



## Week 5

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	<p><b>Learning Warm-Up and Independent Reading</b></p> <ul style="list-style-type: none"> <li>-Independently Read, "A Wild Ride"</li> <li>-Answer Questions, 1-4</li> <li>-Complete learning pathway through Imagine Learning Literacy (Access through Clever, found on CMSD website student page)</li> </ul>	<p><b>Learning Warm-Up and Independent Reading</b></p> <ul style="list-style-type: none"> <li>-Independently reread, "A Wild Ride"</li> <li>-Answer Questions, 5-7</li> <li>-Complete learning pathway through Imagine Learning Literacy.</li> </ul>	<p><b>Learning Warm-Up and Independent Reading</b></p> <ul style="list-style-type: none"> <li>-"A Wild Ride," Complete Questions, 8-9</li> <li>-Complete learning pathway through Imagine Learning Literacy</li> </ul>	<p><b>Learning Warm-Up and Independent Reading</b></p> <ul style="list-style-type: none"> <li>-"A Wild Ride, Complete Discussion Questions</li> <li>-Complete learning pathway through Imagine Learning Literacy</li> </ul>	<p><b>Learning Warm-Up and Independent Reading</b></p> <ul style="list-style-type: none"> <li>-Review a book from Scholastic Home (see Login information under Online Learning)</li> <li>-Complete learning pathway through Imagine Learning Literacy</li> </ul>
8:30	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>-Daily Language Practice Journal</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>-Daily Language Practice Journal</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>-Daily Language Practice Journal</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>-Daily Language Practice Journal</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>-Daily Language Practice Journal</li> </ul>
9:00	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Watch the youtube video, <u><a href="https://www.youtube.com/watch?v=fdujNczC9Dc">I Survived the Attack of the Grizzlies. 1967</a></u> read aloud, chapter 9. <u><a href="https://www.youtube.com/watch?v=fdujNczC9Dc">https://www.youtube.com/watch?v=fdujNczC9Dc</a></u></li> <li>- Reading Comprehension Journal</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Independently Read, <u><a href="https://www.youtube.com/watch?v=U10kgqE2RBQ">I Survived the Attack of the Grizzlies. 1967</a></u>, chapter 10. <u><a href="https://www.youtube.com/watch?v=U10kgqE2RBQ">https://www.youtube.com/watch?v=U10kgqE2RBQ</a></u></li> <li>- Reading Comprehension Journal</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Watch the youtube video <u><a href="https://www.youtube.com/watch?v=xBYOHuVOH-M&amp;t=37s">I Survived the Attack of the Grizzlies. 1967</a></u> read aloud, chapter 11. <u><a href="https://www.youtube.com/watch?v=xBYOHuVOH-M&amp;t=37s">https://www.youtube.com/watch?v=xBYOHuVOH-M&amp;t=37s</a></u></li> <li>-Reading Comprehension Journal</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Independently Read, <u><a href="https://www.youtube.com/watch?v=xBYOHuVOH-M&amp;t=37s">I Survived the Attack of the Grizzlies. 1967</a></u>, chapter 12. <u><a href="https://www.youtube.com/watch?v=xBYOHuVOH-M&amp;t=37s">https://www.youtube.com/watch?v=xBYOHuVOH-M&amp;t=37s</a></u></li> <li>-Reading Comprehension Journal</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Watch the youtube video <u><a href="https://www.youtube.com/watch?v=xBYOHuVOH-M&amp;t=37s">I Survived the Attack of the Grizzlies. 1967</a></u>, read aloud, chapter 13. <u><a href="https://www.youtube.com/watch?v=xBYOHuVOH-M&amp;t=37s">https://www.youtube.com/watch?v=xBYOHuVOH-M&amp;t=37s</a></u></li> <li>- Reading Comprehension Journal</li> </ul>

Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>10:00</b>	<p><b>Writing</b></p> <p>-Writing Prompt</p> <p>Why did the man with the beard say there is a big problem with bears at Glacier National Park?</p>	<p><b>Writing</b></p> <p>-Writing Prompt</p> <p>Authors use words to paint pictures in the reader's mind. Draw the picture you see when you read this selection: "Broken glass glittered in the dirt. Paper bags lay crumpled under tables. There were even straw wrappers floating in the air, like ghostly little birds." ~Chapter 10</p>	<p><b>Writing</b></p> <p>-What is an "apex predator?"</p>	<p><b>Writing</b></p> <p>-Writing Prompt</p> <p>Describe Steve's bear attack using at least three details from the text.</p>	<p><b>Writing</b></p> <p>-Writing Prompt</p> <p>What reasons do the chalet employees have for dumping garbage near the chalet every night? How do you feel about this?</p>
<b>11:00</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
<b>12:00</b>	<p><b>Math</b></p> <p>Activity:</p> <p>Find Unknown Angle Measures (13.7 Reteach)</p>	<p><b>Math</b></p> <p>Activity:</p> <p>Find Unknown Angle Measures (13.7 Additional Practice)</p>	<p><b>Math</b></p> <p>Activity:</p> <p>Find Unknown Angle Measures (13.7 More Practice/Homework)</p>	<p><b>Math</b></p> <p>Khan Academy Videos:</p> <p><a href="#">"Metric System: Units of Weight"</a></p> <p><a href="#">"Metric System: Units of Volume"</a></p> <p>Activity:</p> <p>Identify Metric Measurement Benchmarks (20.1 Reteach)</p>	<p><b>Math</b></p> <p>Activity:</p> <p>Identify Metric Measurement Benchmarks (20.1 More Practice/Homework)</p>
<b>12:30</b>	<p><b>Art</b></p> <p>Read about Chagall</p>	<p><b>Music</b></p> <p>Read about Louis Armstrong</p>	<p><b>Art</b></p> <p>Create art inspired by Chagall</p>	<p><b>Music</b></p> <p>Listen to Louis Armstrong' music</p>	<p><b>Art</b></p> <p>Continue Photo Journal</p>
<b>1:30</b>	<p><b>Social Studies</b></p> <p>-Read, "Full Extent of the Law" and "Order for a Decent Society"</p>	<p><b>Social Studies</b></p> <p>-Read, "Uncle Sam Says" and "Even Daredevils Need Harnesses"</p>	<p><b>Social Studies</b></p> <p>-Read, "Protected by Law!" And "Some Perks Under the Law"</p>	<p><b>Social Studies</b></p> <p>-Complete Activities: Crossword Puzzle and Charting Benefits of the Law</p>	<p><b>Social Studies</b></p> <p>-Complete, Think &amp; Review and Let's Write</p>
<b>2:00</b>	<p><b>Science</b></p> <p>-Daily Science Journal</p>	<p><b>Science</b></p> <p>-Daily Science Journal</p>	<p><b>Science</b></p> <p>-Daily Science Journal</p>	<p><b>Science</b></p> <p>-Daily Science Journal</p>	<p><b>Science</b></p> <p>-Daily Science Journal</p>
<b>2:30</b>	<p><b>Brain Break</b></p> <p>Choose a Movement &amp; Mindfulness Break Option</p>	<p><b>Brain Break</b></p> <p>Choose a Movement &amp; Mindfulness Break Option</p>	<p><b>Brain Break</b></p> <p>Choose a Movement &amp; Mindfulness Break Option</p>	<p><b>Brain Break</b></p> <p>Choose a Movement &amp; Mindfulness Break Option</p>	<p><b>Brain Break</b></p> <p>Choose a Movement &amp; 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"><li>• Literacy</li><li>• Math</li><li>• Science</li><li>• Social Studies</li><li>• Art</li><li>• Music</li></ul>	<p><b>Student Learning Kits</b></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 &amp; Journal</p> <p><u>Art:</u> watercolor paint, paper</p>
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# Additional Student Supports:

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

# Movement & Mindfulness Break Options:

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



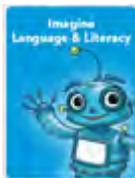


Hello Cleveland Metropolitan School Staff,

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



## 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!

<b>Assignments</b>	<b>Mon.</b>	<b>Tues.</b>	<b>Wed.</b>	<b>Thurs.</b>	<b>Fri.</b>
Learning Warm-Up and Independent Reading					
Language					
Reading					
Writing					
Math					
Art					
Social Studies					
Science					

## A Wild Ride



*“Dragon Khan” in Spain*



*“Crazy Cobra” in China*

### ■ Before you read the passage:

1. Do you like roller coasters? Write 1–2 sentences explaining why or why not.

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### 🔄 Read the passage and answer the questions.

## A Wild Ride

*Written by Charlene Brusso*

As the coaster clicks slowly up its first hill, it feels as if you’ll never get to the top. Then suddenly you’re plummeting down the other side, tilting and turning. Your stomach leaps up into your mouth, then sinks down into your shoes as you scream around a bend and turn upside-down. When the train finally comes to a stop, you’re out of breath, your heart racing. Another victory for gravity—and one wild ride!

2. How does the author start this article?

- describing what it’s like to ride a roller coaster
- explaining what makes roller coasters go fast
- teaching about the effects of gravity
- giving tips on how to enjoy a roller coaster ride

What makes roller coaster rides so exciting? How do they work? What keeps you from flying out of the cars? Roller coasters are machines that turn falling into fun. Traditional roller coaster cars don't have engines. A big chain drags them up the first hill. After that, gravity pulls them around the track.

3. Read this paragraph from the article. Highlight the sentence that explains the main idea of the paragraph.

Roller coasters are machines that turn falling into fun. Traditional roller coaster cars don't have engines. A big chain drags them up the first hill. After that, gravity pulls them around the track.

As the coaster rushes forward, the wheels rub against the track and the cars push against the air. This creates **friction** and the cars go a little slower and have a little less power behind them. This means each hill must be a bit shorter than the previous one. Engineers control the speed of the ride by the steepness of the hills. Riders like to go fast—but not so fast that they can't breathe. Roller coaster designers carefully figure out how steep each hill should be to get as much speed as possible without sending the cars off the track or making the people inside fly out.

4. What makes a traditional roller coaster go fast?

- a big chain and friction
- a powerful engine
- air pushing against the cars gravity and steep hills

When the coaster speeds up a hill, your body presses back into your seat, making you feel like an astronaut during a rocket launch. The squashing force you feel is called **g-force**. It's measured by comparing it to normal Earth gravity (which is 1 g). A little extra g-force is thrilling, but too much can be uncomfortable. Most roller coasters stay under about 3 or 4 g's, which feels like three or four times that of normal gravity. Before a roller coaster is even built, computers can figure out exactly how much squashing force (or g's) a rider will feel at any point in the ride. If it's too much, engineers make the hills less steep or the curves less sharp.

