CLEVELAND METROPOLITAN SCHOOL DISTRICT

3rd GRADE
Week 5

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	**Learning Warm-Up and Independent Reading** -Read and Answer Questions 1-2, *De Smet, South Dakota: A Little Town on the Prairie* - Complete Learning pathway through Imagine Learning Literacy	**Learning Warm-Up and Independent Reading** -Read and Answer Questions 3-7, *The Little Town of De Smet* -Complete learning pathway through Imagine Learning Literacy	**Learning Warm-Up and Independent Reading** -Read and Answer question 8, *A Long Winter Blizzard* -Complete learning pathway through Imagine Learning Literacy	**Learning Warm-Up and Independent Reading** -Read and Answer questions 9-10, *Opportunities to Work* -Complete learning pathway through Imagine Learning Literacy	**Learning Warm-Up and Independent Reading** -Complete Discussion Questions -Complete learning pathway through Imagine Learning Literacy
8:30	**Language** -Daily Language Practice Journal	**Language** -Daily Language Practice Journal	**Language** -Daily Language Practice Journal	**Language** -Daily Language Practice Journal	**Language** -Daily Language Practice Journal
9:00	**Reading** -Watch the youtube read aloud video chapters 5 and 6 from The Bad Guys. Ch. 5 Start – 7:40; Ch. 6 Start – 9:22 https://www.youtube.com/watch?v=Bwj69mfqBOM&t=382s. -Comprehension Journal	**Reading** -Independently Read, The Bad Guys, chapter 5. -Comprehension Journal	**Reading** -Independently Read, The Bad Guys, chapter 6. -Comprehension Journal	**Reading** -How do Mr. Shark, Mr. Snake, and Mr. Piranha feel about having to rescue to cat? -How does Mr. Shark, Mr. Piranha and Mr. Snake try to help? -Were they successful in getting the cat out of the tree? -Comprehension Journal	**Reading** -Describe Mr. Wolf's plan to break into the dog pound. -Do you think the plan was successful? Why or Why not? -Comprehension Journal

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00	**Writing** -Writing Journal Prompt -Fun with Foldables (See Half Book Foldables) Page 1 – Write ch. 5 vocabulary words: Rescue and Gentle; Define the words in your own words, List antonyms and synonyms for each word.	**Writing** -Writing Journal Prompt -Fun with Foldables Half Book Foldables- Page 2, write ch. 6 vocabulary words: Maximum Security and Trapped. Define the words in your own words, List antonyms and synonyms for each word.	**Writing** -Writing Journal Prompt	**Writing** -Writing Journal Prompt	**Writing** -Writing Journal Prompt
11:00	**LUNCH**	**LUNCH**	**LUNCH**	**LUNCH**	**LUNCH**
12:00	**Math** Khan Academy Video: Introduction to Fractions Activities: Learn The Math: Skill 20 - Parts of a Whole	**Math** Khan Academy Video: Cutting Equal Parts of a Whole Activities: Learn The Math: Skill 12 – Halves & Fourths	**Math** Khan Academy Videos: Identifying Unit Fractions Recognize Fractions Activities: Represent and Name Fractions of a Whole – 13.3	**Math** Khan Academy Videos: Recognizing Fractions on a Number Line Fractions on a Number Line - Widget Activities: Represent and Name Fractions on a Number Line (Reteach) More Practice / Homework 13.4	**Math** Khan Academy Videos: Identifying numerator and denominator Recognize Fractions Greater Than 1 Activities: Represent and Name Fractions Greater Than 1 (Reteach) More Practice / Homework 13.5
12:30	**Art** Read about Chagall	**Music** Read about Louis Armstrong	**Art** Create art inspired by Chagall	**Music** Listen to music of Louis Armstrong	**Art** Continue Photo Journal
1:30	**Social Studies** -Read, "Why Do We Need Rules?" "Citizens in the Classroom"	**Social Studies** -Read, "Importance of Laws"; "Digital Citizenship" and "No Rules or Laws"	**Social Studies** -Read, "Law and Order" and "Consequences"	**Social Studies** -Complete Activities: Rule or Law and Imagine.. No Rules or Laws	**Social Studies** -Complete Activities: Let's Write; Think and Review
2:00	**Science** -Daily Science Journal	**Science** -Daily Science Journal	**Science** -Daily Science Journal	**Science** -Daily Science Journal	**Science** -Daily Science Journal
2:30	**Brain Break** Choose a Movement & Mindfulness Break Option	**Brain Break** Choose a Movement & Mindfulness Break Option	**Brain Break** Choose a Movement & Mindfulness Break Option	**Brain Break** Choose a Movement & Mindfulness Break Option	**Brain Break** Choose a Movement & Mindfulness Break Option

Family and Student Supports:

Please review family letters for these content area assignments:	Student Learning Kits
• Literacy • Math • Science • Social Studies • Art • Music	Supplies: ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book
	Math: Daily Math Practice Journal
	Literacy: Daily Interactive Reading Comprehension Journal, Writing Prompt Journal, Daily Language Practice Book, Interactive Phonics Activities/Journal
	Science: Daily Science Activity & Journal
	Art: watercolor paint, paper

Additional Student Supports:

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

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

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 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

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					

Half Book

Fold a sheet of paper in half.

1. This book can be folded vertically like a *hot dog* or . . .

2. . . . it can be folded horizontally like a *hamburger.*

Use this book for descriptive, expository, persuasive, or narrative writing, as well as graphs, diagrams, or charts.
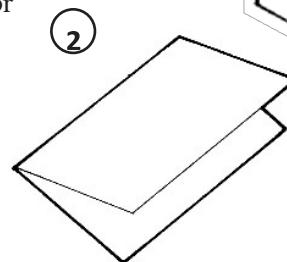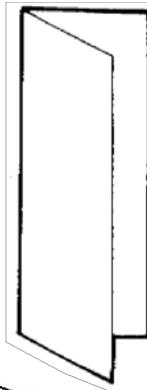
Passage 1

De Smet, South Dakota: A "Little Town on the Prairie"

A 360-degree photograph of downtown De Smet, South Dakota taken in 1912, three decades after the town was founded

◼ **Before you read the passage:**

1. Quickly scan the text, looking at the headings. What is the topic of this article?

      o   The life of Laura Ingalls

      o   How the town of De Smet grew

      o   Why so many settlers left the East

      o   Winter conditions for settlers who moved west

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

_____

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

De Smet, South Dakota: A "Little Town on the Prairie
Written by Elizabeth Massie

In the nineteenth century, settlers began to move west across America in great numbers. Some left the East because they felt their cities and towns were crowded, and others went to the West hoping for new jobs, adventures, or land. As more pioneers moved west, towns popped up across the frontier.

3. What would be the best heading for the paragraph above?
- o New Jobs

- o Towns Pop Up

- o Settlers Leave the East

- o Settlers Head West

How can we learn about life in a frontier town? We can study newspapers and journals from the time. We can look at old photos. We can also read books by writers who lived back then. A well-known author from that time is Laura Ingalls Wilder.

