are three such documents in the United States. In Canada some of those documents include its constitution and the Charter of Canadian Rights and Freedoms. In Cuba they follow “The Communist Manifesto.” By studying the historical documents of a country, we can learn what is important to the people.

Take the preamble to the Constitution. It begins, “We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.”

People can learn about specific American values from the preamble to the Constitution. The people of America have always been concerned about being unified. Justice is also an important value in America. Another important value in America is peace. Even though America may participate in wars in other parts of the world, it is very important to have peace within our country. That is what “insure domestic tranquility” means. The most important value to Americans might be freedom, or liberty.

People can learn a lot about American values just from the preamble to the Constitution. If someone wants to learn more, all they have to do is study the rest of the Constitution. It will tell how Americans secure those values. Other important documents include the Gettysburg Address, the Canadian Charter of Rights and Freedoms, constitutions of other countries and treaties or proclamations made by governments of countries around the world.

The Constitution shows American values but it also has a lot to do with the laws of our country. In America, some laws are state laws and others are federal laws. An example of a federal law is that a person must be at least 18 years old to vote. An example of a state law is that in New York it is illegal to jump off of the top of the Empire State Building. That is a law that a person only needs to follow when he or she is in New York. Some state laws are the same in most of the states, like speed limits. Other state laws are different from state to state. For example, gambling is illegal in most states, but in Nevada it is both legal and very popular.

Some laws can only be created by the federal government, such as laws about import taxes. Can you guess who is responsible for writing the laws? The rules for making laws and running governments in the United States are found in the Constitution of the United States of America.

The Constitution has been called the supreme law of the land. This is because all laws must agree with the Constitution. For example, a state like Ohio cannot make laws about what the taxes in Indiana should be, because the Constitution states that they don’t have that right. The only reason the federal government can make laws about taxes is because the people of the nation have given, or enumerated, that right to the federal

CONTINUED ON PAGE 4



From top to bottom: The United States Constitution, the Declaration of Independence, “The Communist Manifesto” and the Canadian Charter of Rights and Freedoms



The Constitution of the United States

Before the Constitution

The Constitution of the United States of America was not the first document that organized a government in our country. Before the Constitution came the Articles of Confederation. The Articles of Confederation were the first attempt that the newly formed states made to have the power to govern themselves. The Articles of Confederation acted as a sort of agreement between the states to help each other out and to cooperate with each other, but the Articles didn't set up a strong federal government.

The Articles set up a very loose central government to discuss problems. However, the central government had no power to make laws for all of the states. This didn't create a strong union. It actually made the new country very weak, because it wasn't very often that all the states agreed. Instead of the United States, the

13 states really behaved like 13 little countries.

The preamble (or introduction) of the United States Constitution explains that one of its purposes is to create a more perfect union between the states.

The people who wrote the Constitution are called founders, or the Founding Fathers. The Founding Fathers knew that they were not perfect, so they left a way for people to change, or amend, the Constitution. There are two different ways to amend the Constitution. The first of these happens when the amendment is suggested to the U.S. Congress. If two-thirds of the senators and two-thirds of the representatives vote for the amendment, then groups of lawmakers in each of the states will vote on it. If three-fourths of the states agree, the amendment is made to the Constitution. If Congress does not pass it, there is still another way to make the change. If two-thirds of the states want to vote on it, Congress must organize a convention of all of the states. If three-fourths of the states approve the amendment, the change is then made.



constitution. It looks out for the freedom of its people. The United States has a democratic constitution too!

Both our Ohio Constitution and the Constitution of the United States tell how governments will be set up. That's what a constitution is: an outline of how a government or organization will work. The Ohio Constitution was written to be like the U.S. Constitution. Both have three branches of government and each branch is just as powerful as the other. That means no branch can have too much power.

1. The legislative branch makes our state laws.
2. The executive branch (president/ governor) enforces laws.
3. The judicial branch interprets and applies the law.

Our constitution also tells us who can vote and how elections will happen. It's important to vote in elections to select leaders and decide on issues because, in a democracy, the people have the power.



The Constitution divided the government into three branches, the legislative, executive and judicial.

