



GRADE 5

Suggested Engagement Activities-Week 2 (3/23/20 - 3/27/20)

INDEX:

Language Arts - p. 1-7

Math - p. 8

Science - p. 9-15

Social Studies - p. 16-17

Spanish -p. 18

Field Science - p. 19

Computer Science - p. 19

Band/Strings/Chorus -p. 20

Art- p. 21-23

Library Resources - p. 24-27

Physical Education - p. 28

LANGUAGE ARTS

Activity 1

Word Work

*Choose a book that you have in your house or a selection that you read online this week.

*Find 15 verbs, 15 nouns, and 15 adjectives and sort them into columns.

Extension: Play charades with the verbs

Activity 2

* Log on to **ThinkCentral** (see below for instructions)

*Click on "Reading Adventures Magazine"

*Choose Lesson 26 (*Animals On The Move, The Whale and Wild Geese*) and complete the activities on pages 16-17.

Activity 3

Using *Animals On the Move*, choose an animal from the article or another animal you know about. Write a **story** about an adventure the animal has while traveling. Be sure to take the point of view of the animal.

Activity 4

*Log on to **Scholastic Learn at Home**

*Select grade level

*Complete Day 2 activity

<https://classroommagazines.scholastic.com/support/learnathome.html>

Read: *Why Do Zebras Have Stripes?*

Watch: 2 Videos

Write: Use prompts at the bottom of the article

AND

Read: *Clean Start*

Watch: Video

Write: Use prompts at the bottom of the article



If you are struggling to access items on Think Central feel free to try these **Alternatives**:

1 - Read paired texts - Threats to Animals and respond to questions

<https://www.readworks.org/article/Threats-to-Animals/09d4bddd-6324-476e-a691-e6a568acdf61#articleTab:content/contentSection:38b4599d-74e4-41ac-9f00-db27800e691b/>

The Koala Search

WR News heads down under to find out what scientists are doing to save Australia's koalas. Koalas are pictured everywhere in Australia—on cleaning products, on boxes of chocolate, on sports team jerseys. Yet the animals live only in pockets along the east coast.

The **marsupials** once inhabited the entire coastline. (A marsupial is a mammal that typically carries its young in a pouch.)

The koala population dropped after farmers cut down many of the forests where koalas lived and hunters killed the animals for their fur.

By the early 1900s, "koalas were basically shot out of south Australia," says **ecologist** Bill Ellis. An ecologist is a scientist who studies the relationships among living things and their environments.

I recently joined Ellis and his team in a forest on St. Bees Island, 19 miles off the northeastern coast of Australia, with eight other volunteers. The island is a natural laboratory, yielding findings that may help protect koalas elsewhere on the continent.



Tree Tags

Photo by Chris Jozefowicz

The volunteers combed the island for koalas in the blue gum trees. When we found a koala, we gathered information about the trees in the area.

Blue gum is a species of eucalyptus tree in which the furry leaf eaters spend most of their time. Eucalyptus trees are native to Australia, and their leaves are the main food source for koalas. Although koalas can walk on the ground, they are better suited for life in the **canopy**, the high cover of branches and leaves in a forest.

Goat Trouble?

What has Ellis's research told him so far? The St. Bees population seems to be healthy. Yet Ellis wonders whether the koalas might be heading for hard times. The island is overrun with wild goats, and Ellis thinks the goats are eating the small blue gum trees.

Without those trees, the koalas will run out of food in the future. Ellis hopes more research will help him understand how to protect the blue gums—and the koalas that depend on them. "I think that's what everyone is trying to do—to make a difference," Ellis says.

America's Bird Soars



U.S. Fish and Wildlife Service

Bald eagle.

The bald eagle is flying high! This majestic bird clawed its way back from the edge of extinction, or dying out.

In the middle of the 20th century, the number of bald eagles in the United States was declining rapidly. Thus, the species was put on the nation's list of endangered species. In 2007, however, the bald eagle was taken off the endangered species list.

Trouble Ahead

In the early 1700s, bald eagles were a common sight. There were about half a million of those birds living in what is now the United States.

Over time, their population fell dramatically. In the early 1960s, a very low amount of bald eagles remained.

What caused the number to drop? Hunting and the use of harmful chemicals sprayed on crops were largely to blame. Those chemicals poisoned the birds and their eggs.

Pollution also contributed to the problem. Bald eagles often became sick after eating fish from polluted waters.

In addition, the bald eagles' habitat was being destroyed as people cut down trees to build roads and homes. A habitat is a place in nature where an animal makes its home.

Population Boom

Thanks to laws that helped protect bald eagles and banned harmful chemicals, the birds made a comeback. In 2007, the population of bald eagles living in the United States reached about 20,000, and they were taken off the endangered species list.

Conservation, or protection, efforts have helped their survival. "There is no doubt that it is the single best conservation story the United States has had," bald eagle expert Bryan Watts told *Weekly Reader*.

A National Symbol

In 1782, the bald eagle was made the national bird of the United States. The nation's founders chose the bird because it symbolized freedom, strength, and courage. At the time, some people disagreed about the choice for the national bird. Benjamin Franklin, for example, thought the turkey would make a better choice because it was "a much more respectable bird."

Use the article "The Koala Search" to answer questions 1 to 2.

1. What two threats caused the koala population to drop by the early 1900s?
2. What does Ellis think may pose a threat to koalas on St. Bees in the future?

Use the article "America's Bird Soars" to answer questions 3 to 4.