As the car goes over the top of a hill and starts to plunge down, for a second your body is still traveling upward.

This makes you feel like you're floating, about to come out of your seat. This floating sensation is called **airtime**. If you like it, sit in the last car, lift your feet, and look up as you go over the hill. You might feel like you're flying!

When you go around a curve, you might notice that the track slants sideways instead of lying flat. That's because the heavy, fast-moving cars naturally want to continue going straight. The tilted track helps push them around the curve. Your body also wants to keep going straight. The tighter the turn, the more you'll feel like you will fly out sideways.

A good roller coaster ride unfolds just like a good action movie. Steep climbs and drops are spaced between more gentle hills and turns to let you catch your breath. Some roller coasters even do loops. So why don't you fall out? One reason has to do with the safety bar. It holds you firmly in place, even upside down. (Thank you, safety bar!) But the main reason is a force created by the fast-moving roller coaster car which is called **centrifugal force**.

5. Read these sentences from the article. Highlight the sentence that includes a simile.

A good roller coaster ride unfolds just like a good action movie. Steep climbs and drops are spaced between more gentle hills and turns to let you catch your breath. Some roller coasters even do loops. So why don't you fall out? One reason has to do with the safety bar. It holds you firmly in place, even upside down.

You can see this force at work with a pail and a ball. Put the ball in the pail and swing the pail quickly in a complete loop over your head. The ball stays in the pail. Why? At each moment around the curve, the ball wants to keep going straight ahead, off into space. But it's stopped by the pail. On a roller coaster, the force of the cars as they try to keep going forward sticks them to the track, even upside-down.

At the end of the ride, as the cars return to the station, strong brakes on the track grab onto the cars and bring them to a gentle stop. Ride's over! Time to go again!

6. Which **TWO** things keep the cars on the track?

- centrifugal force
- a swinging pail
- a safety bar
- three sets of wheels
- strong brakes

Why do we like to scare ourselves silly? It's a trick of how our brains work. When you feel yourself falling, your fear center sends out an emergency alert. Your body floods with **adrenaline**, a chemical that wakes you up and gives you a sudden burst of energy. But a moment later, another—slightly slower—part of your brain says, "Hey, wait, we're on a ride! It's OK!" Fear plus instant relief equals a thrilling ride you won't forget!

7. What do you think the perfect roller coaster ride would be like? Would it have steep hills, sharp curves, dips, or loops? Describe the perfect roller coaster ride in 2–3 sentences.

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8. Match the words from the word bank below to the descriptions of how engineers design roller coasters. Write one word in each blank.

airtime	centrifugal force	friction	adrenaline	g-force
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<p>Engineers count on this chemical to give riders quick energy and alertness from fear.</p>	
<p>Engineers make each hill shorter than the previous one because the cars slow down.</p>	
<p>Engineers use computers to measure this squashing force so the ride isn't uncomfortable.</p>	
<p>Engineers design tilted tracks to help the cars turn when they want to keep going forward.</p>	
<p>Engineers design steep hills that create a feeling of floating when a car goes over them.</p>	

 Go back through the text and highlight at least **three** details about the forces and designs that make a traditional roller coaster work.

9. Use the information you've highlighted and the answers to the questions to help you write a summary of the article. Write at least five sentences. Be sure to explain the following:

- why roller coasters are exciting rides
- at least three details about the forces and designs that make a traditional roller coaster work

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Name \_\_\_\_\_

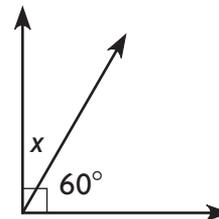
## Find Unknown Angle Measures

You can use known angle measures to find unknown angle measures.

Find the measure of the unknown angle,  $x$ .

**A.** Identify what you know.

- The two angles form a right angle. So, the sum of their measures is  $90^\circ$ .
- The measure of one angle is  $60^\circ$ .



**B.** Determine how you can use what you know to find the measure of angle  $x$ .

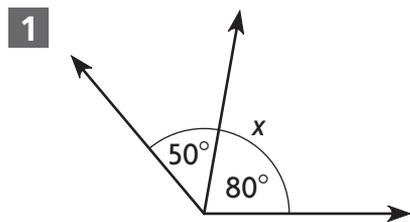
You can subtract  $60^\circ$  from  $90^\circ$ .

**C.** Write an equation to find the measure of angle  $x$ .

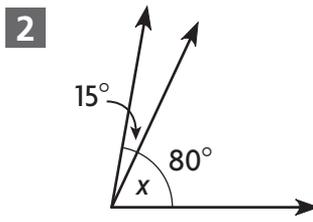
$$\underline{90^\circ} \quad \ominus \quad \underline{60^\circ} \quad \ominus \quad \underline{30^\circ}$$

The measure of angle  $x$  is  $30^\circ$ .