The Ohio Constitution

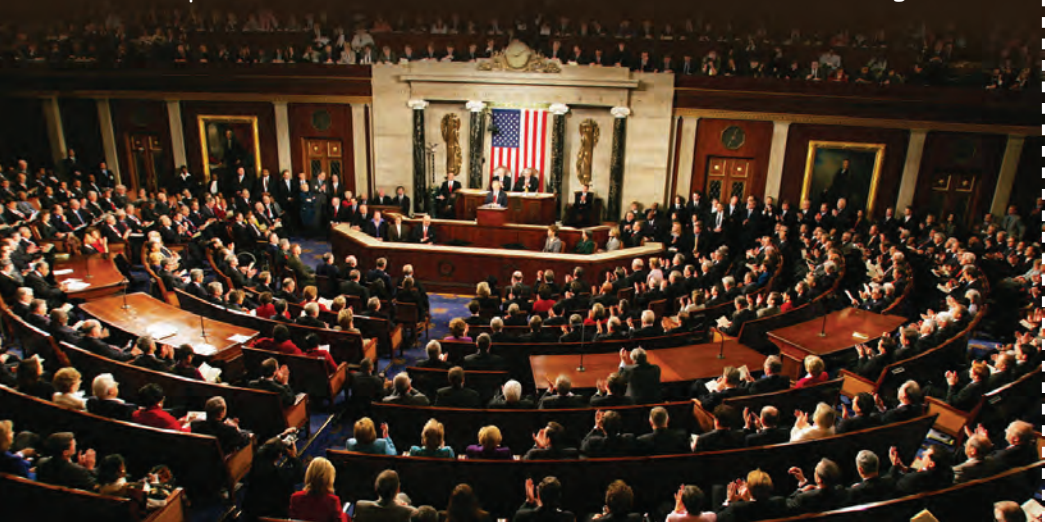
"We the People of the state of Ohio, grateful to Almighty God for our freedom, to secure its blessings and promote our common welfare, do establish this Constitution."

This is the preamble of the Ohio Constitution. It tells everyone that Ohio is a state that values freedom and wants the best for its citizens. Our type of Constitution is called a democratic

Who ensures that Congress obeys the Constitution?

This Week's Question

Congress is only one part, or branch, of the government that was set up in the Constitution of the United States. There are two more branches. The executive branch, or president, makes sure that the laws made by Congress are obeyed. The judicial branch, or Supreme Court, makes sure that Congress only makes laws it has the right to make. If the Supreme Court decides that Congress or another law-making group has broken the rules in the government, the executive branch makes sure that the Supreme Court's decision and the Constitution are obeyed.



Comparing Mexico and Chile to American Government

You already know a lot about our federal government. You've learned about the Constitution and the separation of powers between the president, Congress and the Supreme Court. But have you ever taken the time to think how governments operate in other countries? Let's travel to our neighbors south of the border and see what it's like in Mexico and Chile.

Mexico

Mexico and the United States share a nearly 2,000-mile-long border. It's not surprising then, that the governments of Mexico and the United States are very similar. They both have three branches with a president as the executive. Even their official names are very close: the United Mexican States sounds very similar to the United States of America. Both countries are federal republics and both have constitutions. Mexico has actually had several, with the most recent constitution approved in 1917. An interesting

The unanimous Declaration of the thirteen

When in the course of human events, it becomes necessary to dissolve the political bands which have connected us with a former Government, to assume among the powers of the earth, the separate and equal station to which the laws of Nature and of Nature's God entitle us, we hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, in such a case, would dictate that Governments long established should not be changed for light and transient causes; and accordingly, we have suffered the longest continuance of a Government under a former Constitution, which has in every way manifested a firm attachment to the principles of Liberty, and a deep reverence for the Union.

We the People of the United States

do hereby constitute ourselves one People, to form a more perfect Union, to establish Justice, to insure domestic Tranquillity, to provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.



Canada Unites

Canada, like Israel and New Zealand, does not have a constitution in a single document. It has Constitutional Acts, gathered into a single framework in 1982. One of the earlier documents, The British North America Act of 1867, reads:

“Whereas the Provinces of Canada, Nova Scotia and New Brunswick have expressed their desire to be federally united into One Dominion under the Crown of the United Kingdom of Great Britain and Ireland, with a Constitution similar in Principle to that of the United Kingdom ...