Where Laura Ingalls Lived

Laura Ingalls was born on February 7, 1867. Laura's father, Charles, wanted to find a good place to raise his family, and the Ingallses moved to various locations in the Midwest when Laura was a young girl. They lived in Minnesota, Iowa, Missouri, Kansas, and the region that is now Oklahoma. When Laura was 12, her family settled in the tiny community of De Smet in the Dakota Territory.

As an adult, Laura wrote novels about her childhood and youth. Five of the books were set in and around De Smet. Sometimes she made up adventures about the people and the town. Yet many agree that much of what she wrote about De Smet was true.

4. How did De Smet influence Laura's writing? Write 1–2 sentences to answer.

_____

_____

The "Little Town" of De Smet

When the Ingalls family came to De Smet in 1879, it wasn't a town yet. The Dakota Central Railway Company decided to build a railroad through the area. Laborers moved there to level out the land and build the tracks. Most of the workers lived in tents.

Charles Ingalls took a job as a bookkeeper and timekeeper for the railroad. The Ingalls family lived in the surveyor's house for a few months while the railroad was being finished. Then they built a house on land near Silver Lake, close to De Smet, and started to farm.

De Smet became a town in 1880. Streets were laid out. Buildings were constructed. New settlers moved in, and they built houses of their own. In just three years, De Smet was a bustling place. Grocery stores, a hardware store, a tailor shop, and other businesses could be found on Calumet Avenue. A church and schoolhouse sat along A Street. Mead's and Beardsley's hotels were located near the train depot.

Eventually, Charles Ingalls opened his own store in town. He also became a justice of the peace and deputy sheriff. To this day, he is considered one of the town's founders.

5. What was the effect of De Smet becoming a town?

- o   It became too crowded.

- o   It became famous.

- o   Settlers moved there.

- o   The first sheriff was elected.

6. What is the meaning of the word bustling as used in the passage?

- o   busy
- o   happy
- o   unstable
- o   pretty

At first, Laura didn't like De Smet. In her book The Long Winter, she writes, "She [Laura] dreaded going to town because so many people were there. She was not exactly afraid, but strange eyes looking at her made her uncomfortable." She preferred the wilderness. As time went on, she began to feel at home. She grew closer to her classmates and befriended the kind Mr. and Mrs. Boast. She got to know brothers Royal and Almanzo Wilder as well. She married Almanzo in 1885. There was also a sense of community among the town citizens. They would stop to chat along the streets. They visited each other in the shops. Everyone pitched in to help those in need.

7. Why didn't Laura like the town when her family first moved there?
- o   She was afraid of people she didn't know.

- o   She wanted to be with her classmates.

- o   She didn't like the long winters.

- o   She didn't enjoy large crowds.

A "Long Winter" Blizzard

A terrible blizzard hit the Dakota Territory in the winter of 1880–1881. A newspaper article in the *Canton Advocate* describes the storm: "It caused a general suspension of business, blowing down telegraph wires, blockading railroads, the snow drifting to the depth of from fifteen to twenty-five feet . . ."

In *The Long Winter*, Laura also writes about this blizzard. She describes how the trains couldn't get through the storm to bring supplies. Because of that, there was no more coal or kerosene in town. She also recalls the blizzard's effects in *Little Town on the Prairie*: "Then the storms had stopped school, and all through that long winter the blizzards had howled between the houses, shutting them off from each other so that day after day and night after night, not a voice could be heard and not a light could be seen through the whirling snow." The storms ended in May. Laura writes that her family celebrated a late Christmas. They invited their good friends, the Boasts, to join them.

> 8. Read these sentences from the article. Highlight the sentence that explains why they had no coal.

In *The Long Winter*, Laura also writes about this blizzard. She describes how the trains couldn't get through the storm to bring supplies. Because of that, there was no more coal or kerosene in town. She also recalls the blizzard's effects in *Little Town on the Prairie*.

Opportunities to Work

There weren't many good jobs for young women in pioneer towns such as De Smet. Most places hired only men or boys. However, Laura wanted to help earn money for her family. For a while, she sewed shirts at Clancy's dry goods store. This was a store that sold fabric, buttons, pins, needles, and thread. In *Little Town on the Prairie*, she describes her first day at work: "Laura had never sat still so long. Her shoulders ached, her neck ached[,] . . . and her eyes were hot and blurry.

When she was 15, Laura got a job as a teacher and had to move away for a while. When she returned to De Smet, she realized how much the town meant to her. In *These Happy Golden Years*, she writes, "She [Laura] had quite forgotten that she had ever disliked the town. It was bright and brisk this morning. Sunlight glinted on the icy ruts of snow in the street and sparkled on the frosty edges of the board sidewalk. . . . Everywhere there was the stir and bustle of morning."

Laura and the town grew up together. Her stories of De Smet have endured the test of time and taught us many things about life in a growing frontier town.

> 9. According to the text, what was a problem for young women in pioneer towns? How did Laura solve that problem? Use 1–2 sentences to answer.

_____

_____

> Go back through the text and highlight at least **three** challenges that the early pioneers faced when settling in the West.

10. Use your highlights and answers to questions to help write a paragraph summarizing the challenges that the townspeople of De Smet experienced. Write a second paragraph that explains how they met those challenges.

_____

_____

_____

_____

_____

_____

_____

☐ **Discussion Questions**

What do you think was most challenging for pioneers as they built new communities across the West?

_____

_____

_____

Laura Ingalls Wilder's "Little House" books describe a very specific type of community: the isolated pioneer town of the late 1800's. Do her ideas about community still matter today? Why or why not?

_____

_____

_____

Name _____

Learn the Math

Each whole shape below is divided into equal parts. Equal parts of a whole or group are exactly the same size.

Example 1

• Count the number of equal parts that are shaded. _____ shaded parts	
• Count the number of equal parts in the whole. _____ equal parts • These parts are thirds.	
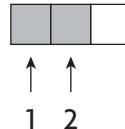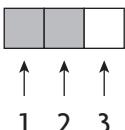
Example 2
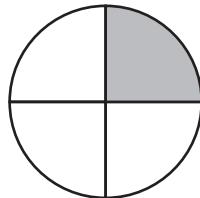
• Count the number of equal parts that are shaded. _____ shaded part • Count the number of equal parts in the whole. _____ equal parts • These parts are fourths.	

REASONING What's the Error? Henry says that the triangle at the right is divided into 4 equal parts. Is he correct? Explain your answer.

_____

_____

_____
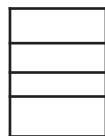
Do the Math

1 Shawna shades this circle for art class.

- How many equal parts are shaded?

  _____ shaded part
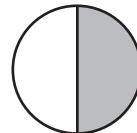
- How many equal parts are in the whole?

  _____ equal parts

So, the circle has _____ shaded part and _____
equal parts in the whole.