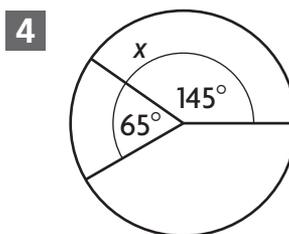
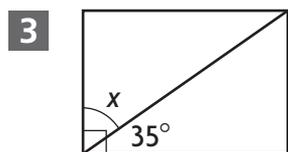
Write an equation to find the measure of the unknown angle.



$$\underline{50^\circ} \quad \oplus \quad \underline{\quad} \quad \ominus \quad \underline{\quad} \quad \underline{\quad}$$



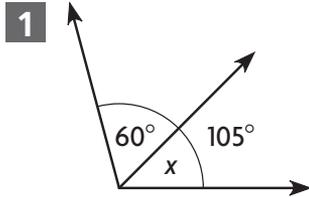
$$\underline{\quad} \quad \ominus \quad \underline{\quad} \quad \ominus \quad \underline{\quad} \quad \underline{\quad}$$



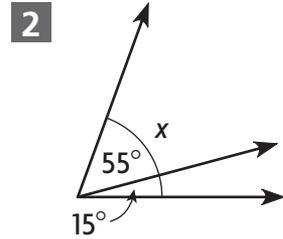
Name \_\_\_\_\_

# Find Unknown Angle Measures

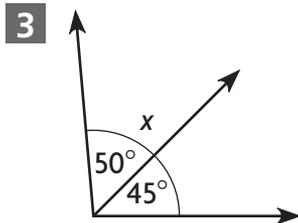
Write an equation to find the measure of the unknown angle.



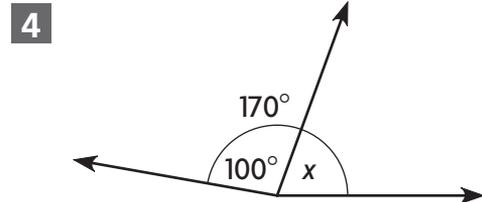
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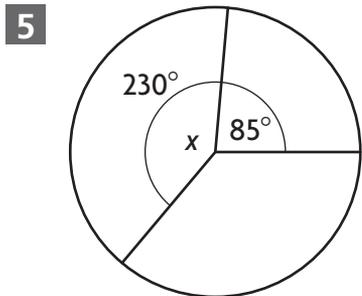
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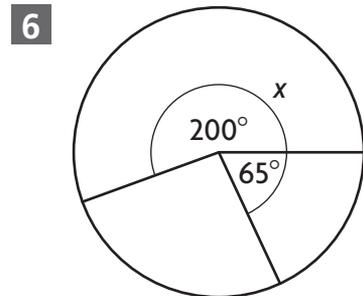
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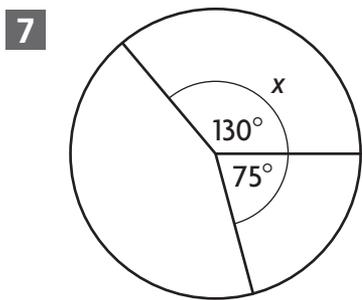
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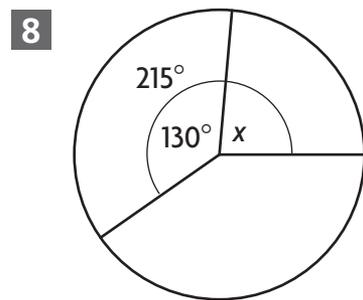
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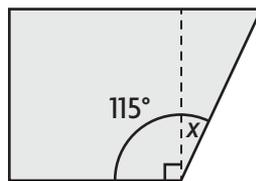
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Name \_\_\_\_\_

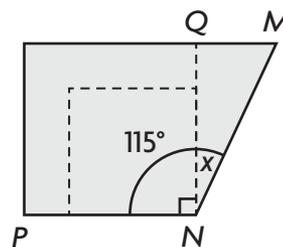
# Find Unknown Angle Measures

- 1** Laura cuts a square out of scrap paper as shown. What is the angle measure of the piece left over?



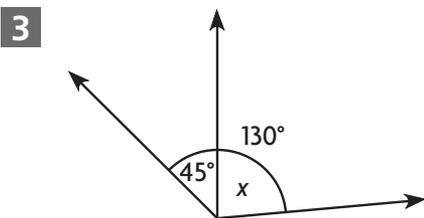
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- 2 Math on the Spot** What if Laura cut a smaller square as shown? Would  $m\angle MNQ$  be different? Explain.

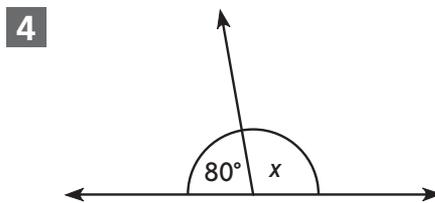


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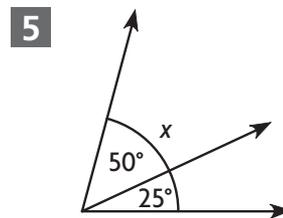
Write an equation to find the measure of the unknown angle.



