

# BALTIMORE CITY PUBLIC SCHOOLS

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**Dr. Sonja Brookins Santelises**  
*Chief Executive Officer*

## Grade 5 Packet Day # 4

**This packet contains the following activities:**

<b>Estimated Time to Complete</b>	<b>Subject</b>
90 Minutes	ELA
90 Minutes	Math
45 Minutes	Science
60 Minutes	Social Studies
30 Minutes Prek-5, 60 Minutes 6-12	Health/PE
Varied	Additional Supports and Optional Activities

*Student packets should be returned to school upon return.*

**Thematic  
Reading/Writing  
Connection**

**Day 4**

## ELA Work Packet

### Grade 5 BCPSS, Day 4

#### Thematic Reading/Writing Connection

Module 3 of the Wit and Wisdom curriculum revolves around students' overall understanding of the Civil War using two core texts, "The Boys War," and "The River Between Us." At this point in the module, everyone should have gained the following understandings necessary to engage in these reading and writing related tasks:

- The issues that led to the beginning of the Civil War
- The reasons why young soldiers/child soldiers joined the war.
- The role of women as nurses and spies in the war
- The stake of African Americans, both free and slave during the Civil War

All reading/writing related task activities are complete with directions for completion. Assignments should be turned in to your classroom teacher upon a return to school.

#### 1. Pictures Tell a Story: The Civil War was Photographed by Mathew Brady

- a. Read and annotate the directions for day 4, The Civil War was Photographed by Mathew Brady.
- b. Following the directions at the bottom of the passage, including the additional directions on this page:
  - i. Study the two photographs for about two minutes each. One photograph is a hospital scene for wounded Union soldiers and the other is wounded soldiers resting underneath a tree.
  - ii. Create a list of people, objects, and actions in the photo. Think about the inferences you can make from both the photos.
  - iii. What questions do the photos raise in your mind? Write 5 questions you have about the photos, then answer your own questions using the article, "Letters, Telegrams, and Photographs: Illustrating Factors that Affected the Civil War.
  - iv.

The articles for this activity are attached to this document as PDF's

-Civil\_War\_PhotoGraphed\_National Arvhives.pdf

-Letters\_Telegrams\_and\_Photoraphs\_Factors\_Affecting\_Civil\_War\_National Archives.pdf

-Wounded\_Solderies\_Under trees\_Spotsylvania 1864\_National Archives

#### Suggestion for Students with IEPs

Give student the name of list in photo to categorize: and a number of items to find (2 or 3 each)

People, objects, and actions: have students write 2 questions instead of 5

**Thematic  
Vocabulary  
Connection**

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**Day 4**

## **ELA Work Packet**

### **Grade 5 BCPSS, Day 4**

#### **Thematic Vocabulary Connection**

Module 3 of the Wit and Wisdom curriculum revolves around students' overall understanding of the Civil War using two core texts, "The Boys War," and "The River Between Us." At this point in the module, you should have gained the following understandings necessary to engage in vocabulary related activities. Wit and Wisdom focused on teaching and learning words from texts, not necessarily in isolation. This is designed such that you understand how words function within the context of sentences, and how word choice affects meaning.

#### **Day 4: Vocabulary Activity: Paragraph Writing**

Use the words below to form a well-developed paragraph. Your paragraph should make use of the Civil War-related words in the correct context. It may necessary to define words meaning first so that your paragraph will flow in a logical order.

1. Photographs
2. Battlefields
3. Population
4. Civilian
5. Emancipation Proclamation
6. Artillery
7. Ammunition
8. Blockade

**You may use an 8 1/2 x 11" sheet of paper to write your paper. Your paragraph may be typed or hand-written. Note that in order for your paragraph to flow in a logical sequence, you may end up writing more than one paragraph.**

**Maryland  
Comprehensive  
Assessment Practice  
(MCAP)**

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**Day 4**

## **ELA Work Packets for Standardized Test Prep**

**The Maryland Comprehensive Assessment Program is a state-wide summative assessments MCAP** designed to provide school districts with information that helps strengthen instruction and improve performance so that graduates are ready to move into the workforce or postsecondary studies.

Below are directions for Reading Comprehension activities designed to strengthen test-taking skills and knowledge. All questions are aligned to grade 5 Common Core State Standards.

The assessments are appropriately labeled by the day.

### **Directions:**

Each day contains a reading comprehension passage. The passages may be either verse or poetry. Read each question and reference the passage for the appropriate response.

### **Tennessee\_math\_reading\_science\_test.pdf**

Note: The MCAP practice for Day 4 has been taken from the Tennessee Comprehensive Assessment TCAP.

Only complete the assigned pages below.

### **Day 4: TCAP (Tennessee Comprehensive Assessment)**

“Helping at the Petting Zoo,” Pages 3-7

“Rainy Days,” Pages 8-10

**Reading  
Fluency  
Practice**

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**Day 4**

# ELA Work Packets for Fluency

## BCPSS, Grade 5

### Day 4

The background information regarding fluency has been excerpted from Reading Rockets <https://www.readingrockets.org/helping/target/fluency>

#### Fluency

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Fluency is defined as the ability to read with speed, accuracy, and proper expression. To understand what they read, children must be able to *read fluently* whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression.

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Children who do not read with fluency sound choppy and awkward. Those students may have difficulty with decoding skills or they may just need more practice with speed and smoothness in reading. Fluency is also important for motivation; children who find reading laborious tend not to want read! As readers head into upper elementary grades, fluency becomes increasingly important. The volume of reading required in the upper elementary years escalates dramatically. Students whose reading is slow or labored will have trouble meeting the reading demands of their grade level.

#### What the problem looks like

##### A kid's perspective: What this feels like to me

Children will usually express their frustration and difficulties in a general way, with statements like "I hate reading!" or "This is stupid!". But if they could, this is how kids might describe how fluency difficulties in particular affect their reading:

- I just seem to get stuck when I try to read a lot of the words in this chapter.
- It takes me so long to read something.
- Reading through this book takes so much of my energy, I can't even think about what it means.
- Click here to find out [what kids can do](#) to help themselves.

#### How to help

With the help of parents and teachers, kids can learn strategies to cope with fluency issues that affect his or her reading. Below are some tips and specific things to do.

##### What kids can do to help themselves

- Track the words with your finger as a parent or teacher reads a passage aloud. Then you read it.
- Have a parent or teacher read aloud to you. Then, match your voice to theirs.
- Read your favorite books and poems over and over again. Practice getting smoother and reading with expression.

### What parents can do to help at home

- Support and encourage your child. Realize that he or she is likely frustrated by reading.
  - Check with your child's teachers to find out their assessment of your child's word decoding skills.
  - If your child can decode words well, help him or her build speed and accuracy by:
    - Reading aloud and having your child match his voice to yours
    - Having your child practice reading the same list of words, phrase, or short passages several times
    - Reminding your child to pause between sentences and phrases
  - Read aloud to your child to provide an example of how fluent reading sounds.
  - Give your child books with predictable vocabulary and clear rhythmic patterns so the child can "hear" the sound of fluent reading as he or she reads the book aloud.
  - Use books on tapes; have the child follow along in the print copy.
- 

### ***Directions***

*Spend 15 minutes each day reading the fluency passages attached to the directions. Answer the question that follow. There is no answer key as answers will vary.*

*Day 4 Fluency Passage: "Inspiration "*

**FLUENCY PASSAGE IS ATTACHED TO THIS DOCUMENT FOR DAY 1**

**Day 4 Fluency Passage: "Inspiration"**

## Inspiration

You win an award. You walk proudly onto the stage. You make a speech. You give the audience an idea of where you got your ideas. You talk about the people who helped you. You also tell where you got your inspiration.