**Write the number of shaded parts and the number
of equal parts.**
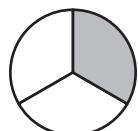
2	_____ shaded part _____ equal parts	**3**	_____ shaded parts _____ equal parts
4	_____ shaded parts _____ equal parts	**5**	_____ shaded parts _____ equal parts
6	_____ shaded parts _____ equal parts	**7**	_____ shaded parts _____ equal parts
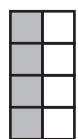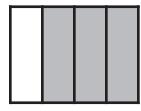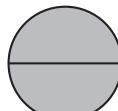
8 Oliver draws a figure and divides it into 6 equal
parts. He shades 4 parts of the figure. Circle the
figure that shows his completed drawing.
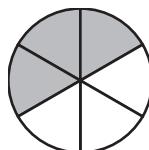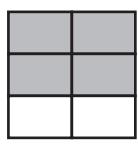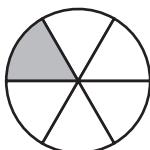
Name _____

Learn the Math
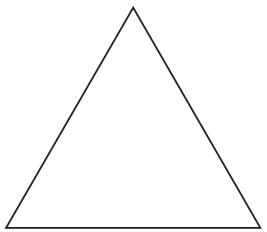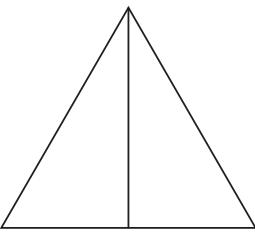
whole   2 equal parts   One half is gray.
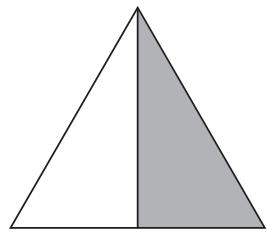
Each of these figures shows two halves.

Color $\frac{1}{2}$ of each figure.
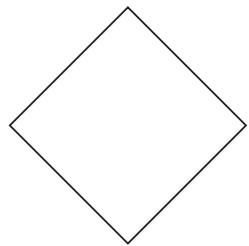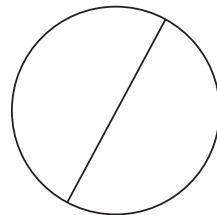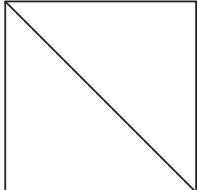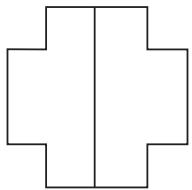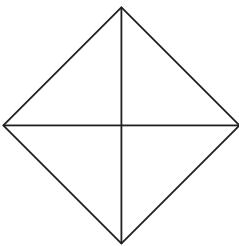
1 whole   4 equal parts   4 fourths
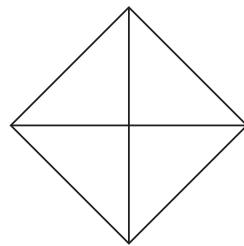
1 of 4 equal
parts is gray.

One fourth
is gray.

$\frac{1}{4}$ is gray.

Find the figure that has four equal parts. Color $\frac{1}{4}$ of the figure.
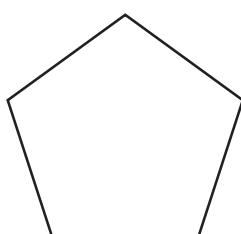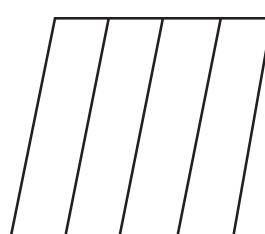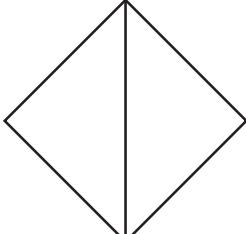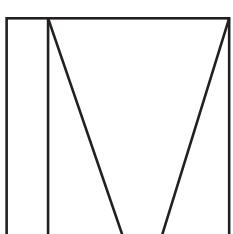
Do the Math

Find the figure that has two equal parts. Color $\frac{1}{2}$ of the figure.

1
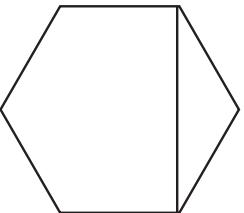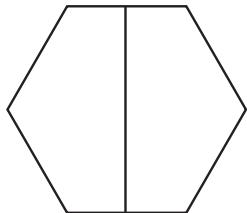
2
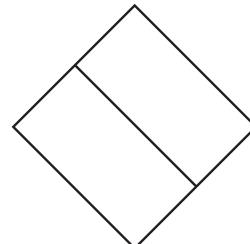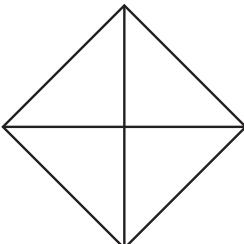
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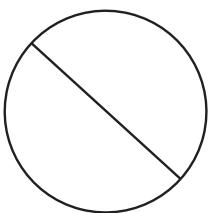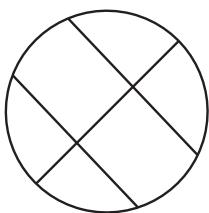
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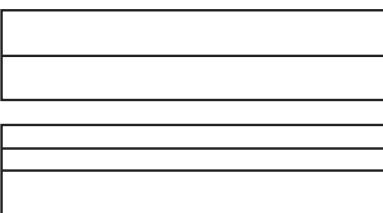
Find the figure that has four equal parts. Color $\frac{1}{4}$ of the figure.

5
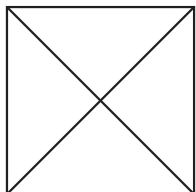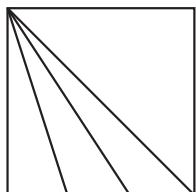
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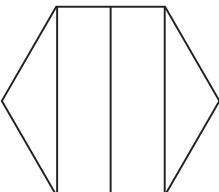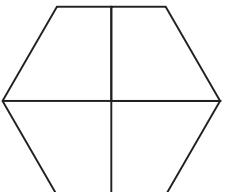
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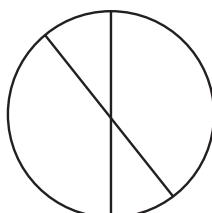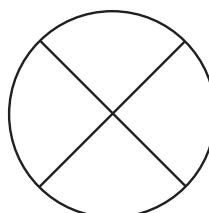
8
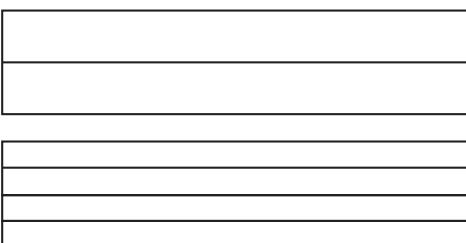
Check

9 Martin makes a flag in the shape of a rectangle. One fourth of the flag has stars on it. Draw the flag.

LESSON 13.3
**More Practice/
Homework**

ONLINE
Video Tutorials and
Interactive Examples

Represent and Name Fractions of a Whole

1 (MP) **Use Repeated Reasoning** Circle the shape that shows $\frac{3}{3}$.
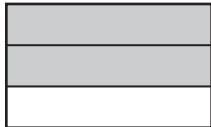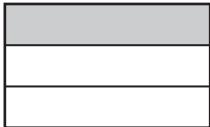
- What pattern can you use to describe how the numerator and denominator change in the fraction models above?