3. What are two threats that caused the number of bald eagles to drop?
4. What has been done to help protect bald eagles and make their population rise again?

Use the articles "The Koala Search" and "America's Bird Soars" to answer questions 5 to 6.

5. Compare the threats to koalas and the threats to bald eagles.
6. Could any of the steps that were taken to help bald eagles also be taken to help koalas? Use evidence from both texts to support your answer.

2 - Read the poem Casey at Bat and respond to questions.

<https://www.readworks.org/article/Casey-at-the-Bat/38ffd760-6c29-4829-afe8-5cba7eadcf60#|articleTab:content/>

Casey at the Bat

The outlook wasn't brilliant for the Mudville nine that day;
The score stood four to two with but one inning more to play.
And then when Cooney died at first, and Barrows did the same,
A sickly silence fell upon the patrons of the game.

A straggling few got up to go in deep despair. 5
The rest Clung to that hope which springs eternal in the human breast;
They thought if only Casey could but get a whack at that —
We'd put up even money now with Casey at the bat.
But Flynn preceded Casey, as did also Jimmy Blake,

And the former was a lulu and the latter was a cake; 10
So upon that stricken multitude grim melancholy sat,
For there seemed but little chance of Casey's getting to the bat.
But Flynn let drive a single, to the wonderment of all,
And Blake, the much despised, tore the cover off the ball;

And when the dust had lifted, and men saw what had occurred, 15
There was Jimmy safe at second and Flynn a-hugging third.
Then from 5,000 throats and more there rose a lusty yell;
It rumbled through the valley, it rattled in the dell;
It knocked upon the mountain and recoiled upon the flat,

For Casey, mighty Casey, was advancing to the bat. 20
There was ease in Casey's manner as he stepped into his place;
There was pride in Casey's bearing and a smile on Casey's face.
And when, responding to the cheers, he lightly doffed his hat,
No stranger in the crowd could doubt 'twas Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt;
 Five thousand tongues applauded when he wiped them on his shirt.
 Then while the writhing pitcher ground the ball into his hip,
 Defiance gleamed in Casey's eye, a sneer curled Casey's lip.
 And now the leather-covered sphere came hurtling through the air,

And Casey stood a-watching it in haughty grandeur there.
 Close by the sturdy batsman the ball unheeded sped—
 "That ain't my style," said Casey. "Strike one," the umpire said.
 From the benches, black with people, there went up a muffled roar,
 Like the beating of the storm-waves on a stern and distant shore.

"Kill him! Kill the umpire!" shouted some one on the stand;
 And it's likely they'd have killed him had not Casey raised his hand.
 With a smile of Christian charity great Casey's visage shone;
 He stilled the rising tumult; he bade the game go on;
 He signaled to the pitcher, and once more the spheroid flew;

But Casey still ignored it, and the umpire said, "Strike two."
 "Fraud!" cried the maddened thousands, and echo answered fraud;
 But one scornful look from Casey and the audience was awed.
 They saw his face grow stern and cold, they saw his muscles strain,
 And they knew that Casey wouldn't let that ball go by again.

The sneer is gone from Casey's lip, his teeth are clinched in hate;
 He pounds with cruel violence his bat upon the plate.
 And now the pitcher holds the ball, and now he lets it go,
 And now the air is shattered by the force of Casey's blow.
 Oh, somewhere in this favored land the sun is shining bright;

The band is playing somewhere, and somewhere hearts are light,
 And somewhere men are laughing, and somewhere children shout;
 But there is no joy in Mudville—mighty Casey has struck out.

1. What is the crowd in Mudville watching?

- A. a TV show B. a play C. a movie D. a game

2. What is the climax of this poem?

- A. when Jimmy and Flynn get to second and third base (lines 13-16)
 B. when Casey stepped up to bat (lines 21-24)
 C. when Casey lets the first ball pass without swinging at it (lines 29-32)
 D. when Casey is taking a swing at the third ball (lines 45-48)

3. The people watching the baseball game felt that Casey could help the Mudville team win the game. Which lines from the poem best support this conclusion?

- A. lines 1-4 B. lines 5-8 C. lines 13-16 D. lines 29-32

4. Read lines 21–28 of the poem. How does Casey probably feel when he first steps up to bat?

- A. confident B. shy C. sleepy D. worried

5. What is the main idea of this poem?

- A. The people of Mudville think that Casey will lose the baseball game for his team, and Casey does lose the game.
 B. The people of Mudville think that Casey will lose the baseball game for his team, but Casey wins the game instead.
 C. The people of Mudville are sure that Casey will win the baseball game for his team, and Casey does win the game.
 D. The people of Mudville are sure that Casey will win the baseball game for his team, but Casey loses the game instead.

6. In the first half of the poem, the poet uses many similar phrases like "Casey at the bat" (line 8, line 24), "Casey getting to the bat" (line 12), and "Casey, mighty Casey, was advancing to the bat" (line 20). Why might the poet have used such similar phrases over and over?

- A. to show the reader that Casey is a very good baseball player
 B. to suggest that the people watching the game do not want Casey to bat
 C. to hint that Casey often bats during baseball games
 D. to make the reader get excited about Casey coming to bat

7. Read these stanzas from the poem.

"Fraud!" cried the maddened thousands, and echo answered fraud;
 But one scornful look from Casey, and the audience was awed.
 They saw his face grow stern and cold, they saw his muscles strain,
 And they knew that Casey wouldn't let that ball go by again.
 The sneer is gone from Casey's lip, his teeth are clenched in hate;
 He pounds with cruel violence his bat upon the plate.
 And now the pitcher holds the ball, and now he lets it go,
 And now the air is shattered by the force of Casey's blow.