A young Amelia Earhart attended a World's Fair where she saw an airplane fly high above her. Amelia always referred to that day as the start of her journey to become a pilot. In the same way, many writers will remember the first book that gripped their hearts. Sports stars can tell you everything about the first game they attended. Film directors remember every scene of the movie that made them buy their first camera.

This is the way many young people get an idea of what profession they would like to pursue. What has inspired you? Have you seen, read, or heard about anything that has given you ideas for your lifelong career? Have you met someone who has truly inspired you? You may have already made a decision about your future. If not, you can start to think about it!

1. What is this passage mostly about?
2. According to this passage, what are some things that inspire people?

# The Civil War as Photographed by Mathew Brady

## Making Connections

The Civil War can be viewed through a medium that was developing at the same time: photography. Mathew Brady and his associates photographed many battlefields, camps, towns, and people touched by the war. Due to technological limitations at the time, their images depict the multiple aspects of the war except one crucial element: battle.

Quickly scan the following images and choose 3 photos for deeper analysis to uncover aspects of a soldier's life in the Civil War. For your 3 chosen photos, consider the following:

- Study the photo for 2 minutes.
- Create a chart listing the people, objects, and actions in the photo.
- What can you infer from the photo?
- What questions does this photo raise in your mind?

- [➔ Colors of 23rd Infantry, N.Y](#)

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- [➔ Wilderness, near Chancellorsville, VA](#)

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- [➔ View in Wilderness, VA](#)

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- [➔ Pontoon Across Rappahannock River](#)

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- [➔ Battery in action at Fredericksburg, VA](#)

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- [➔ Wounded soldiers under trees, Marye's Heights, Fredericksburg. After the battle of Spotsylvania, 1864.](#)

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- [➔ Wounded soldiers in hospital](#)



**Next >**

[View Document Details](#)

- ➔ Confederate prisoners waiting for transportation, Belle Plain, VA

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- ➔ Company of Infantry on parade. Part of 6th Maine Infantry after battle of Fredericksburg. At time of the charge across stone wall at foot of Marye Heights Gen. Hooker in command of Federals, Gen. Fitz

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- ➔ Confederate dead behind stone wall. The 6th. Maine Inf. penetrated the Confederate lines at this point. Fredericksburg, VA

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- ➔ Virginia, Fredericksburg, Battery D, Second United States Artillery.

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- ➔ Virginia, Fredericksburg, Pontoon Bridge across the Rappahannock river.

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- ➔ Union breastworks. Interior view of breastworks on Little Round Top, Gettysburg.

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- ➔ Camp of the 44th N.Y. Inf. near Alexandria, VA

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- ➔ Camp scene. Showing winter huts and corduroy roads

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- ➔ Aquia Creek and Fredericksburg Railroad, construction corps at work, VA

## When You're Done ►

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# Letters, Telegrams, and Photographs Illustrating Factors that Affected the Civil War

## Background

Prior to and during the Civil War, the North and South differed greatly in the resources that they could use. Documents held by the National Archives can aid in the understanding of the factors that influenced the eventual outcome of the War Between the States.

After the election of Abraham Lincoln to the presidency in 1860, the states of the southern United States broke away from the federal union that had existed since the ratification of the Constitution. Believing that Lincoln would restrict their rights to own slaves, Southerners decided that secession was a better choice than to give up their economic system and their way of life. President Lincoln and the North opposed the South's withdrawal; the president steadfastly maintained throughout the war that the secession was illegal and that the newly formed Confederate States of America was not valid as a new nation to the world. Despite Lincoln's hopes that the secession would end without conflict, the two regions fought a war that exploited the advantages and opportunities that each held over the other before their differences could be resolved.

The North held many advantages over the South during the Civil War. Its population was several times that of the South, a potential source for military enlistees and civilian manpower. The South lacked the substantial number of factories and industries of the North that produced needed war materials. The North had a better transportation network, mainly highways, canals, and railroads, which could be easily used to resupply military forces in the field. At sea, the Union navy was more capable and dominant, while the army was better trained and better supplied. The rest of the world also recognized the United States as a legitimate government, allowing U.S. diplomats to obtain loans and other trade concessions.

The South had fewer advantages, but it held several that would pose great threats to attempts by their Northern neighbors to end the rebellion. The South was able to fight on its home terrain, and it could win the war simply by continuing to exist after the

hostilities ended later. The South also had a military tradition that encouraged young men to serve in the armed forces or attend a military school; many had served the U.S. military prior to the Civil War, only to resign and fight for their states and family. In addition, the South had the leadership of great commanders, including Robert E. Lee, Joseph Johnston, and "Stonewall" Jackson.

As disadvantages, the South had to worry about its slave population, which posed the threat of rebellion and assistance to the Northern cause. Actions by the North to promote this fear included the Emancipation Proclamation, which ended slavery in all territories held by Union troops, but not in all areas of the North, such as loyal, but slave-owning, states along the borders of the two powers. Had the North tried to free slaves in these areas, more aid would have been generated for the South, and slave-owning Maryland's secession would leave the U.S. capital in Confederate hands. In addition, the North suffered because a series of senior generals did not successfully exploit the weaknesses of the South, nor did they act upon the suggestions of their commander-in-chief. President Lincoln finally got his desired general in Ulysses S. Grant, who had solidified the Union's control of the West in parts of the Mississippi River Basin. Grant directed the defeat of Southern forces and strongholds and held off determined advances northward by the Confederates on several occasions before the surrender by Lee to Grant took place in 1865.

To defeat the South, the North had to achieve several goals. First, control of the Mississippi River had to be secured to allow unimpeded movement of needed Western goods. Second, the South had to be cut off from international traders and smugglers that could aid the Southern war effort. Third, the Confederate army had to be incapacitated to prevent further northward attacks such as that at Gettysburg, Pennsylvania, and to ease the battle losses of the North. Fourth, the South's ability to produce needed goods and war materials had to be curtailed. It was these measures that the South had to counter with their own plans to capitalize on early victories that weakened the Northern resolve to fight, to attain international recognition as a sovereign state, and to keep Union forces from seizing Confederate territory.

The South ultimately did not achieve its goals, and after four years of fighting the North won the war. The divisive, destructive conflict cast a shadow on the successes of the United States during the 19th century, however. The country had to find ways to heal the wounds of war during Reconstruction.

### **Other Resources**

Davis, Burke. *Sherman's March*. New York: Vintage Books, 1991.

Garrison, Webb. *Civil War Curiosities*. Nashville: Rutledge Hill Press, 1994.

Wiley, Bell Irvin. *The Life of Billy Yank*. Baton Rouge: Louisiana State University Press, 1991.

Wiley, Bell Irvin. *The Life of Johnny Reb*. Baton Rouge: Louisiana State University Press, 1993.