_____

_____

2 Lianne has 4 apples, and $\frac{2}{4}$ of her apples are red. The rest of the apples are green. Draw a picture to show Lianne's apples.

**Write the fraction that names each equal part for 3–4.
Then write a fraction to name the shaded part of the whole.**

3

Each equal part is $\frac{\square}{\square}$.

$\frac{\square}{\square}$ is shaded.

4
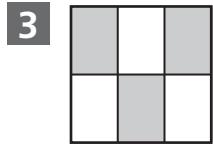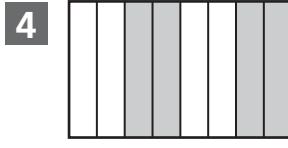
Each equal part is $\frac{\square}{\square}$.

$\frac{\square}{\square}$ is shaded.

5 **Math on the Spot** Use the picture of the veggie pizza to write a problem that includes a fraction. Solve your problem.

_____

_____

Test Prep

6 Ms. Smith draws a circle on the board. She divides the circle in sixths and shades some of the parts. Select all the circles that could be Mrs. Smith's circle.

Ⓐ Ⓒ Ⓔ

Ⓑ Ⓓ
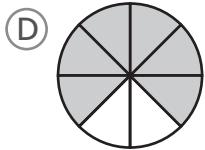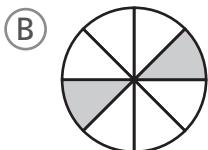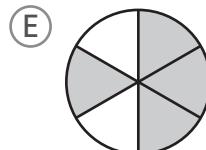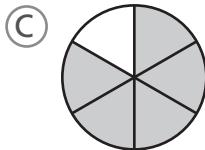
7 Which fraction of the shape does the shaded part represent?

Ⓐ $\frac{2}{4}$ Ⓒ $\frac{3}{4}$

Ⓑ $\frac{2}{6}$ Ⓓ $\frac{3}{6}$

8 Brice shades $\frac{5}{8}$ of a rectangle. How many equal parts are in the whole?

Ⓐ 3   Ⓒ 8

Ⓑ 5   Ⓓ 13

Spiral Review

9 Write the time. Use a.m. or p.m.

20 minutes after 7:00 at night

10 Olive has 48 paintbrushes and 6 boxes. She puts the same number of paintbrushes in each box. How many paintbrushes does she put in each box?

Represent and Name Fractions on a Number Line

You can show fractions on a number line.

Write the fractions that name points *J* and *K*.

$$0 \quad\quad J \quad\quad\quad K \quad 1$$

$$\frac{0}{8} \quad \frac{1}{8} \quad \frac{2}{8} \quad\quad \frac{4}{8} \quad \frac{5}{8} \quad \frac{6}{8} \quad\quad \frac{8}{8}$$
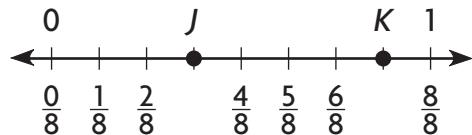
The number line from 0 to 1 is a whole.
The whole is divided into 8 equal parts.
The denominator is the number of equal parts.

Each part is $\frac{1}{8}$ of the whole.

$$0 \quad\quad J \quad\quad\quad K \quad 1$$

Count the parts in order from 1 to 8 to name the fractions.

$$\frac{0}{8} \quad \frac{1}{8} \quad \frac{2}{8} \quad \frac{3}{8} \quad \frac{4}{8} \quad \frac{5}{8} \quad \frac{6}{8} \quad \frac{7}{8} \quad \frac{8}{8}$$

Point *J* shows ___$\frac{3}{8}$___ and point *K* shows ___$\frac{7}{8}$___.
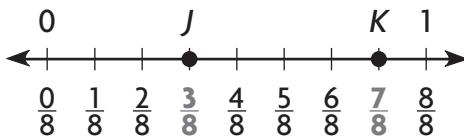
Write the fractions that name points *A*, *B*, and *C*.

$$0 \quad A \quad\quad B \; C \; 1$$

$$\frac{0}{6} \quad \frac{1}{6} \quad\quad \frac{3}{6} \quad\quad\quad \frac{6}{6}$$
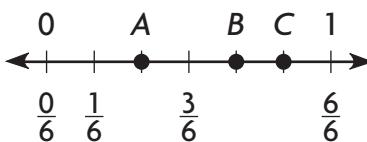
1 point *A* $\dfrac{\boxed{}}{6}$

2 point *B* $\dfrac{\boxed{}}{6}$

3 point *C* $\dfrac{\boxed{}}{\boxed{}}$

Write the fraction that names each point.

4
$$0 \quad H \quad 1$$
$$\frac{0}{3} \quad \frac{1}{3} \quad\quad \frac{3}{3}$$

point *H* $\dfrac{\boxed{}}{\boxed{}}$

5
$$0 \; Q \; R \quad\quad 1$$
$$\frac{0}{4} \quad\quad\quad \frac{3}{4} \quad \frac{4}{4}$$

point *Q* $\dfrac{\boxed{}}{\boxed{}}$

point *R* $\dfrac{\boxed{}}{\boxed{}}$

3ᴿᴰ GRADE
Week 5: Math
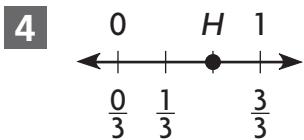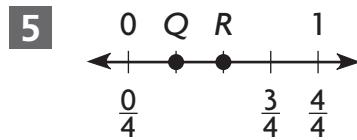
LESSON 13.4
More Practice/ Homework

ONLINE
⊙Ed Video Tutorials and Interactive Examples

Represent and Name Fractions on a Number Line

1 ⓂⓅ **Use Tools** Paul wants to locate $\frac{5}{6}$ on a number line. Complete the number line and draw a point to show $\frac{5}{6}$.

```
   0                          1
◄──┼──────────────────────────┼──►
   0                          6
   ─                          ─
   6                          6
```

2 Mr. Walter draws a number line on the board and labels points *A* and *B*. Write the fraction that names each point.

```
   0        A        B        1
◄──┼────────●────────●────┼────────►
```
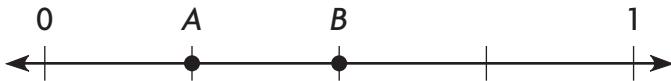
Point *A*: ⬜/⬜   Point *B*: ⬜/⬜

3 ⓂⓅ **Reason** Paloma says $\frac{3}{6}$ and $\frac{3}{8}$ are equivalent because both are located 3 marks from 0 on a number line. Is Paloma correct? Explain.