In the second of these stanzas, the poet uses verbs in a different tense from all of the previous stanzas. How does the verb tense change between the previous stanzas and this second stanza?

- A. The previous stanzas were in past tense, and this stanza is in present tense.
 B. The previous stanzas were in present tense, and this stanza is in past tense.
 C. The previous stanzas were in future tense, and this stanza is in present tense.
 D. The previous stanzas were in present tense, and this stanza is in future tense.

8. Why is there no joy in Mudville at the very end of the poem?

9. Describe how the people watching the game feel when Casey is at the bat. Use evidence from the poem to support your answer.

10. Suspense is the state of nervousness or excitement that comes from being unsure about something. How does this poem create a feeling of suspense? Use evidence from the poem to support your answer.

3 - Take a walk outside. Spend 10-15 minutes observing the beautiful nature you see around you. Use these ideas to write freely for 20 minutes.

You can choose to write:

- a poem
- a narrative
- an elaborative setting
- a persuasive letter to care for our environment

*****All elementary school students across the district are encouraged to add to their Dream Big "Marathon" Log. Students were challenged to read 26 books, run 26 miles, and do 26 acts of kindness.**

<http://dreambigwithdave.org/>

Think Central Instructions-This will get you on Journeys

Steps:

1. Launch Google Chrome or Safari
2. Go to: <https://hinghamschools.com>
3. Hover over "Academic Programs" then choose "English Language Arts" from the drop-down menu
4. Click on the "Think Central" box
5. Put in username (year of graduation, first letter, last name ex. 27jdoe)
6. Put in google password
7. Click on **My Library** ***NOT "Things to Do"***

MATH

1) Skill: Fluently multiply and divide within 12 x 12.

Activity 1: REFLEX Math: www.reflexmath.com

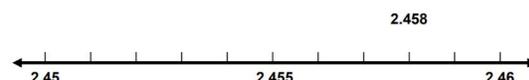
- Try to reach the Green Light 3 times this week!



2) Skill: Use place-value understanding to round decimals to any place.

Activity 1: Rounding Decimals on a Number Line

- Place a deck of number cards face-down. Turn over four cards and set out in a row on a piece of paper. Place a decimal point after the first number. (*Use dice if cards aren't available).
- Draw a number line that corresponds to the surrounding hundredths and round the decimal to the nearest hundredth using the number line (see example in picture). Use the prompt in the picture to explain how you rounded.
- Repeat several times.



___ is between ___ and ___.
 ___ is halfway between ___
 and ___. ___ is closer to ___.

Online Activities:

<http://www.sheppardsoftware.com/mathgames/decimals/scooterQuestDecRound.htm>

https://www.abcya.com/games/rounding_numbers

3) Skill: Multiply multi-digit numbers using the standard algorithm.

Activity 1: Make the Largest Product

- Each player takes five cards from a numeral card deck and arranges them to make the largest product. (Or roll a die five times).
- Write and solve your multiplication problem.
- Use a calculator to check each other's work. +1 point for largest product, -1 point if incorrect. The first player to reach 10 points wins.

7	6	6
x	5	2

4) Skill: Multiply a whole number by a power of 10.

Activity 1: Multiplying a Whole Number by a power of 10.

- Solve the following problems. Repeat with division.
- Journal - write down what pattern you notice in the number of zeros when multiplying and dividing a whole number by a power of 10.

$26 \times 10^1 =$ $26 \times 10^2 =$ $26 \times 10^3 =$

$43 \times 10^1 =$ $43 \times 10^2 =$ $43 \times 10^3 =$

$54 \times 10^1 =$ $54 \times 10^2 =$ $54 \times 10^3 =$

Online Activities:

<https://www.mathgames.com/skill/6.46-multiply-and-divide-decimals-by-powers-of-ten>

*Additional Ongoing/Choice Enrichment Opportunities:

Greg Tang Spring Math Challenge: <https://gregtangmath.com/spring>

Khan Academy Instruction/Activities: <https://www.khanacademy.org/math/cc-fifth-grade-math>

Ken-Ken: https://www.kenkenpuzzle.com/play_now

SCIENCE

Consider engaging your child in the following Week 2 activities exploring electricity and magnetism. Throughout the week, students can watch the following three videos and complete two associated activities for each. (These activities are located in the boxes to the right of the video screen and include *Quiz, Make-a-Map, Make-a-Movie, Creative Coding, etc.*) There are also two Newsela articles provided for students to use as well. If your child has difficulty or cannot access Newsela online, the articles have been copied and pasted below along with the quiz and prompts.

Please use the following login and password: **We'll have to make sure we include username/password every time we recommend using Brainpop**

Login: **sebp** Password: **brainpop**

<https://www.brainpop.com/science/energy/electriccircuits/>

<https://www.brainpop.com/science/motionsforcesandtime/magnetism/>

<https://www.brainpop.com/technology/scienceandindustry/compass/>

Newsela Articles and Links

What is a compass?

https://newsela.com/read/lib-what-is-compass/id/35495?collection_id=2000000156

How electricity and magnetism are connected

https://newsela.com/read/lib-relationship-electricity-magnetism/id/56780?collection_id=2000000156

What is a compass?



A reproduction of a compass from 1607. Photo by: Virginia State Parks staff/Wikimedia.