“And Whereas on the Establishment of the Union by the Authority of the Parliament it is expedient that not only the Constitution of the Legislative Authority in the Dominion be provided for, but also that the Nature of the Executive government therein be declared ...”

As in U.S. documents, Canada’s values of self-government, unity and welfare were expressed. The main difference is that Canada did not wish to be free of European government. They wanted their own government within the European framework. This connection to Great Britain lasted until 1982. The last ties to British government were severed. Today, Canada is a federation where powers of government are divided. They are split between the federal government and the provinces and territories. The constitution of 1982 gave what Canadians call patriation. Patriation is a legal term particular to Canada. Patriation allows the Canadian government total say over its constitution.

Canada has a separate government and constitution now. It still recognizes the monarch of Britain as its own. Queen Elizabeth II is represented in Canada by the governor general. The position of governor general, however, is only ceremonial. The chief executive of Canada is the prime minister. The prime minister must answer to the Canadian Parliament.

In addition to the Canadian Parliament, Canada’s government also has a supreme court. The Supreme Court of Canada is the highest court in the land. It hears appeals on cases from lower courts. In addition, the Supreme Court of Canada can be asked by the governor in council to hear references, or to decide if legislation is constitutional. It doesn’t get called upon often for reference, but may provide that service from time to time.



fact about the presidency is that, unlike the United States, Mexican presidents are elected to serve a single six-year term. They may not be reelected.

Chile

A long, thin nation located on the Pacific coast of South America, the Republic of Chile is very young compared to the United States. They signed their constitution in 1980—nearly 200 years after the United States! The similarities between the governments of the U.S. and Chile include more than just a constitution. Chile also has three branches in their government. Their national colors are red, white and blue ... sound familiar? Chile’s current president is Michelle Bachelet, the first woman ever to be elected to that position (in fact she’s served as president of Chile twice, the first time from 2006 to 2010). It’s population is more than 17 million people. While that may seem a lot, the state of Ohio has more than 11 million people by itself and the US population stands at about 320 million!

Many democracies have modeled their governments after the United States. And why not? It’s tough to argue with 230 years of success!



Name _____

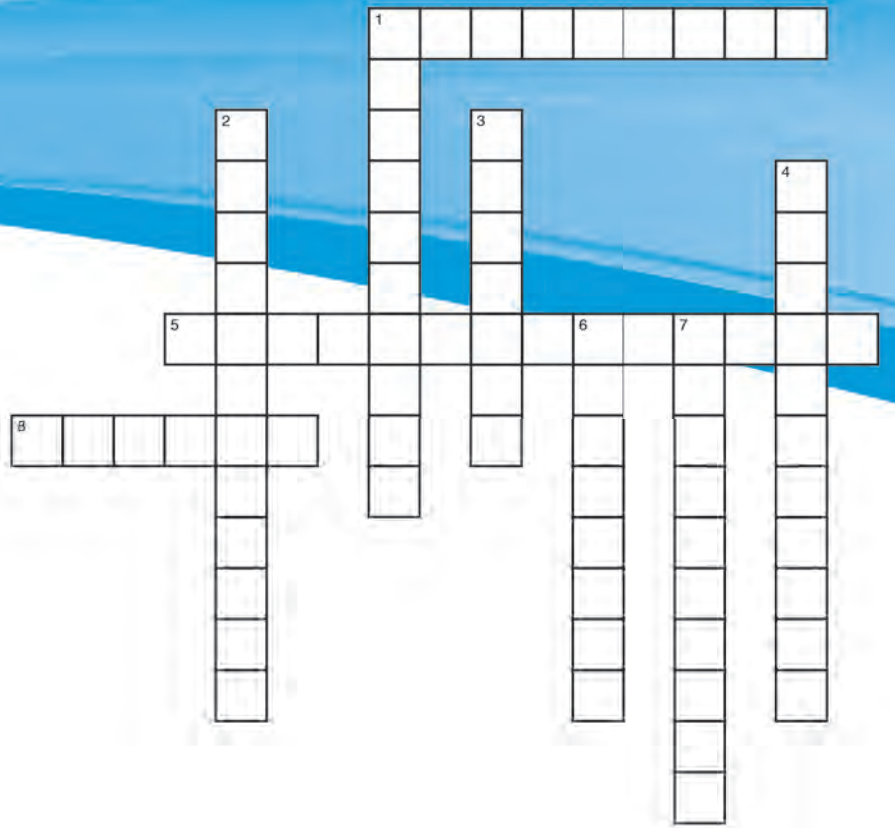
ACROSS

- 1. system of government in which the state party plans and controls the economy
- 5. the rights a person has to move around within his or her country
- 8. first democratic Mexican president