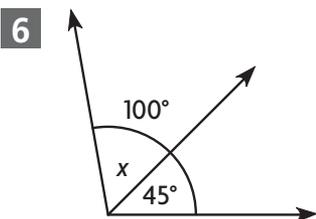
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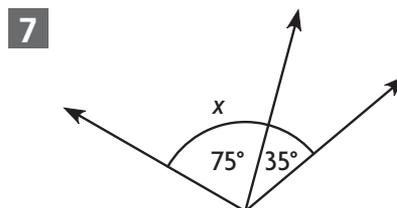
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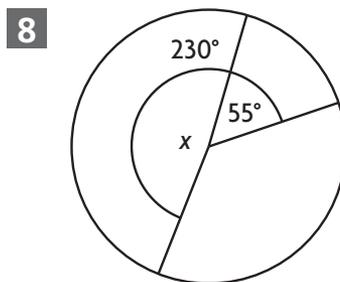
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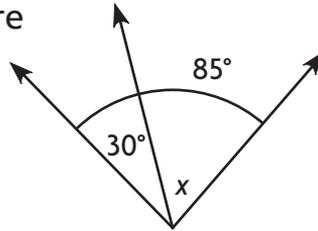


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## Test Prep

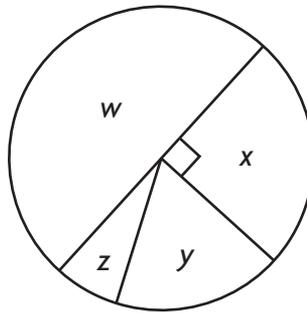
9 Which equation shows the measure of the unknown angle?

- (A)  $85^\circ + 30^\circ = 115^\circ$
- (B)  $85^\circ - 30^\circ = 55^\circ$
- (C)  $115^\circ + 30^\circ = 145^\circ$
- (D)  $115^\circ - 30^\circ = 85^\circ$



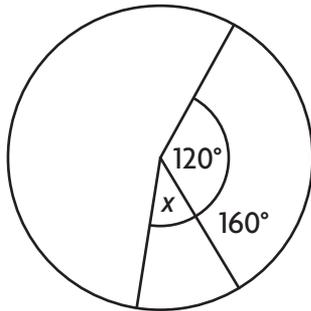
10 Match the measure of each angle with its angle.

- |             |                       |     |                       |
|-------------|-----------------------|-----|-----------------------|
| $180^\circ$ | <input type="radio"/> | $w$ | <input type="radio"/> |
| $65^\circ$  | <input type="radio"/> | $x$ | <input type="radio"/> |
| $25^\circ$  | <input type="radio"/> | $y$ | <input type="radio"/> |
| $90^\circ$  | <input type="radio"/> | $z$ | <input type="radio"/> |



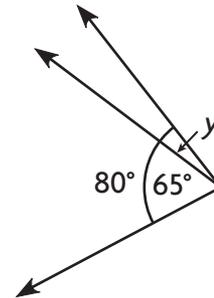
Write an equation to find the measure of the unknown angle.

11



\_\_\_\_\_

12



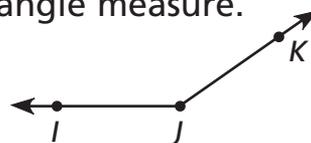
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## Spiral Review

13 How many degrees are in an angle that turns through  $\frac{1}{8}$  of a circle?

\_\_\_\_\_

14 Use a protractor to find the angle measure.



\_\_\_\_\_

Name \_\_\_\_\_

# Identify Metric Measurement Benchmarks

You have learned how to use customary units to measure. You can also use metric units to measure. You can use objects as benchmarks.

### Length:

- A dime is about 1 millimeter thick.
- Your pinky finger is about 1 centimeter wide.
- The distance from a doorknob to the floor is about 1 meter.

### Volume:

- A raindrop is about 1 milliliter.
- 1 quart is about the same as 1 liter. A large soda bottle holds 2 liters.

### Mass:

- A raisin has a mass of about 1 gram.
- A dictionary has a mass of about 1 kilogram.

Circle the better estimate of the measure.

**1** About how much liquid can a pot hold?



3 milliliters      3 liters

**2** About how wide is a refrigerator?



1 meter      1 decimeter

**3** About how much does a puppy weigh?



6 grams      6 kilograms

**4** About how long is a dollar bill?



16 centimeters      16 millimeters

Name \_\_\_\_\_

# Identify Metric Measurement Benchmarks

**1** Which amount is a reasonable mass for a banana?

- 120 grams
- 12 kilograms



**2**  **Reason** Charlie says that a small mug holds about 1 liter. Is he correct? Why or why not?




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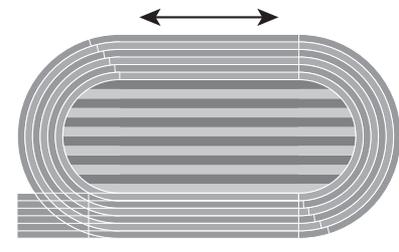
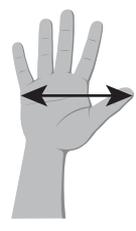
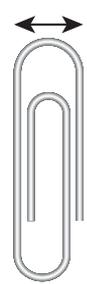


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**3** Taryn wants to measure the height of her 4-year-old brother. Which could she use?