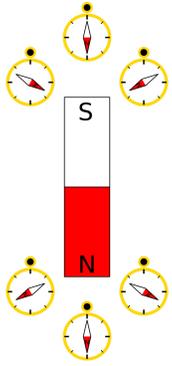
By National Geographic, adapted by Newsela staff

Published:01/05/2020

Word Count:840

Text Level:5

A compass is a device that shows direction. It is one of the most important instruments for navigation.



Compasses point toward south pole and away from north pole indicating the direction of the magnetic field. Image: TSein/Wikimedia. [click to enlarge]

Magnetic compasses are the most well-known type of compass. The design and construction of this type of compass have changed over time. But the idea of how it works is the same. Magnetic compasses have a magnetized needle. The needle is allowed to rotate so it lines up with the Earth's magnetic field. The ends point to what are known as magnetic north and magnetic south.

Very early compasses were made of a magnetized needle. It was attached to a piece of wood or cork that floated in a dish of water. As the needle would settle, the marked end would point toward magnetic north.

Historians think China was the first to create a magnetic compass for navigation. Chinese scientists may have developed these tools as early as the 11th or 12th century. Western Europeans soon followed at the end of the 12th century.

Staying On Course

By the 1400s, explorers realized that the "north" indicated by a compass was not the same as Earth's true geographic north. This is called variation. It is also called magnetic declination.

Variation is not a huge problem when using magnetic compasses near the equator. But the difference is much greater closer to the North and South Poles. It can lead someone off-course.



Compass from the 17th century. Photo: Rama/Wikimedia. [click to enlarge]

Other adaptations have been made to magnetic compasses over time. Ships used to be made out of wood. Eventually they were made out of iron and steel. The magnetism of these newer ships affected compass readings. This difference is called deviation.

One way to address deviation is to put iron balls near the compass. Another is to use bar magnets. Doing either of those things helps keep the compass working correctly. Deviation also matters on airplanes. There is metal in airplanes.

Magnetic compasses come in many forms. The most basic are compasses you can carry around. People often use those on hikes. Magnetic compasses can have other features. Some of them have magnifiers for use with maps. Some have a prism or a mirror that allows you to see the landscape as you follow the compass reading. Other compasses have markings in Braille for the visually impaired. The most complicated compasses are complex devices on ships or planes. Those devices can calculate and adjust for motion, variation and deviation.

Other Types Of Compasses

A ship's Gyro Compass on the bridge. Photo: Ken Walker/Wikimedia.

Some compasses do not use Earth's magnetism to indicate direction. The gyrocompass, invented in the early 20th century, uses a spinning device called a gyroscope. The device is able to follow Earth's axis of rotation to point to true north. Since magnetic north is not measured, variation is not an issue. Once the gyroscope begins spinning, motion will not disturb it. This type of compass is often used on ships and aircraft.



A solar compass uses the sun as a navigational tool. The most common method is to use a compass card and the angle of the shadow of the sun to indicate direction.

Even without a compass card, there are techniques that use the sun as a compass. One method is to make a shadow stick. A shadow stick is a stick placed upright in the ground. Pebbles placed around the stick and a piece of string to track the shadow of the sun across the sky help a navigator determine the directions of east and west.

Another type of solar compass is an old-fashioned analog (not digital) watch. Using the watch's hands and the position of the sun, it is possible to determine north or south. Simply hold the watch parallel to the ground (in your hand) and point the hour hand in the direction of the sun. Find the angle between the hour hand and the 12 o'clock mark. This is the north-south line. In the Southern Hemisphere, north will be the direction closer to the sun. In the Northern Hemisphere, north will be the direction further from the sun.



Solar clocks can be used as compasses by tracking the movement of the sun across the sky. Photo: Public Domain. [click to enlarge]

Global positioning system (GPS) receivers have begun to take the place of compasses. A GPS receiver coordinates with satellites orbiting the Earth and monitoring stations on Earth to pinpoint the receiver's location. GPS receivers can plot someone's location on a map. Unless large objects block

signals, readings are usually accurate to within about 50 feet.

There is a lot of technology now that helps people get where they need to go. GPS is one example. The compass is still a valuable tool, though. Many airplanes and ships still use highly advanced compasses. For people traveling on foot or in small boats, a pocket compass is still useful.

Quiz:

- 1.) Read the sentence from the introduction [paragraphs 1-4].

The design and construction of this type of compass have changed over time.

Which sentence below uses "construction" in the SAME way as this sentence?

-
- A He worked all day at the construction site.
 - B Her house is always under construction.
 - C I am impressed by the table's construction.
 - D The sentence construction was confusing.

2. Read the paragraph from the section "Other Types Of Compasses."

Some compasses do not use Earth's magnetism to indicate direction. The gyrocompass, invented in the early 20th century, uses a spinning device called a gyroscope. The device is able to follow Earth's axis of rotation to point to true north. Since magnetic north is not measured, variation is not an issue. Once the gyroscope begins spinning, motion will not disturb it. This type of compass is often used on ships and aircraft.

Which phrase from the selection helps you understand the meaning of "indicate"?

-
- A. able to follow
 - B. point to
 - C. begins spinning
 - D. often used

3.) Examine the four photographs in the article.

What do the photographs show about compasses?

-
- A. The design of compasses has improved over the years.
 - B. Compasses have different designs, but all show direction.
 - C. Compasses have become more high-tech and complex.
 - D. The design of compasses varies depending on purpose.

4.) Examine the image in the introduction [paragraphs 1-4] and read the selection below.