- 2. first 10 amendments to the Constitution
- 3. Canada is governed by the _____ of Rights and Freedoms.
- 4. a business owned by two or more people
- 6. The United States is a federal _____.
- 7. organization of people that directs the actions of a nation, state or community

DOWN

- 1. economic system where businesses compete for customers



Climate and Resources of North and South America

Different countries and areas in North and South America produce different goods and resources. Using the map, answer the following questions about the climate and resources of North and South America.

- 1. What would be the best continent to visit to find the most cocoa plants?

- 2. If you wanted to strike it rich in silver, where should you go?

- 3. What resources are plentiful on both continents?

- 4. Which resource, coffee or fish, could you find in South America but not Canada?

- 5. Can you find apples in the tropical zones of the Americas? Why or why not?

- 6. With your teacher's help, research the current price of a barrel of oil. What areas in North and South America might benefit from higher oil prices?

- 7. Look at the distribution, or spread, of resources across North and South America. Based on the map, write three sentences about why trade is important between countries on different continents.

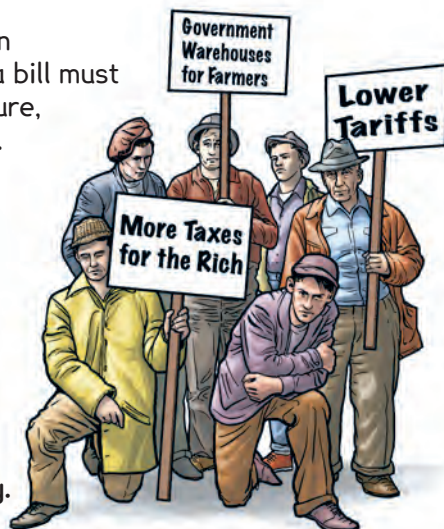


The Amendments

Today there are 26 amendments to the Constitution of the United States of America. The first 10 amendments are known as the Bill of Rights. Can you name at least five of the rights listed in the Bill of Rights?

It is not easy to amend the Constitution. In order to make an amendment to the Constitution a bill must pass both halves of the legislature, by a two-thirds majority in each. Once the bill has passed both houses, it goes on to the states. This is the route taken by all current amendments. Congress will normally put a time limit (typically seven years) for the amendment to be approved.

People are free to demonstrate their opinion in a democracy.



- 1. What is the Bill of Rights?

Think & Review

- 2. What are the rights listed in the Canadian Charter of Rights and Freedoms?
- 3. Why is Francisco Madero an important person in Latin American history?
- 4. Why is it important to have a secret vote or a secret ballot?

Many people think that having rights means a person can do whatever he or she wants without any consequences.

Let's Write

This is not true. With all rights come responsibilities. For example, all people in the United States have the right to the freedom of speech. Does this mean that a person can say anything he or she wants, anytime, any place? No, a person cannot yell, "Fire!" in a crowded theater because it is dangerous. In fewer than 200 words, write what responsibilities come with the rights you have.

Grade 5: Week 6: Art & Music



Art: Learn about artist Jacob Lawrence by visiting <http://www.artnet.com/artists/jacob-lawrence/>

Mon: View the selections of art, and write a response to at least one of the works. Ask yourself what you think Lawrence intended with his art. How does it make you feel? Why or why not?

<https://www.artsy.net/artist/jacob-lawrence>

Wed: Create an original work in the style of Lawrence, using whatever art tools you have available (crayon, chalk, paint, pen, pencil, marker), using something from your own community to inspire the work. 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 6: Health: During this time, everyone is thinking about their families and their own health. Take several pictures to explore the idea of health, and record your thoughts in an essay or artist's statement.