 **Attend to Precision** For each item, tell what metric unit you would use to measure.

**4** mass of a dog \_\_\_\_\_

**5** length of a road trip \_\_\_\_\_

**6** amount of water in a pool \_\_\_\_\_

**7** mass of a feather \_\_\_\_\_

**8** Record an object whose mass you could measure in grams.

---

**9** Record an object whose liquid volume you could measure in liters.

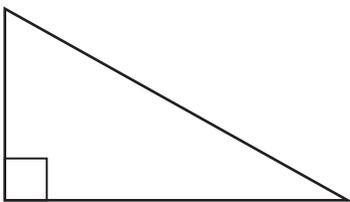
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## Test Prep

- 10** Kip measures the length of his shoe. Which measurement could be correct?
- (A) 19 centimeters                      (C) 19 meters  
(B) 19 kilometers                        (D) 19 millimeters
- 11** Which could you use to measure liquid volume? Choose all that are correct.
- (A) gram                                      (D) meter  
(B) kilogram                                (E) milliliter  
(C) liter                                        (F) millimeter
- 12** Shenika finds that an object has about the same mass as 25 paper clips. Which could be Shenika's object?
- (A) boot                                        (C) paper plate  
(B) notebook                                (D) tube of toothpaste
- 13** Which could you use to measure mass? Choose all that are correct.
- (A) gram                                        (D) meter  
(B) kilogram                                (E) milliliter  
(C) liter                                        (F) millimeter

## Spiral Review

- 14** Classify the figure.



- 15** Draw and label an angle. Use the labels to identify the points, line segments, and rays that are shown on the drawing.
-



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## Full Extent of the Law

What would life be like if there were no laws? It might seem like a dream to have no rules and be able to do whatever you wanted to, whenever you wanted. It would be like school vacation every day of the year, right?

Well, it might not be as exciting as it seems. If there were no laws, life would become complicated quickly. For example, imagine if there were no traffic laws. Without traffic laws, people wouldn't need a license to drive. That means anyone could drive whether they knew how or not. There would be no traffic lights or crossing guards to direct traffic. Cars wouldn't have to obey speed limits. Cars would not need to stop for pedestrians trying to cross the street. If a bad driver caused an accident, they wouldn't be held responsible. There would be no policeman or courts to enforce the traffic laws. The driver could get a bunch of his friends to say the accident wasn't their fault. In fact, without laws, there might not even be a road. No one would be required to pay money to fix and maintain the roads or the town.

Laws are in place to keep us safe. Laws can help to make sure that every person in a town, city, state or country has the same rights and responsibilities. Going to school is the law. It is important for every child to learn. The more you learn, the better prepared you are for the world. It is the law for people to pass a driving test and get a license so that other drivers and pedestrians are safe as they travel. Jury duty is a requirement for citizens. They must serve as members of a jury to help decide the outcomes of court cases. It is the law because it is designed to keep trials fair for both sides. Paying taxes is a law that everyone must follow so that towns and cities can have basic needs such as roads, railways, electricity, harbors and clean water.

Each citizen is just one part of a whole community. Laws make sure that every citizen is responsible for helping his or her community be safe, structured and secure.

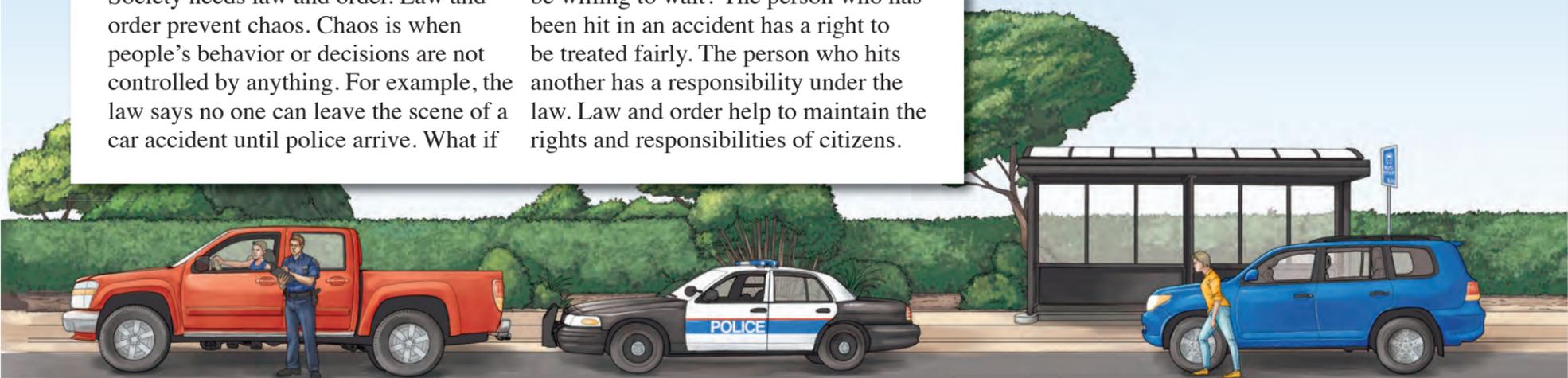


### Connections

## *Order for a Decent Society*

Laws help to create order in a society. Society needs law and order. Law and order prevent chaos. Chaos is when people's behavior or decisions are not controlled by anything. For example, the law says no one can leave the scene of a car accident until police arrive. What if

there were no such law? Would people be willing to wait? The person who has been hit in an accident has a right to be treated fairly. The person who hits another has a responsibility under the law. Law and order help to maintain the rights and responsibilities of citizens.





# Uncle Sam Says

Have you met Uncle Sam? Yes, you have! Uncle Sam is a nickname for the United States. We all have to follow the rules of the United States and do what Uncle Sam says.