Magnetic compasses are the most well-known type of compass. The design and construction of this type of compass have changed over time. But the idea of how it works is the same. Magnetic compasses have a magnetized needle. The needle is allowed to rotate so it lines up with the Earth's magnetic field. The ends point to what are known as magnetic north and magnetic south.

How does the image support the information in this selection?

-
- A. The image illustrates how the needle of a magnetic compass is affected by a magnetic field.
 - B. The image highlights how the placement of a compass will affect where the needle points.
 - C. The image demonstrates how the needle of a magnetic compass rotates to point north or south.
 - D. The image shows how Earth's magnetic north and south affects the construction of a magnetic compass.
-

Prompt:

Pick an important scientific term used in the article. What is the term and its definition? Conclude your response by explaining why this is an important term to understand.



How electricity and magnetism are connected

Image 1. A simple electromagnet shows how electricity and magnetism are connected. An electromagnet is a type of magnet in which the magnetic field is generated by an electric current. Photo by: Jasmin Awad, EyeEm/Getty Images

Electricity and magnetism are separate yet interconnected phenomena. Together they form the basis for electromagnetism. This is the study of charge and the forces associated with charge.

Aside from the force of gravity, almost everything stems from electromagnetism. These forces are responsible for the interactions between atoms and the flow of energy, as well as responsible for nuclear force. This controls the formation of an atom's nucleus and its breakdown, or decay.

Yet how do we define electricity and magnetism, and how do they work? Read on to find out.

The Atom Defined

Atoms are basic units of matter. They are defined by their chemical elements in the periodic table. An atom contains protons, neutrons and electrons. Protons and neutrons exist within the nucleus of an atom. Electrons move around an atom. In a neutral state, an atom or molecule has the same number of protons and electrons. Electricity is the phenomenon of electric charges. This includes whether they are stopped or moving. Electric charge comes from protons and electrons. Protons have a positive charge and electrons have a negative charge.

An electric charge can also come from an ion. An ion is an atom or molecule that has an uneven number of protons and electrons. This results in the ion or molecule having a positive or negative charge.

Positive and negative charges attract each other. This means that protons are attracted to electrons. On the other hand, like charges repel each other, which means that protons repel other protons and electrons repel other electrons.

Electricity And The Force Of Magnetism

One example of electricity includes lightning, which occurs naturally. Another example is the flow of electricity that comes from an outlet or battery. Some common units of measuring electricity include the ampere (A) or amp, voltage (V) and watt (W). These units, along with others, describe the flow of electricity, also known as electrical current.

When a particle is stationary, or stopped, it has an electric field.

Magnetism is the phenomenon of moving electric charge. This motion creates a magnetic force that influences the particles around it. The force, described as a magnetic field, can also trigger charged particles to move, producing an electric current.

In magnetism, like electricity, particles with opposite charges are attracted to each other. Particles with similar charges are repelled from each other. Any magnetic particle or object has a "north" and "south" pole

with the directions are based on the orientation of the Earth's magnetic field. Earth's magnetic field is created from moving iron in the Earth's core.

Earth's Magnetic Field

One example of magnetism is a compass needle's reaction to Earth's magnetic field. Another example is bar magnets attracting and repelling each other, or electrons moving around atoms to produce a magnetic field. Power lines, hard discs and speakers rely on magnetic fields to function. Magnetism, like electricity, also has associated units of measurement, such as the tesla (T).

Special waves such as light have both electric and magnetic characteristics. The two features of the wave travel in the same direction but oriented at a right angle (90 degrees) to one another.

Newsela Quiz:

1.) Read the section "The Atom Defined."

Select the sentence from the article that suggests that molecules can exist without a charge.

-
- A. In a neutral state, an atom or molecule has the same number of protons and electrons.
 - B. Protons have a positive charge and electrons have a negative charge.
 - C. An ion is an atom or molecule that has an uneven number of protons and electrons.
 - D. This results in the ion or molecule having a positive or negative charge.

2.) Why does Earth have a magnetic field? How do you know?

-
- A. because the Earth has an electric current; "The force, described as a magnetic field, can also trigger charged particles to move, producing an electric current."
 - B. because objects on Earth have a "north" and "south" pole; "Any magnetic particle or object has a "north" and "south" pole with the directions are based on the orientation of the Earth's magnetic field."
 - C. because iron is moving in the Earth's core; "Earth's magnetic field is created from moving iron in the Earth's core."
 - D. because power lines, hard discs and speakers create it; "Power lines, hard discs and speakers rely on magnetic fields to function."

3.) Which sentence from the introduction [paragraphs 1-3] BEST introduces electromagnetism to the reader?

-
- A. Together they form the basis for electromagnetism.
 - B. This is the study of charge and the forces associated with charge.
 - C. Aside from the force of gravity, almost everything stems from electromagnetism.
 - D. Yet how do we define electricity and magnetism, and how do they work?

4.) What is MOST likely the reason the author included information about the ampere, voltage & watt?

-
- A. to show units that can measure nuclear formation and decay
 - B. to show units that can measure how compasses move
 - C. to highlight different units that measure how hot lightning is
 - D. to highlight different units that measure electrical currents

Prompts:

Choose a process or event from the text. Describe the process or event using a short narrative to highlight the most important information.

Explain how electricity and magnetism are separate but also interconnected. Remember to cite evidence from the text to back up your answer.