## The Documents

1. Letter from Robert E. Lee to Simon Cameron, Secretary of War, in which Lee resigned from the U.S. Army.  
National Archives Identifier: 300383
2. Message of President Abraham Lincoln nominating Ulysses S. Grant to be Lieutenant General of the Army.  
National Archives Identifier: 306310
3. Telegram from General William T. Sherman to President Abraham Lincoln announcing the surrender of Savannah, Georgia, as a Christmas present to the President.  
National Archives Identifier: 301637
4. Telegram from Abraham Lincoln to Lieutenant General Ulysses Grant at City Point, Virginia.  
National Archives Identifier: 301640
5. Emancipation Proclamation  
National Archives Identifier: 299998  
**View Pages:** [1](#) | [2](#) | [3](#) | [4](#) | [5](#)
6. Photograph of the first ironclad gunboat built in America, the *Saint Louis*, ca.1862.  
National Archives Identifier: 533123
7. Sound recording of an interview with John Salling, last surviving Confederate veteran:

Audio: On meeting famous generals. Explains he was a saltpeter digger. (159K, 0:20)  
Audio: Discusses war career. Includes a long pause while he tries to remember the name of a commanding officer. (413K, 0:53)  
Audio: On singing. Relates how he sang for General Bush. (336K, 0:43)  
Audio: Sings the song that he sang for General Bush. (304K, 0:39)  
Audio: Sings "Hang Jeff Davis from the Sour Apple Tree." (239K, 0:31)  
Audio: Explains he was drafted, not enlisted. (214K, 0:27)  
Audio: Sings a verse of "Yellow Rose of Texas." Interviewer recites another version. (438K, 0:56)  
Audio: On seeing Teddy Roosevelt speak at Gettysburg. (398K, 0:51)  
Audio: Describes meeting soldiers at Gettysburg reunion. (Part 1). (399K, 0:51)  
Audio: Describes meeting soldiers at Gettysburg reunion. (Part 2). Recalls how Union soldier talked with Confederate soldier. (444K, 0:57)  
Audio: Describes meeting soldiers at Gettysburg reunion. (Part 3). Recalls how Union soldier talked with Confederate soldier. (610K, 1:18)

### **National Archives and Records Administration**

Record Group 94 - Records of the Office of the Adjutant General

Record Group 46 - Records of the U.S. Senate

Record Group 107 - Records of the Office of the Military Telegraph

Record Group 11 - General Records of the U.S. Government

Record Group 165 - Records of the War Department Library

Record Group 200 - National Archives Gift Collection

## **Article Citation**

This article was written by David Trill, a teacher at South Fork High School, in Stuart, FL.

**The U.S. National Archives and Records Administration**

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# Wounded soldiers in hospital

ca. 1860 - ca. 1865



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National Archives Identifier: 524705 (<https://catalog.archives.gov/id/524705>)

Full Citation: Wounded soldiers in hospital; ca. 1860 - ca. 1865; Mathew Brady Photographs of Civil War-Era Personalities and Scenes, 1921 - 1940; Records of the Office of the Chief Signal Officer, Record Group 111. [Online Version, <https://www.docsteach.org/documents/document/wounded-soldiers-in-hospital>, March 12, 2020]

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# Wounded soldiers under trees, Marye's Heights, Fredericksburg. After the battle of Spotsylvania, 1864.

## 1864



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Full Citation: Wounded soldiers under trees, Marye's Heights, Fredericksburg. After the battle of Spotsylvania, 1864.; 1864; Mathew Brady Photographs of Civil War-Era Personalities and Scenes, 1921 - 1940; Records of the Office of the Chief Signal Officer, Record Group 111. [Online Version, <https://www.docsteach.org/documents/document/wounded-soldiers-fredericksburg-after-battle-spotsylvania>, March 12, 2020]

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## RESUMEN DE CONCEPTOS CLAVE

En las Lecciones 3 a 9, los estudiantes aprenden a multiplicar números enteros de varios dígitos usando **modelos de área** (como en la Muestra de un problema a continuación).

Espere ver tareas que le pidan a su hijo/a que haga lo siguiente:

- Cambiar una expresión escrita con palabras a una escrita con números y viceversa. Por ejemplo, *la suma de 3 dieciséis y 2 nueves* puede escribirse como  $(3 \times 16) + (2 \times 9)$ .
- Resolver problemas de multiplicación de varios dígitos usando el cálculo mental. Por ejemplo, considere el problema  $19 \times 15$ .

Piense: 20 quince – 1 quince

$$= (20 \times 15) - (1 \times 15)$$

$$= 300 - 15$$

$$= 285$$

- Calcular aproximadamente y resolver problemas, inclusive problemas narrados que involucren la multiplicación de un número entero de varios dígitos.

## MUESTRA DE UN PROBLEMA (Tomado de la Lección 7)

Dibuja un modelo de área. Luego resuelve usando el **algoritmo estándar**.

$$2,431 \times 106 = \mathbf{257,686}$$

	<b>2,000</b>	+ <b>400</b>	+ <b>30</b>	+ <b>1</b>	
<b>6</b>	<b>12,000</b>	<b>2,400</b>	<b>180</b>	<b>6</b>	<b>14,586</b>
+					
<b>100</b>	<b>200,000</b>	<b>40,000</b>	<b>3,000</b>	<b>100</b>	<b>243,100</b>

**14,586 + 243,100 = 257,686**

	<b>2, 4 3 1</b>
<b>×</b>	<b>1 0 6</b>
	<b>2 4 3 1</b>
	<b>1 4, 5 8 6</b>
<b>+</b>	<b>2 4 3, 1 0 0</b>
	<b>2 5 7, 6 8 6</b>

Puede encontrar ejemplos adicionales de problemas con pasos de respuesta detallados en los libros de *Eureka Math Homework Helpers*. Obtenga más información en [GreatMinds.org](http://GreatMinds.org).

**CÓMO PUEDE AYUDAR EN CASA**

- Pregúntele a su hijo/a sobre la diferencia entre una suma y un **producto**. Trate de hacer cálculos mentales simples con su hijo/a que involucren tanto sumas como productos. Por ejemplo, dígame a su hijo/a: “Piensa en el producto de 2 y 3.” (La respuesta es 6). “Ahora piensa en el producto de 3 y 4.” (La respuesta es 12.) “¿Cuál es la suma de estos dos productos, 6 y 12?” (La respuesta es 18).
- Practique la reagrupación mientras hace la multiplicación. Esta puede ser una actividad entre dos personas con usted y su hijo/a. Use números más fáciles de tres dígitos. Por ejemplo, trate con  $300 \times 120$ . Dígame a su hijo/a: “Tú resuelves  $300 \times 100$  y yo resuelvo  $300 \times 20$ . Luego podemos sumar esos dos números para obtener el resultado.” ( $300 \times 100 = 30,000$ ;  $300 \times 20 = 6,000$ ;  $30,000 + 6,000 = 36,000$ ).

**VOCABULARIO****SPANISH STARTS HERE:****Vocabulario (Terms)**

**Producto:** El número que resulta de la multiplicación de dos o más números. Por ejemplo, en  $4 \times 0.2 = 0.8$ , el número 0.8 es el producto.