Music: Read the information Sister Rosetta Tharpe (Tue) by virtually visit to the listen to her music (Thu) using the below links.

To learn about Sister Rosetta Tharpe

<https://www.youtube.com/watch?v=XwSiieNFBXI> from the Rock and Roll Hall of Fame

https://www.rockhall.com/inductees/sister-rosetta-tharpe?gclid=CjwKCAjwkPX0BRBKEiwA7THxiKGmHO3lhfmFioRYXidKAWz9hHgmMA8f46vRFuSxqQ9iivVP6ma9yBoC990QAvD_BwE

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=jOrhjgt-Qc> This Train

<https://www.youtube.com/watch?v=Y9a49oFalZE> Didn't It Rain?

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

<https://www.youtube.com/watch?v=rxwWlQNGeKE&list=PLYPLVV5ZP3toAOnj7OcvXN8voaQKFazUY>

Monday	Tuesday	Wednesday	Thursday	Fri
Art Read about Jacob Lawrence	Music Read about Sister Rosetta Tharpe	Art Create art in the style of Jacob Lawrence	Music Listen & respond to music of Sister Rosetta Tharpe	Art Photo Journal

Jacob Lawrence

Jacob Lawrence was an important African-American painter known for his portrayals of black culture in the early 20th century. Consisting of 60 panels of sensitively colored figurative paintings, the artist's hallmark work Migration Series (1940–1941), depicts the Great Migration of African Americans from the rural South to Northern cities between World War I and World War II. "My belief is that it is most important for an artist to develop an approach and philosophy about life," he once said. "If he has developed this philosophy, he does not put paint on canvas, he puts himself on canvas." Born on September 7, 1917 in Atlantic City, NJ and, showing early talent at a young age, was encouraged to attend the Harlem Community Art Center where he studied under the sculptor Augusta Savage. Completing his Migration Series at only 23 years old, in 1941, Lawrence was the subject of his first solo show at Downtown Gallery in New York, and became the first black artist ever to be represented by a New York gallery. During this time, he was credited with developing a unique aesthetic known as Dynamic Cubism, which Lawrence would attribute not to European influences but to "hard, bright, brittle" Harlem. In 1970, Lawrence and his wife, the painter Gwendolyn Knight, moved to Seattle where he taught art at the University of Washington. He died on June 9, 2000 in Seattle, WA at the age of 82. Today, Lawrence's works are held in the collections of the Phillips Collection in Washington, D.C., The Museum of Modern Art in New York, the Museum of Fine Arts in Boston, and the Walker Art Center in Minneapolis, among others.



Sister Rosetta Tharpe

The Rock and Roll Hall of Fame announced its 2018 class of inductees, and aside from the more known acts like Bon Jovi and Nina Simone was music pioneer Sister Rosetta Tharpe.

The name may not ring a bell, but Tharpe is the person your favorite musicians often cite as one of their early inspirations. Here are the things you should know about Rock & Roll Hall of Fame Inductee, Sister Rosetta Tharpe.

- Sister Rosetta Nubin was born in Cotton Plant, Arkansas in 1915. Her mother, Katie Harper was a singer, musician and preacher for the Church of God in Christ (COGIC). Tharpe picked up the guitar at age four and by six years old, she had joined her mother on the road in a traveling evangelical act.
- After settling in Chicago and then later in New York City, Tharpe began merging the sound of the Delta blues, jazz and gospel music to create her signature sound. She experimented with the sound, and her first single was a gospel and rock fusion called "Rock Me."
- Black women guitarists were rare and Tharpe definitely stood out. Bob Dylan said of Tharpe, "I'm sure there are a lot of young English guys who picked up electric guitars after getting a look at her." Tharpe played with Duke Ellington and Dixie Hummingbirds.
- A resurgence of interest in Tharpe emerged in the 90s through several television segments, honors and articles. She was posthumously honored by the United States Postal Service with a 32-cent commemorative stamp on July 15, 1998.
- She continued touring in Europe to nearly the end of her life. Tharpe's last known recording is in 1970. She suffered a stroke that year and had one of her legs amputated from diabetes complications. Tharpe suffered a fatal stroke on October 9, 1973 and died in Philadelphia.