SOCIAL STUDIES

Activity 1: Continents

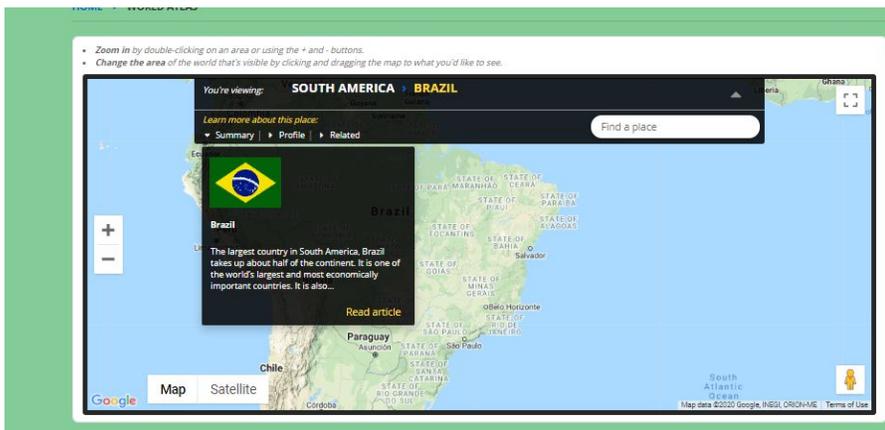
- Watch this Brainpop, and complete the quiz and one other activity of your choice to the right of the video. (Challenge, worksheet, graphic organizer, vocabulary, etc.)
 - <https://www.brainpop.com/socialstudies/geography/continentsoftheworld/>
 - **Login:** sebp **Password:** brainpop
- Then, write a song or poem to help you remember the continents!

Activity 2: Oceans

- Watch this Brainpop, and complete the quiz and one other activity of your choice to the right of the video. (Challenge, worksheet, graphic organizer, vocabulary, etc.)
 - <https://www.brainpop.com/socialstudies/geography/oceans/>
 - **Login:** sebp **Password:** brainpop
- Then, choose one of the following activities to practice labeling continents and oceans:
 - Option 1: Label and color this world map: http://southfive.weebly.com/uploads/6/3/0/8/63085279/continentsandoceansoftheworldworksheet_1.pdf
 - Option 2: OR play this digital game to identify Continents and Oceans here: <https://online.seterra.com/en/vgp/3188>

Activity 3: Countries of the World

- Use the "World Atlas" on Britannica Kids online, and pick a country outside of the United States that you would like to visit. <https://kids.britannica.com/kids/browse/atlas>
- Click on the country, and read the summary and article about that country.
- Then, with an index card or a plain piece of paper, design a postcard featuring your country. On the back of the postcard, write a paragraph explaining what you learned about that country, and why you'd like to visit it.



Activity 4: Latitude and Longitude

- First, watch this Brainpop, and complete the quiz and the vocabulary activity to the right of the video. Use a dictionary or www.dictionary.com to help with the vocabulary!

- <https://www.brainpop.com/socialstudies/geography/latitudeandlongitude/>
- **Login:** sebp **Password:** brainpop
- Next, practice identifying cities according to their latitude and longitude with this online game:
 - https://www.softschools.com/social_studies/geography/map_games/latitude_and_longitude_games/
- Then, go onto [Google Maps](https://www.google.com/maps). Search five different specific places and record their latitude and longitude. You may just record the whole number before the decimal point.
 - *Example:* Search something like "Stop and Shop." Right click on the red marker on the map, and select "What's Here?" A box will show up featuring the latitude and longitude coordinates.



Activity 5: Map Skills

- Watch this Brainpop, and complete the quiz and the vocabulary activity to the right of the video. Use a dictionary or www.dictionary.com to help with the vocabulary!
 - <https://www.brainpop.com/socialstudies/geography/mapskills/>
 - **Login:** sebp **Password:** brainpop
- Then, on a plain piece of paper, draw a map of the street where you live. Include a compass rose, a legend with symbols, and labels.

SPANISH

Students will be able to...

- Understand what a cognate is, and identify examples in English and Spanish.

Resources:

- Basic cognate overview video:
<https://www.youtube.com/watch?v=1UXQHMD5gkY>
- Colorín Colorado website list of cognates:
<https://www.colorincolorado.org/sites/default/files/Cognate-List.pdf>
- El Elefante story:
https://docs.google.com/document/d/1rESw1I1kMkAJPGWbG3OwYy_xUIdQHld1gVp7I7ZK0oU/edit?usp=sharing
- Quia Cognate Review
<https://www.quia.com/fc/1385904.html>

Procedure:

1. Review what a cognate is by re-watching the cognate overview video and reviewing the list of cognates.
2. Read "El Elefante" and write down or underline any cognates that you see.
3. Complete the cognate review on Quia.com by choosing a game to practice or match the cognate.

Attachments area

Preview YouTube video Spanish Cognates

You probably
know tons of
Spanish words
already and don't
even realize it!



FIELD SCIENCE



[Welcome to Journey North](#)

Journey North--Signs of Spring

This week, encourage your child to step outside and notice signs of spring! Throughout the coming days, encourage your child to keep a nature journal. Children of all ages can help scientists study climate change by being what is known as a "citizen scientist." Using the website Journey North, your child can use the Leaf-Out activity to "Adopt a Tree" and submit their observations to the climate science researchers:

<https://journeynorth.org/leaf/index.html>

Children can also help scientists learn more about the impact of climate change on frog populations by reporting the first singing frogs of spring:

<https://journeynorth.org/frog/index.html>

COMPUTER SCIENCE



<https://code.org/learn>

This week, students are encouraged to use Code.org to practice their block coding skills.