**REPRESENTACIONES****Modelos de área**

$$2,431 \times 106 = 257,686$$

	2,000	+	400	+	30	+	1	
6	12,000		2,400		180		6	14,586
+								
100	200,000		40,000		3,000		100	243,100

$$14,586 + 243,100 = 257,686$$

## KEY CONCEPT OVERVIEW

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In Lessons 1 and 2, students learn to multiply multi-digit whole numbers by using several strategies. Additionally, they learn to **round** numbers to the nearest ten, hundred, thousand, or ten thousand as a strategy to help them **estimate** the product (answer) of multiplication problems.

You can expect to see homework that asks your child to do the following:

- Find the product of multi-digit multiplication **expressions**.
- Round numbers in multiplication problems to estimate the answer.
- Solve word problems that involve multi-digit multiplication.

## SAMPLE PROBLEMS (From Lesson 1)

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Find the products. Show your thinking.

$$\begin{aligned} 7 \times 9 \\ = 63 \end{aligned}$$

$$\begin{aligned} 7 \times 90 \\ = (7 \times 9) \times 10 \\ = 63 \times 10 \\ = 630 \end{aligned}$$

$$\begin{aligned} 70 \times 90 \\ = (7 \times 10) \times (9 \times 10) \\ = (7 \times 9) \times 100 \\ = 6,300 \end{aligned}$$

$$\begin{aligned} 70 \times 900 \\ = (7 \times 9) \times (10 \times 100) \\ = 63,000 \end{aligned}$$

LEARN MORE by viewing a video on the decomposition of a number bond to solve multiplication and division problems. Visit [eurmath.link/number-bond-decomp](http://eurmath.link/number-bond-decomp).

Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at [GreatMinds.org](http://GreatMinds.org).

**HOW YOU CAN HELP AT HOME** 

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- Multiply by 10, 100, and 1,000. Give your child a multiplication expression, and have him tell you the product (answer). For example,

$$3 \times 10 = 30; 3 \times 100 = 300; 3 \times 1,000 = 3,000$$

$$50 \times 10 = 500; 50 \times 100 = 5,000; 50 \times 1,000 = 50,000$$

- Review rounding of a whole number with your child. For example,

What is 19 rounded to the nearest ten? (20)

What is 727 rounded to the nearest hundred? (700)

What is 3,815 rounded to the nearest thousand? (4,000)

**TERMS** 

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**Estimate:** Approximate the value of a quantity or number. For example, you can estimate the product of  $22 \times 3$  as about 60 (22 is very close to the number 20, and  $20 \times 3 = 60$ ).

**Expression:** Any combination of sums, differences, products, or divisions of numbers that evaluates to a number. Expressions do not have an equal sign (e.g.,  $600 + 3 + 0.07$ ).

**Round:** Replace a number with another number of approximately the same value. For example, 8,261 rounded to the nearest hundred is 8,300.



# Multiply Whole Numbers

Name: \_\_\_\_\_

**Prerequisite:** *Multiplying Two-Digit Numbers*

Study the example showing how to multiply two-digit numbers using partial products. Then solve problems 1–5.

**Example**

$48 \times 13 = ?$

Find the partial products.

48	
<u>  </u>	
× 13	
24	→ 3 ones × 8 ones
120	→ 3 ones × 4 tens
80	→ 1 ten × 8 ones
<u>+ 400</u>	→ 1 ten × 4 tens
624	

Write the sum of the partial products.

$48 \times 13 = 624$

**1** Complete the steps to find the product of  $52 \times 16$ .

52	
<u>  </u>	
× 16	
□	→ _____ ones × _____ ones
□	→ _____ ones × _____ tens
□	→ _____ ten × _____ ones
<u>+ □</u>	→ _____ ten × _____ tens
□	

**2** How can you check if your answer to problem 1 is reasonable?

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## Vocabulary

**partial product** the result of multiplying the value in one place of a two- or three-digit number.

23	
<u>  </u>	
× 25	
15	→ 5 × 3
	ones    ones

15 is a partial product.



**Solve.**

**3** You can also use an area model to multiply.

$16 \times 52 = \boxed{?}$                       50                      +                      2

10	$10 \times 50 = 500$	$10 \times 2 = \underline{\hspace{2cm}}$
+		
6	$6 \times 50 = \underline{\hspace{2cm}}$	$6 \times 2 = \underline{\hspace{2cm}}$

- a. Write the missing partial products in the area model.
- b. Then, write the partial products to complete the equation below. Find the sum.

$16 \times 52 = 500 + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

**4** Look at problem 3. Would the product change if  $50 + 2$  on the top of the area model was changed to  $20 + 30 + 2$ ? Explain.

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**5** Roy is going on a 12-day bike trip. He plans to ride 35 miles a day. How many miles will Roy ride on the trip?

**Show your work.**

*Solution:* \_\_\_\_\_

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**Study the example showing how to multiply a three-digit number by a two-digit number using the distributive property. Then solve problems 1–3.**

**Example**

Find  $132 \times 26$ .

Use the distributive property.

$$132 \times 26 = 132(20 + 6)$$

$$= (132 \times 20) + (132 \times 6)$$

Find the partial products.

$$\begin{array}{r} 132 \\ \times 20 \\ \hline 40 \text{ (} 20 \times 2 \text{)} \\ 600 \text{ (} 20 \times 30 \text{)} \\ + 2,000 \text{ (} 20 \times 100 \text{)} \\ \hline 2,640 \end{array}$$

$$\begin{array}{r} 132 \\ \times 6 \\ \hline 12 \text{ (} 6 \times 2 \text{)} \\ 180 \text{ (} 6 \times 30 \text{)} \\ + 600 \text{ (} 6 \times 100 \text{)} \\ \hline 792 \end{array}$$

Write the sum of the partial products.

$$2,640 + 792 = 3,432$$

$$132 \times 26 = 3,432$$

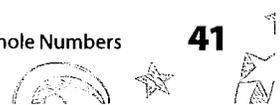
**1** Complete the steps to find  $253 \times 34$ .

$$253 \times 34 = 253(30 + 4) = (\underline{\quad} \times 30) + (\underline{\quad} \times 4)$$

$$\begin{array}{r} 253 \\ \times 30 \\ \hline 90 \text{ (} 30 \times 3 \text{)} \\ \square \text{ (} 30 \times \square \text{)} \\ + \square \text{ (} \square \times \square \text{)} \\ \hline \square \end{array}$$

$$\begin{array}{r} 253 \\ \times 4 \\ \hline \square \text{ (} \square \times \square \text{)} \\ \square \text{ (} \square \times \square \text{)} \\ + \square \text{ (} \square \times \square \text{)} \\ \hline \square \end{array}$$

$$253 \times 34 = 7,590 + 1,012 = \underline{\quad}$$



**Solve.**

**2** You can also use an area model to find the product of  $253 \times 34$ .

a. Write the missing partial products in the area model.

	30	4
200	$200 \times 30 = \underline{\hspace{2cm}}$	$200 \times 4 = \underline{\hspace{2cm}}$
50	$50 \times 30 = \underline{\hspace{2cm}}$	$50 \times 4 = \underline{\hspace{2cm}}$
3	$3 \times 30 = \underline{\hspace{2cm}}$	$3 \times 4 = \underline{\hspace{2cm}}$

b. Write the partial products to complete the equations below.