_____

_____

_____

4 **Math on the Spot** Javia ran 8 laps around a track to run a total of 1 mile on Monday. How many laps will she need to run on Tuesday to run $\frac{5}{8}$ of a mile?

_____

_____

_____

Represent and Name Fractions Greater Than 1

You can use fraction strips or drawings to write a fraction greater than 1 as a mixed number. A mixed number is a number represented by a whole number and a fraction. $1\frac{5}{8}$ and $3\frac{1}{2}$ are mixed numbers.

Write $\frac{13}{6}$ as a mixed number.

Draw fraction strips to show $\frac{13}{6}$.
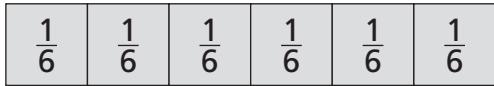
| $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{6}{6} = 1$ |

The denominator tells how many equal parts are in 1 whole. 1 whole $= \frac{6}{6}$.
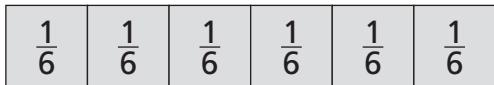
| $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{12}{6} = 2$ |

The numerator tells how many parts to shade.

| $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{13}{6} = 2\frac{1}{6}$ |

whole-number part | fraction part
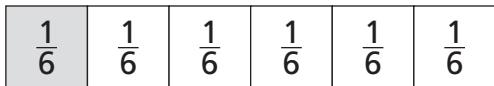
Count and shade 13 sixths or $\frac{13}{6}$.

$\frac{13}{6} = 2\frac{1}{6}$ as a mixed number.

Write the fraction as a mixed number.

1 $\frac{8}{3} =$ _____

| $\frac{1}{3}$ | $\frac{1}{3}$ | $\frac{1}{3}$ | | $\frac{1}{3}$ | $\frac{1}{3}$ | $\frac{1}{3}$ |

| $\frac{1}{3}$ | $\frac{1}{3}$ | $\frac{1}{3}$ |

2 $\frac{7}{4} =$ _____

| $\frac{1}{4}$ | $\frac{1}{4}$ | $\frac{1}{4}$ | $\frac{1}{4}$ |

| $\frac{1}{4}$ | $\frac{1}{4}$ | $\frac{1}{4}$ | $\frac{1}{4}$ |

3 $\frac{5}{2} =$ _____

4 $\frac{10}{3} =$ _____

5 $\frac{11}{8} =$ _____

Represent and Name Fractions Greater Than 1

1 (MP) **Use Structure** Each shape represents $\frac{1}{3}$ of a whole. How many shapes should be put together to make $\frac{5}{3}$?

| $\frac{1}{3}$ | $\frac{1}{3}$ | $\frac{1}{3}$ |

_____
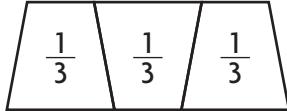
2 Taz packs 15 sweaters in boxes. Each box can hold 4 sweaters. How many boxes of sweaters does Taz pack? Write a mixed number for the number of boxes of sweaters Taz packs.

_____

3 Minka pours $\frac{1}{4}$ cup of milk on her oatmeal each day for 7 days. Complete the number line. Draw a point and write the number of cups that Minka pours as a mixed number.

$\frac{0}{4}$ ☐ $\frac{2}{4}$ ☐ $\frac{4}{4}$ $\frac{5}{...}$ ☐ ☐ ☐
               4   4   4

```
←—+———+———+———+———+———+———+———+———→
   0               1               2
```
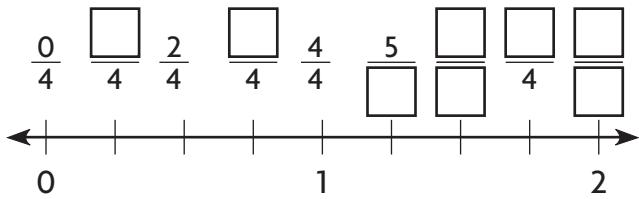
Minka pours _____ cups.

Write the mixed number as a fraction for 4–6.

4 $3\frac{2}{3}$ _____

5 $1\frac{4}{6}$ _____

6 $5\frac{1}{2}$ _____

7 **Open Ended** The shape represents $\frac{1}{2}$ of a whole. To make an amount that is greater than 1, how many shapes will you need? Draw your shapes. Write the mixed number that represents the amount you drew.

| $\frac{1}{2}$ |

Rules and Laws

Ohio Communities Studies Weekly 3

PAST AND PRESENT, NEAR AND FAR
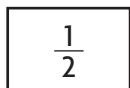
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Why do we need rules?

Ms. Johnson: Class, this week we will be learning about rules and laws. I have asked Natalia and Steven to start our week with a quick presentation to give us some important information. Natalia and Steven, please share your research with the class.

Natalia: Thank you, Ms. Johnson. Over time people have formed communities for many reasons. Living in a group helps people feel safe. But to really feel safe, people who live in communities must have rules, or laws. Rules keep everything in order. Sometimes people do not agree with one another. Rules are needed to help find solutions to disagreements. Rules help keep people within a community safe and healthy. Without rules and order there could be chaos. This means there might be a great deal of confusion.

Steven: There are rules to follow in many places. We have rules to follow at home. Perhaps you have certain chores you must do before you play outside. Maybe you must always ask permission to do research on the internet. These rules help your parents keep order. Think about rules you follow at your house. Why are these rules important to your family?

Natalia: People have rules to follow at work. Most people must report to work at a certain time. Some workplaces require employees to wear a uniform.

Companies believe their businesses run better when everyone follows rules.

Steven: Of course there are rules at school. Rules here help you behave in the class and hallways. They also help you play fairly at recess. Rules are necessary so everyone in the school is safe. Rules at school also help make it a better place for you to learn.

Natalia: There are also rules in our communities. Can you imagine what our community would be like if no one ever stopped at red lights? What if everyone threw their garbage into the streets? The community wouldn't be a safe place to live, would it? Rules keep citizens happy, healthy and safe.

Steven: Who makes the rules we all follow? Most of them are put into place by leaders. At home, the leaders are your parents. At school, your principal and teachers make the rules. In a community, government leaders such as the mayor and city council make rules for everyone to follow.

Natalia: This week we will learn more about rules in communities. We will study different groups that help keep citizens in a community safe. We will also learn about our responsibility to follow the rules. Most of all, we will be able to understand why rules and laws give us a better place to live.