There are three different kinds of laws that we all must follow. These are local, state and federal laws. Local laws are the laws that govern the community you live in. They might include rules for owning or running a business. They also tell where people live or how their housing is maintained. Transportation rules and how people park their vehicles are other local laws. How people take care of their pets or hold events are local laws, too. Local laws are the rules for what takes place on a local, community level. As long as a local law doesn't go against a state or federal law, it is okay.

State laws are laws that everyone living in one state must follow. Each state has its own constitution,

and

government and court system. Laws can be different from state to state. They are rules for things such as crime, family matters, public assistance, property and business. What to do when someone is injured, either at or away from work, is a state law, also.

Every person living in the United States must follow federal laws. Immigration law, or rules for people from another country or territory, is a federal law. Rules for government programs that help people with income, food, housing, education or health are federal laws.

All federal laws serve important purposes. Perhaps some of the most important are anti-discrimination and civil rights laws. These laws have been adopted at different points in our nation's history. Certain U.S. citizens were stopped from enjoying basic rights. They could not vote, work, earn equal pay or live in certain places. The Civil Rights Act of 1964 protects people because of their race, color, religion, gender or national origin. Other federal laws protect people because of their age, citizenship or if they have any disabilities. These laws say everyone must be treated fairly.

Some of our most basic laws are a combination of state and federal law. For example, it is federal law that all citizens of the United States



## Even Daredevils Need Harnesses

There is nothing better than having fun. What could be greater than an exciting adventure? Some people love the thrill of dangerous stunts. Nik Wallenda is a world, record-holding, high-wire walker. In 2012, he became the first person to walk across Niagara Falls on a tightrope. He was not allowed to do it unless he agreed to wear a safety harness. We all want to enjoy ourselves and explore our world. But accidents can happen when we least expect them. That is why there are laws and rules about safety.

Have you ever seen a sign on the road or highway that says, "Buckle up! It's the law"? This sign is reminding you to always wear your seatbelt. Your seatbelt keeps you in your seat so that you are safe if there is an accident. In fact, seatbelts help reduce injuries

from car accidents by half. That is why it is the law to buckle up. It will keep you safe!

You have probably encountered many other safety laws and rules in your life. One rule is to wear a helmet when you're skateboarding, riding any kind of bike or all-terrain vehicle. Rock climbing is always safer when you are with another person and wearing a secure safety harness. At your community pool or beach, you might not be allowed to swim without a lifeguard present. You might be a great swimmer, but wouldn't you rather have someone there to keep you safe?

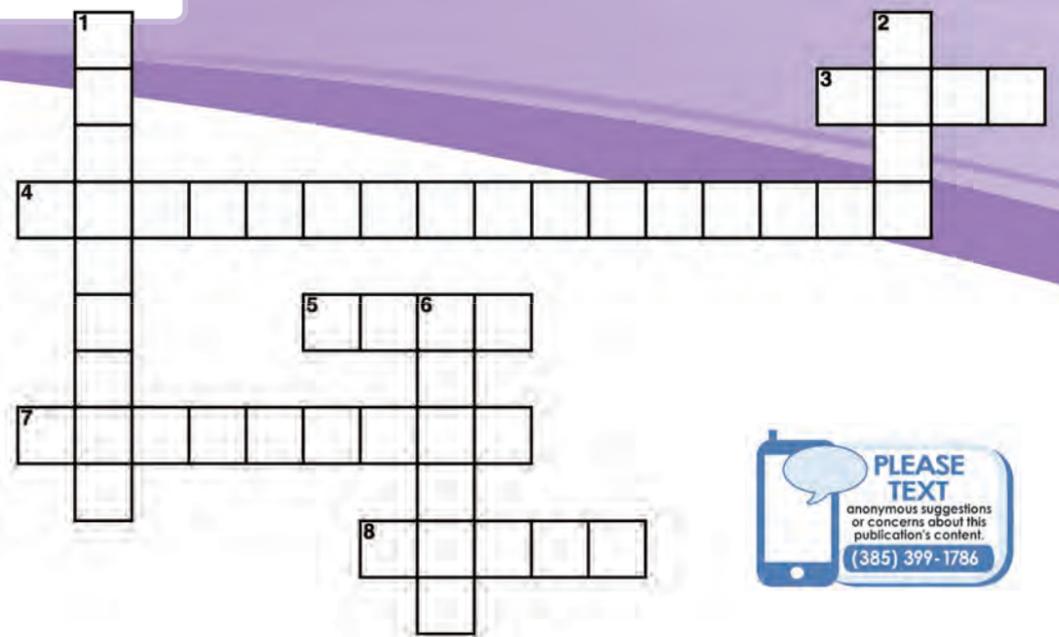
Having fun and adventure is one of the great pleasures of life. But so is being able to do so safely. If you follow safety rules and laws, then there is no limit to how many adventures you can have!