First column:  $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

Second column:  $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

c.  $253 \times 34 = \underline{\hspace{2cm}}$

**3** Nate's mother drives 225 miles back and forth to work each month. How many miles does she drive back and forth to work in one year?

**Show your work.**



*Solution:* \_\_\_\_\_

## Solve the problems.

- 1 Which expression shows the numbers multiplied for the partial product 12,480?

$$\begin{array}{r}
 1 \\
 416 \\
 \times 32 \\
 \hline
 832 \\
 + 12,480 \\
 \hline
 13,312
 \end{array}$$

- A  $3 \times 410$                       C  $30 \times 410$   
 B  $3 \times 416$                       D  $30 \times 416$

- 2 There are 28 tables in the cafeteria. Each table has 12 students sitting at it. Fourth graders sit at 13 of the tables. Fifth graders sit at the rest of the tables. How many fifth graders are there?

- A 156                                  C 336  
 B 180                                  D 700

Yuri chose **C** as the correct answer. How did he get that answer?

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In what step is the partial product 12,480 written?



How do you find the number of tables fifth graders are sitting at?

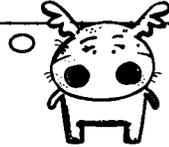


**Solve.**

- 3** A small bottle contains 177 milliliters of strawberry yogurt smoothie. One box holds 24 bottles. Are there more or less than 4,000 milliliters of the smoothie in one box? Explain.

**Show your work.**

I think there is more than one step to solving this problem.



*Solution:* \_\_\_\_\_

\_\_\_\_\_

- 4** Jeff and Kayla are finding the product of  $178 \times 56$ . They both are using the distributive property to find partial products. Look at their work below.

Jeff		Kayla		
178	178	178	178	178
$\times 50$	$\times 6$	$\times 20$	$\times 30$	$\times 6$

How did each student break up the factor 56?



- a.** Explain why each student's work shows a way to find the product of  $178 \times 56$ .

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- b.** Would you use one of these methods or a different method to find the product of  $178 \times 56$ ? Why?

\_\_\_\_\_

\_\_\_\_\_

Fifth Grade Day 4 Multi-digit multiplication

Component	Description	Resource																								
Key concepts	<ul style="list-style-type: none"> <li>• Multiply three-digit numbers by two-digit numbers.</li> <li>• Use the distributive property to break apart factors in order to solve multi-digit multiplication problems.</li> <li>• Use the standard algorithm to solve multi-digit multiplication problems with whole numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• iReady Lesson</li> </ul>																								
Sample Problem	<p><b>Model It</b> Use an area model to show partial products.</p> <p>Sketch a rectangle with dimensions 128 by 35.</p> $128 \times 35$ <p><b>128 is <math>100 + 20 + 8</math>.</b></p> <p><b>35 is <math>30 + 5</math>.</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;"><b>100</b></td> <td style="text-align: center;">+</td> <td style="text-align: center;"><b>20</b></td> <td style="text-align: center;">+</td> <td style="text-align: center;"><b>8</b></td> </tr> <tr> <td style="text-align: right;"><b>30</b></td> <td style="text-align: center;"><math>30 \times 100 = 3,000</math></td> <td></td> <td style="text-align: center;"><math>30 \times 20 = 600</math></td> <td></td> <td style="text-align: center;"><math>30 \times 8 = 240</math></td> </tr> <tr> <td style="text-align: right;">+</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: right;"><b>5</b></td> <td style="text-align: center;"><math>5 \times 100 = 500</math></td> <td></td> <td style="text-align: center;"><math>5 \times 20 = 100</math></td> <td></td> <td style="text-align: center;"><math>5 \times 8 = 40</math></td> </tr> </table> <p>First row: <math>3,000 + 600 + 240 = 3,840</math>            Second row: <math>500 + 100 + 40 = 640</math>            So, <math>128 \times 35 = 3,840 + 640 = 4,480</math>.</p>		<b>100</b>	+	<b>20</b>	+	<b>8</b>	<b>30</b>	$30 \times 100 = 3,000$		$30 \times 20 = 600$		$30 \times 8 = 240$	+						<b>5</b>	$5 \times 100 = 500$		$5 \times 20 = 100$		$5 \times 8 = 40$	<ul style="list-style-type: none"> <li>• iReady Lesson</li> </ul>
	<b>100</b>	+	<b>20</b>	+	<b>8</b>																					
<b>30</b>	$30 \times 100 = 3,000$		$30 \times 20 = 600$		$30 \times 8 = 240$																					
+																										
<b>5</b>	$5 \times 100 = 500$		$5 \times 20 = 100$		$5 \times 8 = 40$																					
Vocabulary	<ul style="list-style-type: none"> <li>• <b>distributive property</b> when one of the factors of a product is written as a sum, multiplying each addend by the other factor before adding does not change the product; for example, <math>3 \times 12 = (3 \times 10) + (3 \times 2)</math></li> </ul> <p>Review the following key terms.</p> <ul style="list-style-type: none"> <li>• <b>factor</b> a number that is multiplied</li> <li>• <b>product</b> the result of multiplication</li> <li>• <b>partial products</b> a strategy used to multiply multi-digit numbers; the products you get in each step are called “partial products”. For example, the partial products for <math>124 \times 3</math> are <math>3 \times 100</math> or 300, <math>3 \times 20</math> or 60, and <math>3 \times 4</math> or 12.</li> </ul>	<ul style="list-style-type: none"> <li>• iReady Lesson</li> </ul>																								
Practice Set		<ul style="list-style-type: none"> <li>• iReady Lesson</li> </ul>																								
Answer key		<ul style="list-style-type: none"> <li>• Create</li> </ul>																								
Constructed response questions	<ul style="list-style-type: none"> <li>• Are within the lesson practice set</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrative Mathematics</li> <li>• PARCC released tasks</li> </ul>																								
How you can help at home	Activities that can be completed with student caretaker that can support the key concepts <ul style="list-style-type: none"> <li>• Especially important for the younger grades.</li> </ul>																									

# Science: Day 4

**Grade:** Fifth Grade

**Disciplinary Core Idea:** Biological Evolution and Diversity

**Standard:** 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

Component	Description	Resource
<b>Materials</b>	If possible, students will need the following materials:	<ul style="list-style-type: none"><li>• scissors</li></ul>
<b>Reading</b>	Read about Desert Plant Adaptations.	- Reading: Desert Plant Adaptations excerpted from NPS.GOV
<b>Question Set</b>	No question set for this reading	-
<b>Answer Key</b>	Answer Key in separate document	- Separate document
<b>Activity</b>	Plant Adaptations Card Game and worksheet.	- Worksheet and playing cards

## Additional optional resources:

- The amazing ways plants defend themselves - Valentin Hammoudi  
<https://www.youtube.com/watch?v=Hja0SLs2kus>
- Teaching resource: Plant Adaptations  
<https://www.youtube.com/watch?v=C1Ib0-BIBKU>

## **Reading:** Desert Plant Adaptations – excerpted from NPS.GOV

Desert plants are adapted to their arid environment in many different ways. Stomata are the holes in plant leaves through which they transpire water. Many desert plants have very small stomata and fewer stomata than those of other plants. The stomata of many cacti lie deep in the plants' tissues. This adaptation helps cacti reduce water loss by keeping the hot, dry wind from blowing directly across the stomata.