Leaders **Rules**
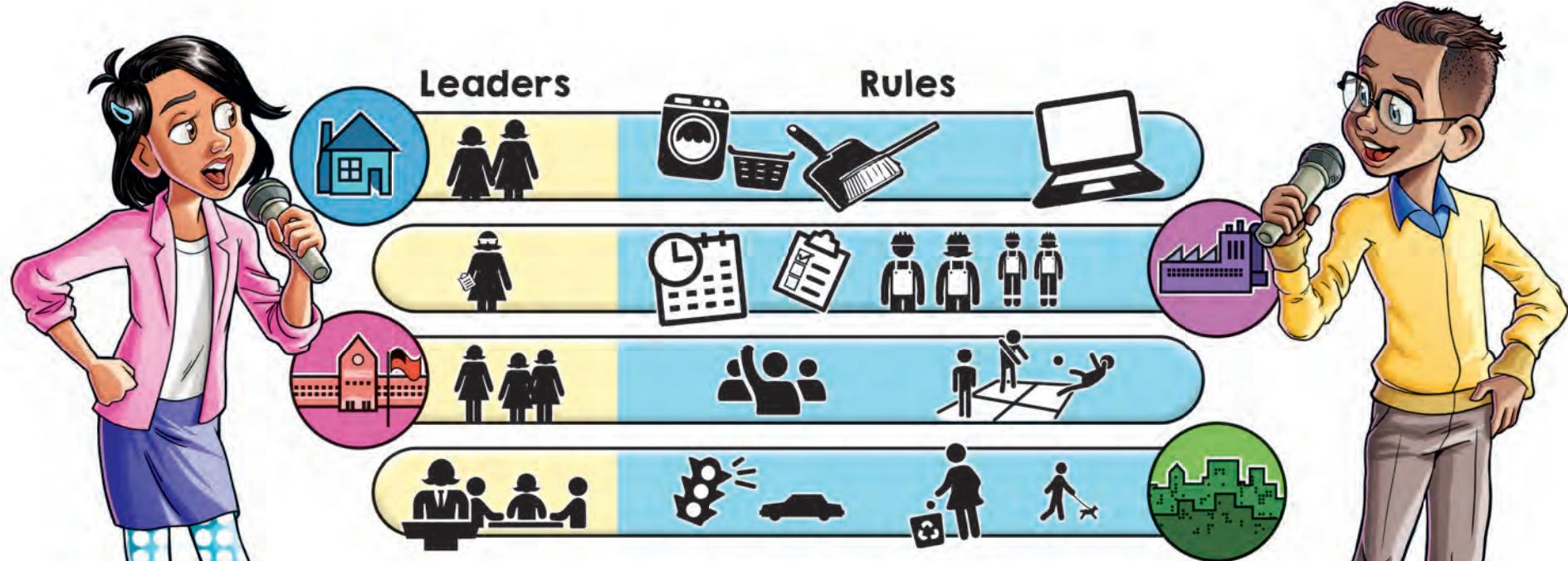
Connections

Citizenship in the Classroom

Learning to be a good citizen in your classroom is important. It is a good way to make sure everyone has the chance to learn. When we understand the rules of our school and respect them, we are practicing good citizenship. It will help us to understand and respect the laws of our state. We will know how to respect the laws of the United States of America. When we are good citizens, it means we respect the rights of others. We are free to make choices about how we live and behave as long as our choices don't take away the freedoms of others.

When someone is noisy in the classroom, how does that take away your freedom? Good citizenship in the classroom means many things. You can also participate in activities or help others. List some ways that you may have been a good citizen in the last week.

Importance of Laws
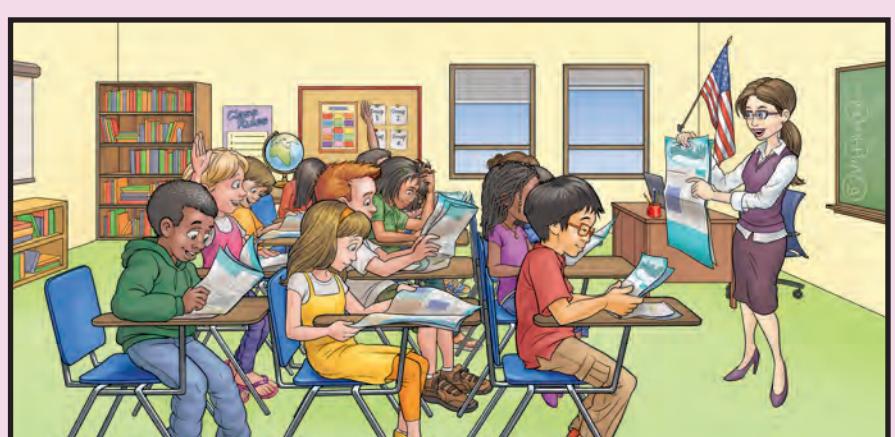
We have laws for a reason, but people sometimes have trouble obeying the laws. Many accidents have been caused by people texting while driving. It is now illegal to text and drive in Ohio. Before seat belts were installed in cars, many people were thrown out of their cars during accidents and were hurt or killed. Because of seat belt laws, many people who could have been hurt in an accident have been able to walk away unharmed. People who don't obey the law have to pay a fine and can possibly have their license taken away.

Why are laws important?

Have you ever seen a car run through a red light? It is a law in every state that people must stop at red lights.

This helps traffic move smoothly and keeps everyone safe. If a driver runs a red light, they can cause an accident and people can get hurt. It's best to always pay attention and obey traffic laws, no matter how much of a hurry you might be in.

Laws are made to help keep people in the community safe. Have you ever thought about why your parents drive on the right-hand side of the street? When cars going in the same direction drive on the same side of the street, there are fewer accidents. Why do your parents have to pay taxes? Your parents pay taxes so government agencies like police and fire departments have the money to help all members of the community. This means that laws benefit the community by helping keep people safe. Laws also make sure the services people need are available for everyone.

Digital Citizenship

Are you a good digital citizen? What is a digital citizen anyway? Digital citizens are people who use technology in a responsible way. A digital citizen knows what is right and wrong when using the internet, cell phones and other types of technology. A digital citizen makes good choices when using any type of technology. Here are a few rules for being a good digital citizen:

1. Always get an adult's permission before using technology or downloading apps.
2. Learn how to use technology properly.
3. Never use technology to say something unkind about others.
4. Use technology in a helpful way. Share only things that are positive.
5. Don't say anything while using technology that you would not say to someone in person. Don't let technology make you a bully.
6. Follow the rules. Many social media sites do not allow children under 13 years old to join.
7. When connecting with others using technology, treat them the way you would like to be treated.
8. Don't use music, movies, games or other data without paying for them. Be honest and obey the law.
9. Limit the time you spend using technology. It isn't healthy for your mind or body to spend too much time doing one thing. Balance your activities, and you will be happier!

No Rules or Laws

Imagine we didn't have any rules or laws at all. Write three ideas about what you think might happen in your classroom or your community if there were no rules or laws to follow. Write your ideas here.

1. _____

2. _____

3. _____

What is the difference between a rule and a law?