For 5th grade, we suggest having students try one of the following Code.org activities:

Coding Dance Party: <https://code.org/dance>

Code in Minecraft: <https://code.org/minecraft>

BAND/STRINGS/CHORUS

Band/Strings (and any interested Chorus students):

After the band All-Town concert, lots of band members have been curious about the instruments offered in sixth grade. Band members: use the Dallas Symphony Orchestra's Website to read more about instruments in the concert band and to listen to their sounds. String players: read more about an instrument in the string section and read and listen to an instrument different than your own.

<https://www.mydso.com/dso-kids/learn-and-listen/instruments>

Link just for fun (instrument humor): Watch the 3 minute Youtube video

The Vegetable Orchestra: <https://www.youtube.com/watch?v=KyIGh5Kfcik>

Creative project: build your own instrument. Sorry in advance parents and families!! ;)

<https://www.mydso.com/dso-kids/activities/make-your-own-instrument>

Review: Schedule a facetime or video "practice date" with a friend. Share new pieces of music that you have been learning on your own with each other. Pick a piece out of the book to work on together.

Chorus specifically:

This week is a great time to review breathing as a singer. Recall that proper breathing means that the abdomen expands (goes out) when breathing in, and contracts (goes in) when breathing out. Do each of these exercises *every day*.

1. Revisit the old 'homework assignment' from the beginning of the year when you lie on a carpeted floor or firm floor with a rug, place your hand on your belly (thumb on breastbone, pinkie on belly button) and feel the smooth gentle motion, rising (breathe in) and falling (breathe out).

2. Do the 'four short S's and a long one' exercise: make four short 's' sounds, breathing between each one; then begin a long sustained 's' sound and keep it going as long as you can, keeping your chest high and pulling your tummy in gradually. Don't let your shoulders cave forward! See how many seconds you can do it: 10? 15? 20? Each day, see if you can add just a little more time. But don't do it more than once or twice at a time, or you might get a little light-headed!

BONUS: Teach members of your family (excluding pets) about breathing, and ask them to try these exercises with you!

ART

Visit our website <http://hinghamartdept.weebly.com/grade-5.html>

In a Tizzy about Texture

Lesson Plan #2- Grade 5

OVERVIEW & PURPOSE

Hello 5th Grader! The Hingham Art Teachers have been working hard to give you fun and creative ways to review what you already know about visual art. We understand that different families have different resources at home (so do I!) so you will have choices. All the art teachers miss you a lot, and will see you soon!

If you have questions, please ask your parents to email me. I am the art teacher at PRS, Ms. Kelfer hkelfer@hinghamschools.org

OBJECTIVES

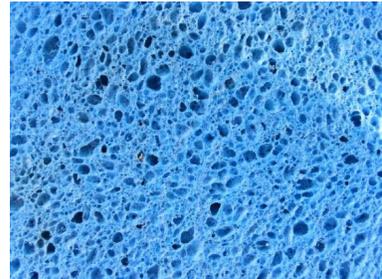
This week's art creation should be simple, quick, and hopefully fun! Art Review for the week: TEXTURE! Grade five students will create a piece of artwork based on objects you can feel! Students will explore textures in or around their home!

1. Students will create artwork that has a physical feeling or texture!
2. Students will experiment with texture rubbings!

MATERIALS NEEDED (two options)

Choice one:

1. Paper: magazines, newspaper, magazine pages, old book pages, used cardboard, old paper bags, computer paper or construction paper (or a combination!)
2. Glue or tape
3. Scissors (not necessary as you can always rip the paper!)
4. Something sturdy for a base: cardboard would work best but anything that is ok to glue to will be fine!



Choice two:

5. Drawing materials: pencil, crayon, or markers
6. Drawing surface, ANY type of paper surface!
7. Found objects/ surfaces with different textures in or around your home! Some suggestions include:
 - Wooden surfaces
 - Tiles or mosaics
 - Toys, board games
 - Wicker chairs or furniture that have different textures
 - Carpets
 - Leaves and bark on trees
 - Cement, bricks or asphalt on your driveway or sidewalk

INTRODUCTION

Begin by exploring textures! Move about your location, indoor or out and find ten different textures. SOMETHING that has a specific FEELING when you run your fingers over it. Some things may feel smooth, bumpy, soft, fuzzy, or crunchy! Next, follow the instructions below for your choice of projects or do both!

Optional extension: I Feel texture game, “I Spy” only with textures. “I feel something fuzzy” have your teammate go locate the texture! Take turns!

Optional extension: Video on texture:

<https://www.youtube.com/watch?v=YoOb3JSDAUo>

ACTIVITY CHOICE 1

1. Using paper, scissors and glue, create texture panels.
2. Each panel should have a repeated paper creation for example, if you choose to make triangles out of paper to create a bumpy texture, glue a few next to each other to create a repeating texture
3. Consider, curling, rolling, tearing, cutting, and bending the paper to create some different textures. Try to make 3-5 different texture panels!
4. Consider using different types of paper to make the same textural panels! Do they create any new texture?



5. Don't forget to take a picture!

ACTIVITY CHOICE 2

6. Begin with some sort of paper or drawing base (paper works best but you could use news paper, magazine pages, old paper bags from the grocery store, computer paper etc.
7. Move about your home, inside or outside and create texture rubbings by putting the paper on top of the object and gently rubbing a pencil, crayon or other drawing material over the object (Note: be very careful not to get any drawing material on objects in your home/ask an adult around you before choosing any surfaces)
8. Fill up the whole page with different texture rubbings! It can also be fun to overlap textures!
9. Don't forget to take a picture!