The leaves and stems of many desert plants have a thick, waxy covering. This waxy substance does not cover the stomata, but it covers most of the leaves, keeping the plants cooler and reducing evaporative loss.

Small leaves on desert plants also help reduce moisture loss during transpiration. Small leaves mean less evaporative surface per leaf. In addition, a small leaf in the sun doesn't reach as high a temperature as a large leaf in the sun.

Some plants, such as Mormon tea and cacti, carry out most or all of their photosynthesis in their green stems. (Cactus pads are stems, botanically speaking.) Some desert plants grow leaves during the rainy season and then shed them when it becomes dry again. These plants, including blackbrush, photosynthesize in their leaves during wet periods. When drought sets in and the plants lose their leaves, some of these plants can photosynthesize in their stems. Background TESSIE GRAHAM 34 Canyon Country Outdoor Education Others cut down on water loss even further by temporarily shutting down photosynthesis.

Other desert adaptations shared by a number of plants include shallow widespread roots to absorb a maximum of rainfall moisture and spines or hairs to shade plants and break up drying winds across the leaf surface.

### ***Other specific desert plant adaptations follow:***

**Cacti** - Cactus pads are modified stems with a waxy coating. Their root system is very shallow, drinking up ephemeral rainwater. Small rain roots can grow as soon as soil is moistened by rain. They later dry up. Prickly spines are modified leaves that break up the evaporative winds blowing across pad surfaces and can help shade the stem.

**Desert Annuals** - These avoid drought and heat by surviving as long-lived seeds stored in the soil, sometimes for decades. The seeds have adaptations assuring that they germinate and grow during wet periods. Evening Primrose - Thickened taproots store water and food. Globemallow - These are covered with dense, star-shaped grayish hairs that reflect sunlight and break up the wind.

**Juniper** - Leaves are reduced to tiny, waxy scales that cover the twigs and small branches. Fruits are also covered with a waxy coating. Junipers have the ability to cut off water to a major branch during a drought, resulting in a dead branch but a live tree.

**Sego Lily** - It can lie dormant as a bulb during the driest years. **Paintbrushes** - They are partial parasites. Their roots tap into nearby plant roots, usually sagebrush or grasses, to suck food and moisture from their host. **Piñon Pines** - They depend on enormous root systems. Piñon taproots stretch down 40 feet or more in deep soils; in shallow soils, lateral roots stretch outward the same distance.

**Sagebrush** - Hairy leaves insulate this plant against heat, cold, and dry winds. Retaining its leaves year-round allows the plant to produce food most of the year. Sagebrush has adaptations to cold winters; it can photosynthesize when temperatures are near freezing, and its leaves point in all directions, allowing them to catch sunlight from many different angles.

**Activity:**  
**Plant Adaptation Card Game**

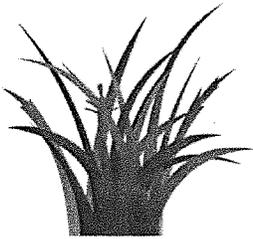
Rules (Played between two players)

1. The students will shuffle cards and deal each player eight cards. The rest of the cards are placed in a stack face down in the middle of the table, with one card face up to start the game.
2. Each player looks at his/her cards. The goal is to collect all four cards from two different biomes.
3. The first player can choose the card that is face up on the table or draw one card from the deck and put in his/her hand. The player will then select one card to discard and will place it face-up by the pile of cards that are face-down.
4. The next player can choose the previously discarded face-up card on the table or draw a new card from the face-down stack.
5. Play continues until a player has collected all four cards from two different biomes.

After completing the game, students should use the playing cards to help them complete the worksheet.

**Four characteristics of Grassland Plants:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_



**FOCUS on GRASSLANDS:**  
Think about animals that graze in grasslands—what part of the plant do they eat? Think about fires that spread across the grasslands—what part of the plant burns?

Explain how the plants of the grasslands have adapted to survive grazing by animals and fire in their environment.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Four characteristics of Tundra Plants:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

**Four characteristics of Tropical Rainforest Plants:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



**FOCUS on TROPICAL RAINFOREST:**

Rainforests have very poor soil which lacks nutrients due to the large amount of rainfall. Plants must be able to get nutrients either on the surface of the ground or before they reach the ground.

Explain how the plants of the tropical rainforest have adapted to survive by getting their nutrients from the surface of the ground or even before the nutrients get absorbed into the ground.

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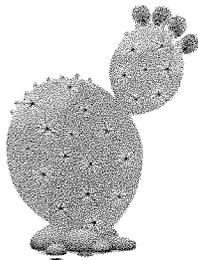
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**Four characteristics of Deciduous Forest Plants:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Four characteristics of Desert Plants:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_



**FOCUS on DESERT:**

All deserts share one characteristic: they are very dry. Not all deserts are hot and not all are composed of sand. Some are cold, some are covered with pebbles and some with cracked mud. Plants living in the desert must be able to absorb and store water.

Explain how the plants of the desert have adapted to survive by absorbing and storing water during long dry periods.

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**Four characteristics of Taiga Plants:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

TAIGA



Evergreen trees make food right away

TAIGA



Needle-like leaves lose less water

TAIGA



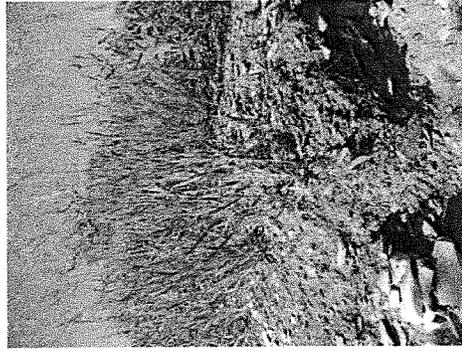
Waxy coating prevents water loss

TAIGA



Dark colored needles absorb solar heat

GRASSLAND



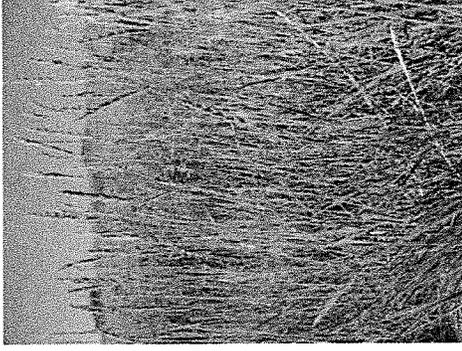
Deep roots absorb water

GRASSLAND



Narrow leaves lose less water

GRASSLAND



Soft stems bend in the wind

GRASSLAND



Grasses grow from base not tip

TUNDRA



Small and low keep from freezing

TUNDRA



Plants dark in color absorb solar heat

TUNDRA



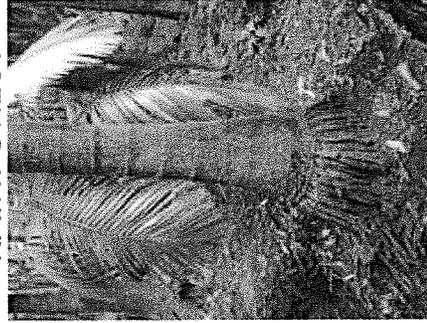
Grows in clumps to protect-wind and cold

