

5th Grade Resources English & Spanish

Monday
3/23/2020

Tuesday
3/24/2020

Wednesday
3/25/2020

Thursday
3/26/2020

Friday
3/27/2020

Math

Clever (iStation, Learning.com, Brain POP, HITT Handwriting, Studies Weekly, Typing.com, Khan Academy)

<https://clever.com/in/kerrvilleisd>

User name: FirstNameLunch#

Password: Lunch#

Pearson Successnet (Elementary Math Textbooks Grades 3-5)

<https://www.pearsonsuccessnet.com/>

Elementary student user name: FirstNameLunch#

Elementary student password: Lunch#

Free App:



Five Dice: Order of Operations Game

Your child will use five digital dice to create expressions that result in a target number.

Recommended time: daily

Below is a list of things that you can do at home with your child.

Videos:

[How to Solve Order of Operations Problems](#). This Math Motor video explains the Order of Operations. (Reminder, we do not use exponents in the fifth grade.)

[Prime Numbers and Composite Numbers](#). This video by Math Is Fun explains the standard method of division broken into steps. This video mentions exponents which are not taught in 5th grade.

Websites:

[Order of Operations Game](#). A game from Softschools that allows your child to practice following the correct Order of Operations.

[Thinking Blocks Multiplication](#). Your child can practice representing and solving multiplication word problems with models (strip diagrams).

[Prime Numbers](#). Number Ninja requires players to identify prime numbers.

Printable Resources:

5th Grade enVisionMATH2.0 Multiplication Review Worksheet: [English](#) and [Spanish](#)

5th Grade enVisionMATH2.0 Division Review Worksheet: [English](#) and [Spanish](#)

Social Studies

Recommended time: twice a week

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Activity Directions & Notes

Studies Weekly Week #25 - "The New Deal"

Log-in to Clever. Search for "The New Deal" and listen to the articles and watch the videos.

Google Earth Content Explorer

Use Google Earth to locate and explore this week's topics.

Click [HERE](#) and look for week #25

Content Reading/Response

Respond to the weekly content prompt on a sheet of paper

Social Studies Writing Prompt: Week 25

Read:

- After the Great Depression, the nation was suffering and needed help.
- Franklin D. Roosevelt (also known as FDR) was elected president of the United States in 1932. He ran for president on the idea of the "New Deal".
- The "New Deal" was designed to get Americans back to work, get banks and businesses open again, and help Americans buy homes.
- The Civilian Conservation Corps (CCC) gave work and money to Americans who worked to improve the nation, such as through building of roads and parks and fighting forest fires.
- The Tennessee Valley Authority (TVA) improved the lives of those living by the Tennessee River.
- The Federal Housing Administration (FHA) helped Americans borrow money to buy a new home.
- The Social Security Act (SSA) provided money to Americans who were out of work and to Americans over the age of 65, who were no longer able to work.

Prompt:

President FDR implemented (started) many programs that helped Americans and businesses be successful again. He saw there was a problem (banks and businesses were closed, people did not have work, some people did not have a home) and put steps in place to solve these problems.

Think of a problem that you experience or see others experience at school, home, or in the world. Why is this a problem? Who does the problem affect? What steps would you take to solve this problem?

Plan:

Use this graphic organizer to plan for your writing. You do not need to write in complete sentences in the organizer, but please use complete sentences with correct capitalization and punctuation in your writing.

problem/cause of problem	who problem affects	solutions

Brainpop Videos (Optional)

Log-in through Clever.

Watch the following videos:

Franklin Roosevelt

New Deal

Printable Resources

[Week #23 - World War I and the Great Depression](#)

[Semana #23 - La Primera Guerra Mundial y la Gran Depresión](#)

ELAR

Recommended time: daily

Students are currently working on making inferences. To make inferences while reading, students should consider the context, their prior knowledge or experiences, features of the text, and other comprehension tools to make reasonable, logical assumptions about the intended meaning of a text. Below is a list of things you can do at home with your child.

Reading:

Read or listen to a fiction story, or select any fiction book you have at home.

While reading, use this [Graphic Organizer](#) to help you make inferences about the text. Think about what you read and what you already know and how that helped you “read between the lines” to make inferences and improved your comprehension of the text.

--OR--

Read the passage *Nothing Ever Happens in the Country* (access [online here](#) or you may print a copy.) Answer the included questions as you read and make sure to identify evidence from the text to support your answers.

Read to or with your child for 15-20 minutes a day simply for pleasure. Engage in a conversation about what you read and why you liked it.

Writing:

Have students write an informational (expository) essay that explains something. Allowing them choices in topics will increase their motivation. Some sample writing questions are here:

Write about whether you would or would not like to return to school next week. Explain why you want to return or do not want to return to school.

Write a note to a friend explaining how he or she can keep from getting bored or lonely while at home for the next week.

Write about how to make your favorite treat to eat. Explain the necessary ingredients and the steps required to make this special treat.

Reading response--Have the student write a note or letter to one of the characters in a book he or she is reading. What advice would they offer? What does the character need to know? How can the student relate to events and feelings the character has?