Name \_\_\_\_\_

- ACROSS**
3. free from harm
  4. things that we are supposed to or expected to do
  5. a group of people who decide if someone is guilty or not in a trial
  7. an earned ability to do something
  8. a part of a country that has its own government
- DOWN**
1. an exciting and sometimes dangerous experience
  2. a set of rules created for the purpose of keeping the peace and security of society
  6. certain actions, abilities or ideas that all people are entitled to



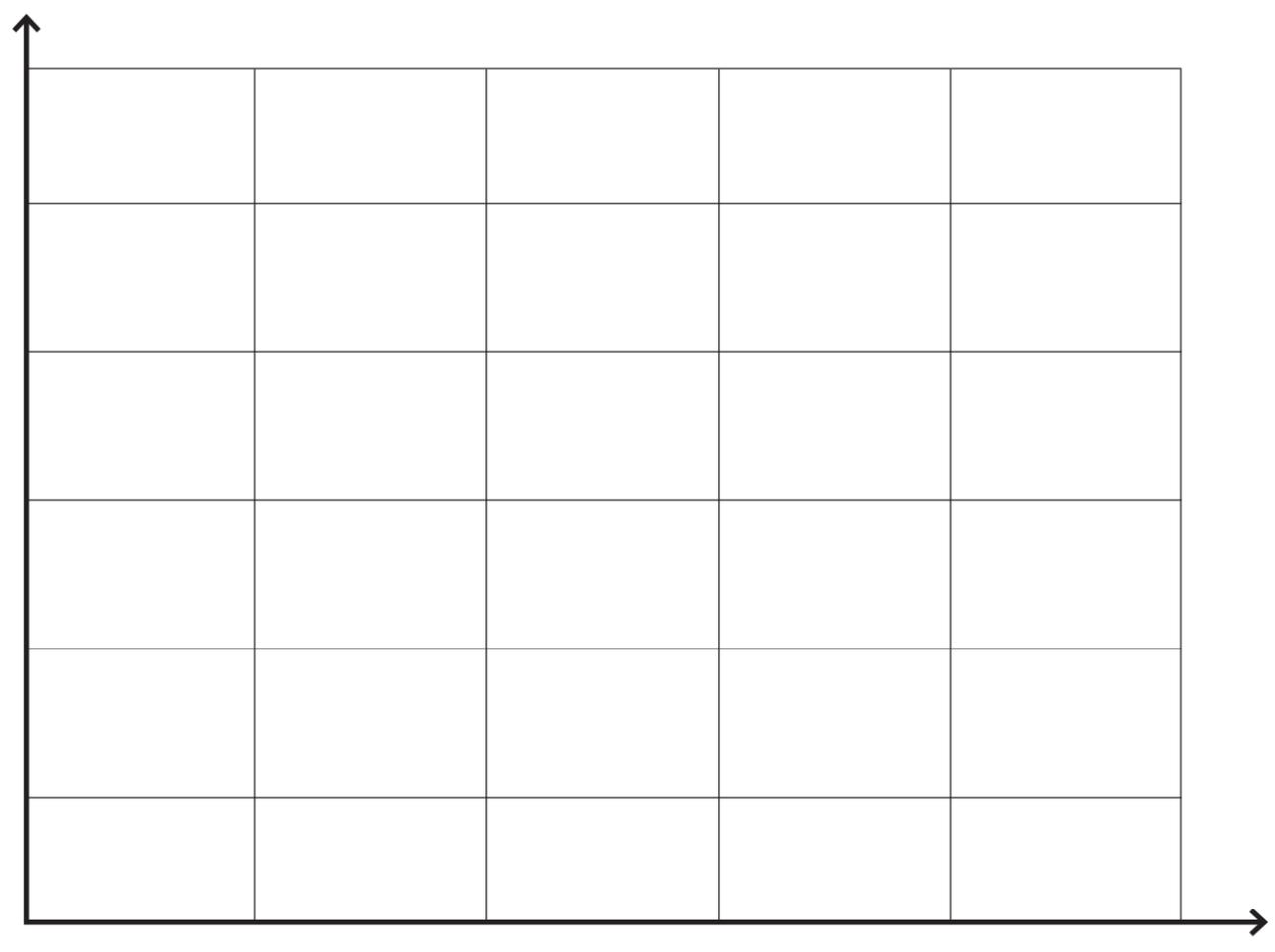
## Charting Benefits of the Law

### Activity

Although laws are made to ensure a safe and fair society, we often find ourselves inconvenienced by the law. For example, we would all like to travel freely to any country we love but the law requires us to have a visa and a passport to do so. A little inconvenience, however, is no match for the immense benefits inherent in a lawful society. Create a bar chart to compare the benefits of laws regarding the following:

1. driver licensing
2. helmets for riding bikes and ATVs
3. being in school
4. passports before traveling
5. discrimination.

Your bar chart must rate the benefits of these laws between 0 and 100.



- Think & Review**
1. We have more traffic laws now than when cars were first invented. Why do you think such laws were created?
  2. Do you think laws make people act the right way? Or would people do this without laws? Explain your answer.
  3. In your own words, why is it important that we pay both state and federal taxes?
  4. Why do you think it was important to add laws to the Constitution?
  5. Many people confuse rights and privileges. In your own words, why do you think this happens?

**Let's Write**

As a U.S. citizen, you have rights, responsibilities and privileges. Explain the difference between a right and a privilege.

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

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

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

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

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

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

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

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

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

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

<https://www.youtube.com/watch?v=8IJzYAda1wA&list=PL6DC9F41EBC5695D1>

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

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

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

<https://www.youtube.com/watch?v=rxwWlQNGeKE&list=PLYPLVV5ZP3toAOmj70cVXN8voaQKFAzUY>

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