TUNDRA



Flowers follow the sun for solar heat

TROPICAL RAINFOREST



Buttresses and prop roots in shallow soil

TROPICAL RAINFOREST



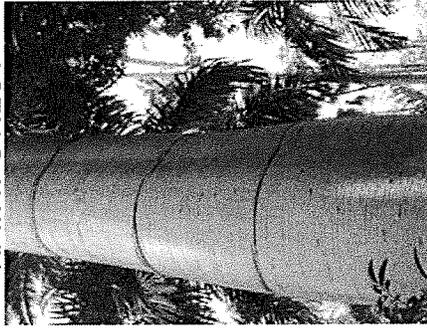
Waxy surfaces allow water to run off

TROPICAL RAINFOREST



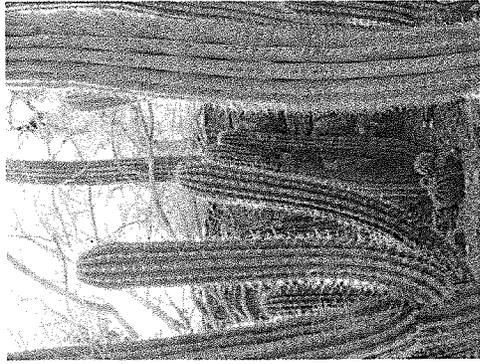
Plants grow on each other to reach sun

TROPICAL RAINFOREST



Smooth bark speeds water run off

DESERT



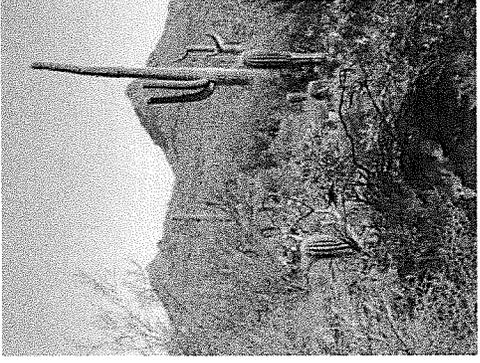
Spines keep animals  
from eating

DESERT



Waxy coating on  
leaves and stems

DESERT



Spread out and deep  
roots absorb water

DESERT



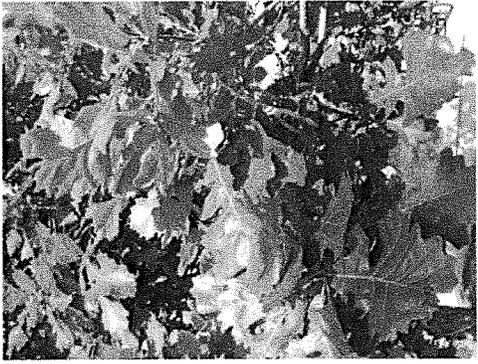
Store water in stems  
or leaves

DECIDUOUS FOREST



Trees drop their  
leaves in the

DECIDUOUS FOREST



Thin, broad, leaves  
capture sunlight

DECIDUOUS FOREST



Thick bark protects in  
winter

DECIDUOUS FOREST



Wildflowers bloom  
early in spring

Social Studies  
Grade 5

# Is Betrayal Always Bad?

What does it mean to betray someone?

Did King George III betray his people?

Was George Washington a traitor?



# Drop Everything and Move!

Name:	Teacher:
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**Purpose:**

*This calendar encourages families to become more physically active and to take steps toward a healthier lifestyle. Each day, students are asked to complete at least four activities from the list below with a family member (or with adult supervision).*

**Directions:**

*After a student completes an activity, an adult should make a check mark and initial in the space provided. By completing four per day, you will complete all 20 by the end of the week! Please only use one sheet, although it can be found in each day of your child's packet.*

✓ Done	#	DEAM Activity
	1	Move during TV commercials. (No TV? Move for 5 minutes each hour.)
	2	Do as many curl-ups as you can.
	3	Do 10 burpees and 10 sit-ups.
	4	Say your math facts while doing reverse lunges.
	5	Take a walk.
	6	Think: I will be the best I can be! Live this motto all day!
	7	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	8	Hold a plank position during TV commercials. (No TV? Challenge someone at home to see who can hold a plank the longest).
	9	Do as many trunk-lifts as you can.
	10	Do 20 jumping jacks and 20 plank jacks.
	11	Do push-up shoulder taps while reciting your spelling words.
	12	Do as many push-ups as you can.
	13	Think: I can do hard things! Live this motto all day!
	14	Stretch a muscle or muscle group two different ways.
	15	Hold a wall-sit during TV commercials. (No TV? Challenge someone at home to see who can hold a wall-sit the longest).
	16	Do as many squats as you can.
	17	Do 30 mountain climbers and 30 bicycle crunches.
	18	Perform squat-jumps while naming the continents.
	19	Crab walk and hold a plank as you count to 40.
	20	Write a brief reflection on your experiences with fitness. What did you like? What did you not enjoy? What are your favorite activities?

**Please Remember**

- ✓ Always get adult permission before doing any activity.
- ✓ Return calendar to your teacher at the end of the month.
- ✓ Be safe but have fun!



Below are three different kinds of people or places that provide health care services in a community. Use valid websites to describe the kind of health care service each person or place provides (what the person or place does to help people stay healthy). Also, tell why a community needs each person or place. You may use the next page if you run out of room. Lastly, list the name of the website and explain how you know it is valid.

Person or Place	Health care service person or place provides	Why person or place is needed in a community	Name of Website	How do you know this is a valid website
Paramedic or Emergency Medical Technician				
Free Medical Clinic				
School Nurse				

EXAMPLE

Elementary

Item 181  
Exemplar Response

Accessing  
Information



**Extended Response**

**CEH**

**Score 2**

11. Below are three different kinds of people or places that provide health care services in a community. Describe the kind of health care service each person or place provides (what the person or place does to help people stay healthy). Also, tell why a community needs each person or place. You may use the next page if you run out of room.

Person or place	Health care service person or place provides	Why person or place is needed in a community
Paramedic or Emergency Medical Technician	A fire Man puts out fires	We would not be able to save our houses
Free medical clinic	helps people	we would not be able to live with out them
School nurse	helps hurt children in school	if you are hurt nobody could help you

**Commentary**

This response demonstrates some ability to access health information or resources. The response correctly describes one health care service on the list: the school nurse "helps hurt children in school." The other examples are either incomplete (the free medical clinic "helps people") or incorrect (for paramedic or EMT, "Fireman puts out fire").

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## Core Concepts

### Health Education Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

### Characteristics of Student Work

CC is linked to all content areas. Student work should demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health.

### Key Criteria

Specific criteria for student work is based largely on the following:

- accuracy
- comprehensiveness
- relationships among concepts shown
- conclusions drawn

### Concept Rubric

4	The response is complex, accurate, and comprehensive, showing breadth and depth of information; relationships are described and conclusions drawn.
3	The response identifies relationships between two or more health concepts; there is some breadth of information, although there may be minor inaccuracies.
2	The response presents some accurate information about the relationships between health concepts, but the response is incomplete and there are some inaccuracies.
1	The response addresses the assigned task but provides little or no accurate information about the relationships between health concepts.

## Accessing Information

### Health Education Standard 3

Students will demonstrate the ability to access valid health information and health-promoting products and services.