Don't forget to have fun! I can't wait to see what you come up with!
Ms. Kelfer



LIBRARY RESOURCES

- **For Review: Nonfiction Numbers**

- *Put the call numbers in numerical order.*

- **For Enrichment:**

- **Kids InfoBits Scavenger Hunt worksheet**

- Go to library.hinghamschools.com. Click on any Hingham elementary school link to access Kids InfoBits database (under "Home" tab).
 - Answer worksheet questions.
 - Watch author/poet Nikki Grimes share one of her poems about Pineapple Upside Down Cake:
<https://www.youtube.com/watch?v=NC7vAVEISdI&feature=youtu.be&fbclid=IwAR3e8EFy7pU3HfaXaytFHSJy6vCXa7+W5Sr0emY0puGyGIT7HxEr8W0TI70>
 - Follow her instructions to create your own food poem.

- **For Fun:**

- "In the Library" word search
- The librarians have activated a free 30-day trial at TumbleBookLibrary.
 - www.tumblebooklibrary.com
 - Username: SLCDaly
 - Password: trial
- Junior Library Guild is offering free eBook access to homebound readers:
 - <https://jlg.publishingcentral.com>
 - Username: JLGELM
 - Password: JLGFREE
- Stimola Live is a website of live stream events for kids, tweens, and teens by professional authors and illustrators represented by Stimola Literary Studio:
<https://www.stimolalive.com>
- Author Grace Lin has a new podcast: <https://www.kidsaskauthors.com>
- Author Kate DiCamillo has started an online writing workshop:
https://www.youtube.com/watch?v=yA1CTuZ27Bs&feature=youtu.be&fbclid=IwAR1SfJxm1gkT1FBeaXw3Q4Iw54dm98NQF8N15GUc_jNZ0hsi0y1u9UiBTok

Name: _____

Nonfiction Numbers

Put these call numbers in numerical order.

636.752 LAB _____	394.264 DAL _____
636.7 CHE _____	394.2 COL _____
636.753 BON _____	394.266 DAH _____
636.1 HIL _____	394.261 AND _____
636.935 INV _____	394.262 KIN _____
599.74 WAT _____	796.334 BIR _____
599.4 SEA _____	796.962 ORG _____
599.32 DIN _____	796.332 COM _____
599.75 ANN _____	796.323 CRA _____
599.5 LYD _____	796.357 BRA _____



Scavenger Hunt

Instructions

1. Use the Library's electronic resource called *Kids InfoBits* to find answers to the following questions.
2. Write your answer and the source for the information listed in the article in the spaces below.

Example:

In the summer 2011 issue of *Creative Kids*, LaFleur Jackson wrote a poem titled "Daydream"
 What does she feel that she is being watched by? _____ a camera _____.

1. In Kids InfoBits, click on people. Then click on Jobs and Careers. Name two jobs in the list that do a lot of digging as part of their work.
2. In Kids InfoBits click on "people," then click on "Jobs and Careers." Select archeologists out of the list. Under the magazines tab and find the article "It takes more than a Shovel" in the magazine *Hopscotch*. According to this article, what do Archeologists have to do before they choose a site to dig at?
3. In Kids InfoBits, click on animals. Click on Mammals. What animal in the list is famous for digging holes?
4. According to the article "Moles" found in the source *Kids InfoBits Presents Moles are not like rodents*. Name the two rodents that the article lists.
5. Click on the Images tab under the Moles search. How many pictures of Moles are there?

Name: _____

IN THE LIBRARY

E G M L I B R A R I A N X A V
 S T N E T N O C F O E L B A T
 S N A P R U E T M C S R D I B
 C H Z D U O E G A X R E I D O
 E O E Z T N H L H O O H C E O
 X C M L I H L T T R M S T P K
 I H N P F N G A U E O I I O M
 W N S E U M R I K A H L O L A
 F I D M R T A V R D J B N C R
 R L B E S E E R I Y Q U A Y K
 R E Q U X P F R K O P P R C S
 R W L I C O V E R E T O Y N A
 O L R T F E Y R R V R T C E L
 I C A R D C A T A L O G L X T
 N O I T C I F N O N Y X Q M A

ATLAS
 AUTHOR
 BOOKMARK
 CALLNUMBER
 CARDCATALOG
 COMPUTER
 COPYRIGHTDATE
 COVER
 DICTIONARY
 ENCYCLOPEDIA

FICTION
 ILLUSTRATOR
 INDEX
 LIBRARIAN
 NONFICTION
 PUBLISHER
 REFERENCE
 SHELFMARKER
 SPINE
 TABLEOFCONTENTS

Physical Education

Hey Everyone!

This week we decided to do a Dream Big- Power of 26 Challenge.

Recently, all elementary schools in Hingham had the pleasure of hosting Dave McGillivray, who presented a talk focused on courage and determination. To learn more about Dave and his mission head to his website, <http://dreambigwithdave.org/>.

We challenge you to complete 26 repetitions of 26 exercises throughout the week. There are four videos demonstrating six or seven different exercises, some exercises will be done 26 times and some will be done for 26 seconds. Remember to go at your own pace and use determination to get you to the end of your workout!

Day 1

https://youtu.be/ZiWgrKyX_cI

Day 2

<https://youtu.be/xAna1Zdsn1w>

Day 3

<https://youtu.be/9eaCthKzMDQ>

Day 4

<https://youtu.be/OKyAIriEcWo>

Be positive and stay healthy!

Mr. Buczynski, Mr. Davidson. Mr. Dodge, and Mrs. Ouellette