Grammar:

Review compound sentences--two complete sentences combined with a coordinating conjunction (for, and, nor, but, or, yet, so) and a comma. Example: My parents bought a cute little pit bull puppy, and he ate my homework. Complete one of [these worksheets](#) for practice or write a few of your own compound sentences using a coordinating conjunction and a comma.

Websites:

<https://classroommagazines.scholastic.com/support/learnathome/grades-3-5.html>

www.timeforkids.com/

www.highlightskids.com

www.pbskids.org

www.brainpop.com

www.seussville.com

www.kids.nationalgeographic.com

www.readingecb.org

www.storylineonline.net

www.brainpop.com

www.squigglepark.com

www.abcya.com

Tiempo recomendado: diarios

Los estudiantes están trabajando en hacer inferencias. Para hacer inferencias mientras leen, los estudiantes necesitan considerar el contexto, su conocimiento previo o experiencias, características del texto, y otras herramientas de comprensión para hacer suposiciones razonables y lógicas sobre el significado previsto de el texto. Debajo está la lista de cosas que pueden hacer en casa con su hijo(a).

Lectura (25 min.):

Leer o escuchar una historia de ficción o escoger un libro de ficción que tengan en la casa. Mientras lees, usa este [Organizador Gráfico](#) para que te ayude a hacer inferencias sobre el texto. Piensa sobre lo que leíste y lo que ya sabes, y cómo te ayudó a “leer entrelíneas” para hacer las inferencias y mejorar tu comprensión del texto.

--OR--

Lee el pasaje *Nunca pasa nada en el campo* (accede [en línea aquí](#) o lo puede imprimir). Mientras lees, contesta las preguntas incluidas y asegúrate de identificar la evidencia del texto para apoyar tus respuestas.

Léale a su hijo(a) o lea con él or ella de 15 a 20 minutos diarios; simplemente para el disfrute de la lectura. Converse sobre lo que leyeron y por qué les gustó.

Escritura:

Los estudiantes escribirán un ensayo informativo (expositivo) que explica algo. Permitiéndole opciones en temas aumentará su motivación. Los siguientes son algunos ejemplos de preguntas para la escritura:

Escribe sobre si te gustaría regresar a la escuela o no la siguiente semana. Explica por qué sí o no quieres regresar a la escuela.

Escribe una nota a tu amigo(a) explicando cómo puede hacer cosas para evitar el aburrimiento o la soledad mientras está en la casa la siguiente semana.

Escribe sobre cómo hacer tu bocadillo favorito y comerlo. Explica los ingredientes necesarios y los pasos requeridos para hacer este bocadillo especial.

Reading response--Have the student write a note or letter to one of the characters in a book he or she is reading. What advice would they offer? What does the character need to know? How can the student relate to events and feelings the character has?

Respondiendo a la lectura—los estudiantes pueden escribir una nota o carta a uno de los personajes de un libro que leyeron. ¿Qué consejo le ofrecen? ¿Qué necesita saber el personaje? ¿Cómo se relaciona el estudiante a los eventos y a los sentimientos que tiene el personaje?

Gramática:

[Enlace aquí](#) para Palabras homófonas y homógrafas, Las raíces de las palabras, Palabras con prefijos y sufijos

[Link here](#) for Homophones, Words with endings, Words with Suffixes

Portales:

[Scholastic en español](#) (videos)

[Mundo primaria \(juegos educativos\)](#)

[Sésamo \(videos\)](#)

[Sésamo.com](#)

[Colorín colorado](#)

[Biblioteca Digital Ciudad Seva](#)

[National Geographic en español](#)

[www.timeforkids.com/](#)

[www.pbskids.org](#)

Science

STEMscope (Elementary)

<https://login.acceleratelearning.com/?to=n11050d41015>

User name: FirstNameLunch#

Password: Lunch#

Free App:



[iNaturalist](#)

Use image recognition to identify plant and animal species in your world.



[Seek by iNaturalist](#)

Use image recognition to identify plant and animal species in your world.

Topic: Organisms and Environments 1

Activity Direction/Notes

[Family Investigation: Connecting Kids to Nature](#)

Alien Invasion - [English](#) / [Spanish](#)

Take a look at the plants outside. Can you identify an invasive species?

Other Free Web Resources:

[Biodiversity: Everything Counts](#)

[Changes in Ecosystems](#)

[iNaturalist](#)

Other Resources

The BIG list of educational companies offering FREE resources during school closures.

<http://www.amazingeducationalresources.com/>

Podcasts per subject made by teachers.

<https://docs.google.com/spreadsheets/d/1K-4RkOpGH3sBhSugebeSe-PCsV3LmwQzLqBGDveJEWm/htmlview#gid=0>

Great free PE resource with Joe Wicks.

<https://www.playpennies.com/free-things-to-do/joe-wicks-is-the-nations-pe-teacher-with-free-daily-kids-workouts-on-you-tube-186068>

At Home Genius Hour

<https://sites.google.com/view/genius-hour-home-edition/home>

27 Great Art Activities to do at home

<https://theartofeducation.edu/2020/03/13/27-art-activities-and-lessons-to-try-at-home/>