### Characteristics of Student Work

This skill category evaluates the students' ability to access valid health information and health-promoting products and services. The quality of student responses may vary from low, where student provides little or no evidence that appropriate sources of health information have been accessed, to high, where the student provides considerable evidence that she or he understands what considerations should apply when evaluating health information or selecting a health-related product or service.

### Skill Cues

- identifies or cites specific sources
- evaluates validity of source
- provides rationale for appropriateness of source
- demonstrates ability to access appropriate community resources to meet specific needs
- identifies the type of help available from source

### Generic Skills Rubric

4	The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skills.
3	The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
2	The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.
1	The response shows little or no evidence of the ability to apply health skills.

# BALTIMORE CITY PUBLIC SCHOOLS

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Mayor, City of Baltimore

**Linda Chinnia**  
Chair, Baltimore City Board of  
School Commissioners

**Dr. Sonja Brookins Santelises**  
Chief Executive Officer

## **Supplemental Information for Parents of Students with Disabilities**

As Chief Executive Officer Dr. Santelises announced in the COVID-19 Press Conference on Friday, March 13, 2020, Voluntary Instructional Activities designed by City Schools Instructional Leaders will be provided for all City Schools' students and distributed at schools during the week of March 16-19, 2020.

To support students with disabilities, activities will be accompanied by materials such as scaffolded texts, graphic organizers, word banks, process charts, sample/model problems, differentiated writing prompts, and sentence starters. Below are additional resources that your family can utilize to better meet the needs of your child as they work to maintain their learning outside of the classroom:

### **English Language Arts Strategies and Resources**

- Reading Supports: Reading aloud and asking questions about what your child is reading
- Online Reference Sheets: Do a quick web search for reading and writing graphic organizers (examples: Venn Diagrams, story maps, summary charts)
- i-Ready At Home: Organized by grade level (PK-8)  
(<https://www.curriculumassociates.com/supporting-students-away-from-school>)
- Writing Supports: Journal writing, personal dictionaries, writing conferences

### **Mathematics Strategies and Resources**

- Khan Academy: Search by subject or topic for specific supports (examples: Algebra I, division, comparing fractions) (<https://www.khanacademy.org/math>)
- i-Ready At Home: Organized by grade level (PK-8)  
(<https://www.curriculumassociates.com/supporting-students-away-from-school>)
- Online Reference Sheets: Do a quick web search for multiplication tables, fraction charts, formula lists, sample problems, etc.
- Manipulatives: Household items like beads, paperclips, beans, and other small items (can be used for counting, sorting, solving basic arithmetic equations)

We appreciate your dedication to your children(s)'s academic success. If you have further questions or require additional support, please reach out to the **Office of Special Education, Parent Response Unit at (443) 984-1561**.

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## Información Suplementaria para Padres de Estudiantes con Discapacidades

Como la Directora Ejecutiva, Dr. Santelises, anunció en la Conferencia de prensa de COVID-19 el Viernes, 13 de Marzo de 2020, las Actividades Educativas Voluntarias diseñadas por los Líderes Educativos de las Escuelas de la Ciudad se proporcionarán a todos los estudiantes de las Escuelas de la Ciudad y se distribuirán en las escuelas durante la semana de Marzo 16-19, 2020.

Para apoyar a los estudiantes con discapacidades, las actividades irán acompañadas de materiales tales como textos con andamios, organizadores gráficos, bancos de palabras, cuadros de procesos, problemas de muestra / modelo, indicaciones de escritura diferenciadas y oraciones iniciales. A continuación, hay recursos adicionales que su familia puede utilizar para satisfacer mejor las necesidades de su hijo/a mientras continúan el aprendizaje fuera del aula:

### **Estrategias y Recursos de Artes Lingüísticas en Inglés**

- Apoyo de Lectura: Leer en voz alta y hacer preguntas sobre lo que está leyendo su hijo/a
- Hojas de Referencia en línea: Haga una búsqueda rápida en el web de organizadores gráficos de lectura y escritura (ejemplos: diagramas de Venn, mapas de historias, cuadros de resumen)
- i-Ready At Home: Organizado por nivel de grado (PK-8) (<https://www.curriculumassociates.com/supporting-students-away-from-school>)
- Apoyos de Escritura: Redacción de diarios, diccionarios personales, conferencias de escritura

### **Estrategias y Recursos de Matemática**

- Academia Khan: Busque por tema o tema para apoyos específicos (ejemplos: Álgebra I, división, comparación de fracciones) (<https://www.khanacademy.org/math>)
- i-Ready At Home: Organizado por nivel de grado (PK-8) (<https://www.curriculumassociates.com/supporting-students-away-from-school>)
- Hojas de Referencia en Línea: Haga una búsqueda rápida en el web para tablas de multiplicación, tablas de fracciones, listas de fórmulas, problemas de muestra, etc.
- Manipulativos: Artículos en el hogar como perlas, clips de papel, frijoles y otros artículos pequeños (se pueden usar para contar, clasificar y resolver ecuaciones aritméticas básicas)

Agradecemos su dedicación al éxito académico de su(s) hijo/a(s). Si tiene alguna pregunta o necesita apoyo adicional, comuníquese con la **Oficina de Educación Especial, Unidad de Respuesta para Padres al (443) 984-1561**.

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## **Supplemental Information for Parents of Students with Disabilities in Specialized Academic Programs**

As Chief Executive Officer Dr. Santelises announced in the COVID-19 Press Conference on Friday, March 13, 2020, Voluntary Instructional Activities designed by City Schools Instructional Leaders will be provided for all City Schools' students and distributed at schools during the week of March 16-19, 2020.

To support students with disabilities who are currently enrolled in specialized academic programs, the Office of Special Education is providing instructional activities that are aligned to the Maryland Alternate Academic Achievement Standards. Modifications have been made to the curriculum materials to better support your child's learning needs. Parents/Guardians can assist with reading and encourage work effort while students complete activities. If you have any further questions or require additional support, please reach out to the **Office of Special Education, Parent Response Unit at (443) 984-1561.**

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*Chief Executive Officer*

## **Información Suplementaria para Padres de Estudiantes con Discapacidades en Programas Académicos Especializados**

Como la Directora Ejecutiva, Dr. Santelises, anunció en la Conferencia de prensa de COVID-19 el Viernes, 13 de Marzo de 2020, las Actividades Educativas Voluntarias diseñadas por los Líderes Educativos de las Escuelas de la Ciudad se proporcionarán a todos los estudiantes de las Escuelas de la Ciudad y se distribuirán en las escuelas durante la semana de Marzo 16-19, 2020.

Para apoyar a los estudiantes con discapacidades que actualmente están inscritos en programas académicos especializados, la Oficina de Educación Especial está proporcionando actividades de instrucción que están alineadas con los Estándares de Logro Académico Alterno de Maryland. Se han realizado modificaciones en los materiales del plan de estudios para apoyar mejor las necesidades de aprendizaje de su hijo/a. Los padres / tutores pueden ayudar con la lectura y alentar el esfuerzo laboral mientras los estudiantes completan las actividades. Si tiene más preguntas o necesita apoyo adicional, comuníquese con la **Oficina de Educación Especial, Unidad de Respuesta para Padres al (443) 984-1561.**