There is a difference between rules and laws. If you don't obey a law, the police can give you a ticket or even take you to jail. A law tells all citizens how they must behave. A rule is something that helps families, schools and other groups work better. At school, it is a rule that you raise your hand before you talk. This gives everyone a chance to be heard. The rule about not running in the hall keeps students safe. Your rules at home might include doing chores and getting home by a certain time.

If you don't follow a rule, you will get into trouble. You could be grounded at home or sent to the principal's office at school. It's all about something called consequences. Consequences are things that happen because of something else. You can think of it as a big game of dominoes. One thing causes another thing to happen, just like when one domino falls into another and causes all of them to fall. When you don't follow a law, bad things can happen. You might be in an accident or you might get a ticket. Consequences happen when you do good things, too. When you study for a test, you get a better grade. When you follow rules and laws, things work better for everyone.
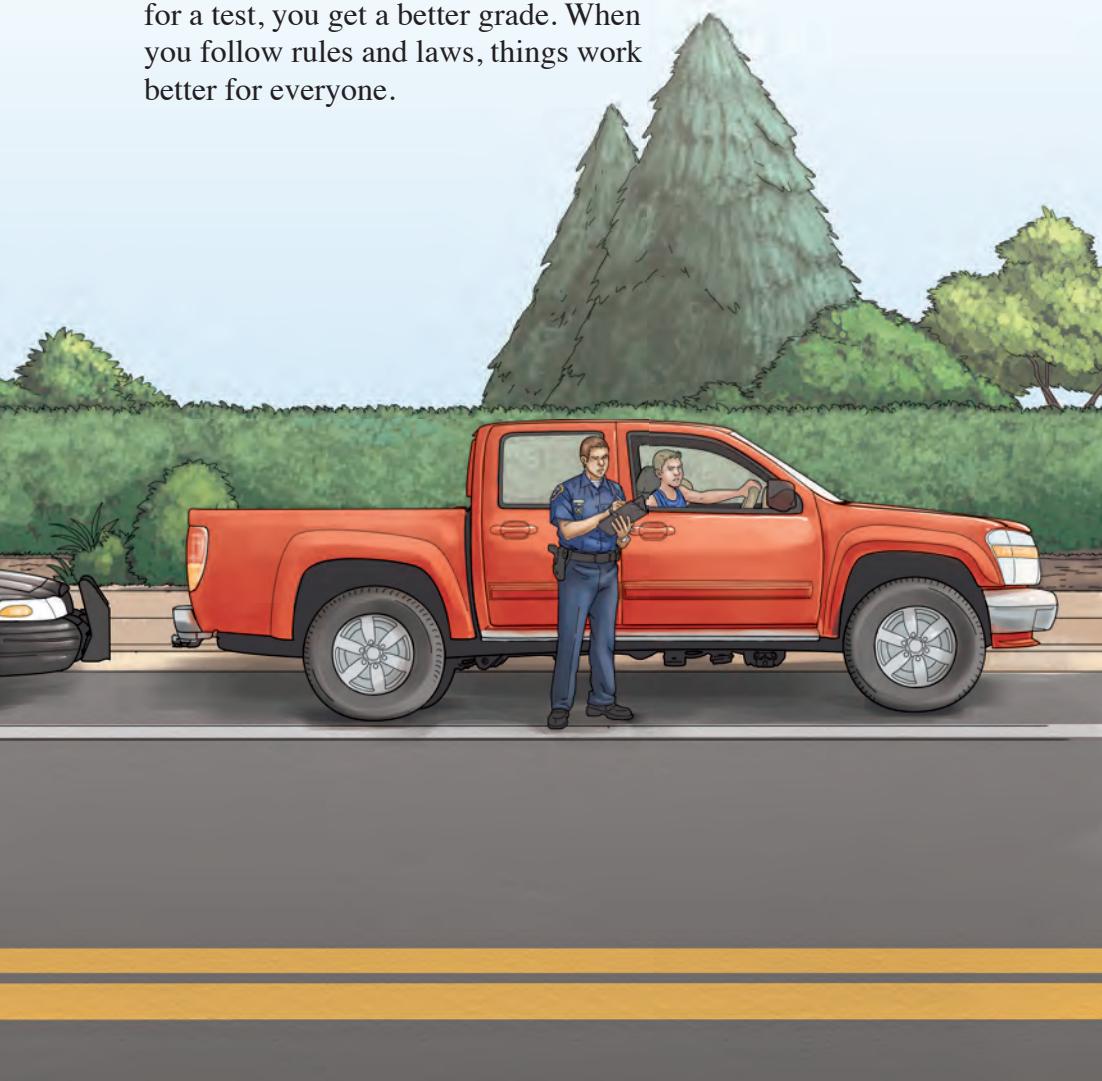
Law and Order

When you ride in the car with an adult, do you notice they stop at red lights and stop signs? Which side of the street does the driver drive on? Would things work as well if the driver drove on the left side of the street and ignored all the red lights? Think about the mess that would cause! Every day people in your community follow lots of rules and laws that help make life easier and safer. Without these rules, life just wouldn't be as safe.

Some of the most famous people in our history knew that it was important to follow the rules. They also knew that sometimes it was important to change the rules. By knowing when to follow the rules and when to change them, many people have made our country a better place to live. That doesn't mean our country is perfect. There's still lots to do to make things fair for everyone. By working within the law and respecting the people who make the rules, we can make change happen.

American Heroes

Heroes can be great leaders like Susan B. Anthony, Benjamin Franklin, Eleanor Roosevelt or Martin Luther King Jr.—people who now seem stronger and greater than others. These were people who ensured that laws applied to all people. Our country needed heroes like them in the past, and we still need them today. Most heroes are ordinary people like you—people who are willing to work for a cause they believe in. Think about it. What if no one had marched for women's rights with Susan B. Anthony? What if Martin Luther King Jr. had stood alone against the unfair laws that discriminated against African Americans? America needs both great leaders and ordinary people working for change. When you grow up, you may be a great leader or an everyday citizen. Either way, America needs you to take a stand for what is right to make our country a place where everyone has equal rights and equal opportunities.

Benjamin Franklin

Susan B. Anthony

Martin Luther King Jr.
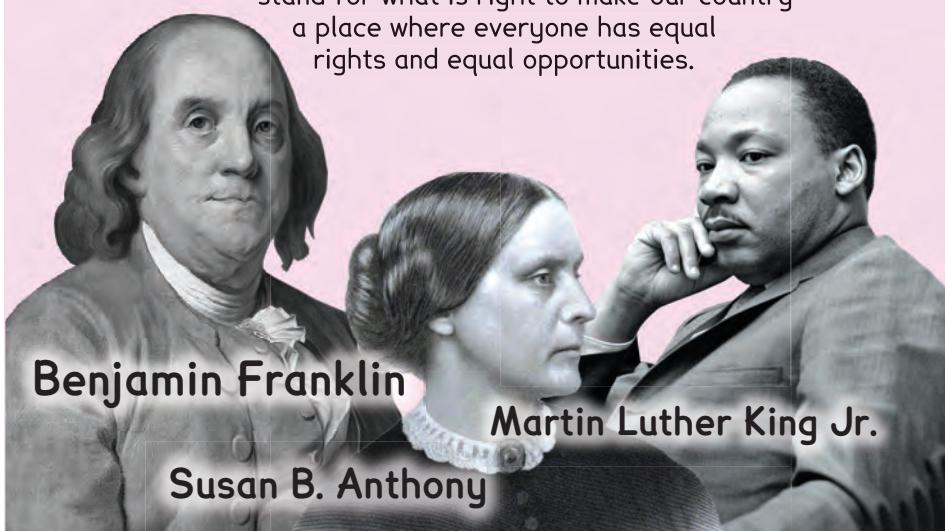
Consequences

Think about how happy you are when you have good citizens all around you. Unfortunately, this is not always the case. Sometimes people around you are not always good citizens and that means bad things can happen. An example of this is when a person breaks the law. Stealing or hurting another person is against the law. It does not respect the rights of others. When something like this happens, there must be a consequence. A consequence is a type of punishment or something that happens as a result of doing or not doing something. When you break a rule at home, you may suffer a consequence. You might lose the privilege to use electronic devices like tablets and laptops. When you break a rule at school, do you have consequences? When a person breaks the law, he or she might have to pay a fine or go to jail.

Breaking laws and rules is not good citizenship. When a person breaks a rule or law, it shows that they do not have respect for others' rights or property. That is why there must be a punishment or consequence in your home, school or community when a rule or a law is broken. People should always do what's right. The possibility of consequences helps to keep citizens from making bad choices. Remember to be a good citizen and avoid the consequences of breaking rules or laws.

Name _____

Rule or Law?

These rules and laws are all mixed up. Determine which are rules and which are laws. Write them in the correct column of the T-chart. When you are finished, write one sentence telling what the rules have in common and one sentence telling what the laws have in common.

Throw trash in the trashcan.
Cross the street at a marked crosswalk.
Walk quietly in the school hallway.

When riding a bicycle, the cyclist must stop at stop signs.
Raise your hand to speak.
Children ages 8-15 must use a child safelty seat or safety belt.

Rules	Laws

_____

_____

_____

Imagine ... No Rules or Laws

Using one of the three ideas you came up with earlier, create a cartoon strip to illustrate what might happen if there were no rules or laws. Be sure to include illustrations and speech bubbles.
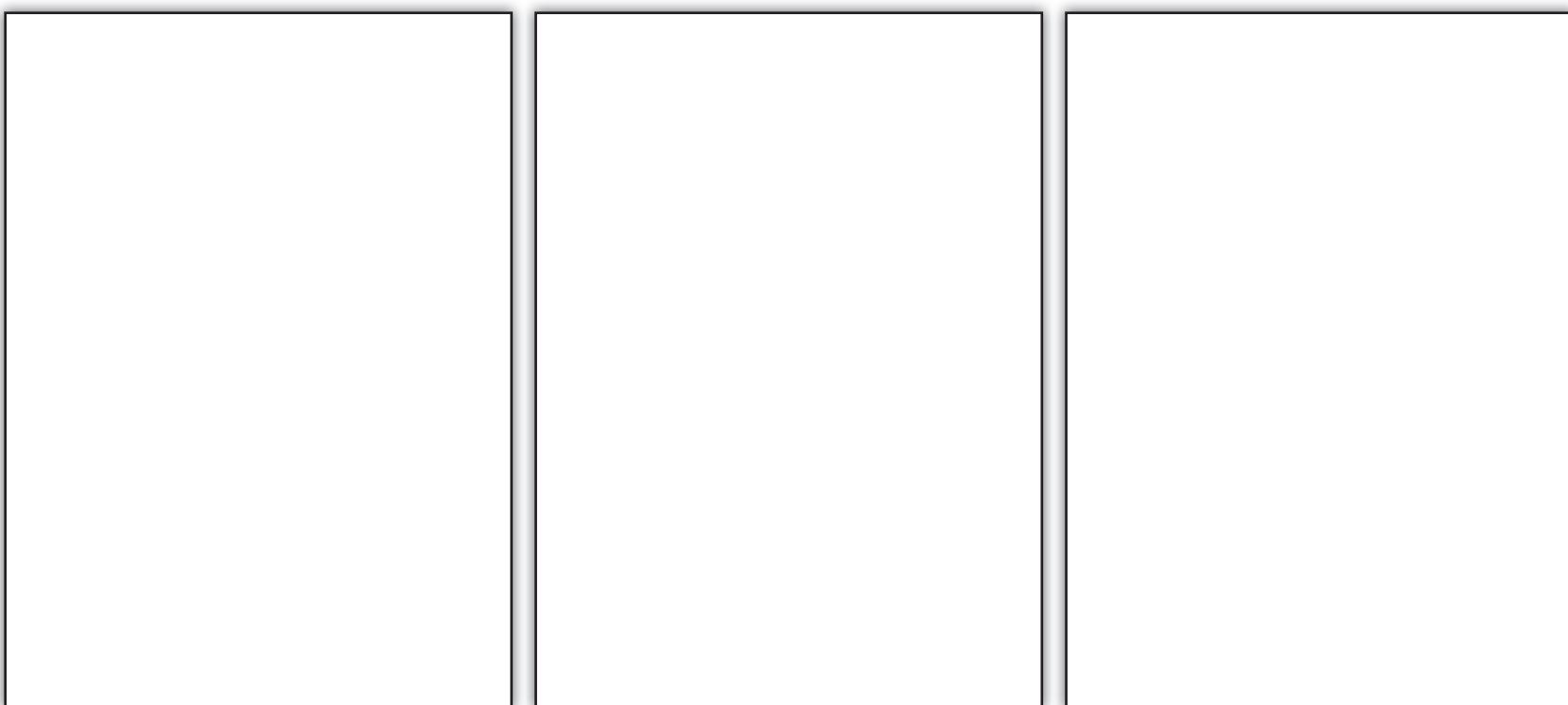
Let's Write

Students will write a short journal entry identifying a classroom or school rule that they think should be changed. Ask students to support their position by giving one or two reasons why this rule is not important or why it should be altered or updated.

Think & Review

1. Why does a group or society need rules?
2. What is the difference between rules and laws?
3. Why is it important to be a good digital citizen?
4. How do consequences prevent people from breaking rules and laws?
5. How do school rules help keep us safe?

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 <u>at least two</u> 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=m5TwT69i1lU&list=PL6DC9F41EBC5695D1&index=3

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

https://www.youtube.com/watch?v=rxwWlQNGeKE&list=PLyPLVV5ZP3toAOnj7OcVXN8voaQKFAzUY

Gr 5 week 5

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

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.

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