

# BALTIMORE CITY PUBLIC SCHOOLS

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## 5<sup>th</sup> Grade Week 1 Packet

**This packet contains the following activities:**

<b>Estimated Time to Complete</b>	<b>Subject</b>	<b>Pages</b>
60 Minutes	Literacy	5-33
45 Minutes	Math	34-57
30 Minutes	Social Studies	58-65
45 Minutes	Science	66-70
45 Minutes	Health & PE	71

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

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## SUPPLEMENTAL INFORMATION FOR FAMILIES OF STUDENTS WITH DISABILITIES

If your child has a disability and receives services and supports through an IEP or 504 plan there are specific accommodations and supplemental supports that assist them in accessing their grade-level work. This document is to serve as a reference for you to assist your child in working through the materials in this learning packet. **We appreciate your dedication to your child’s academic success. If you have further questions or require additional support with the materials in this learning packet, an academic support line will be available. Please check City Schools’ website at [www.baltimorecityschools.org](http://www.baltimorecityschools.org) for more details.**

### ORGANIZATION

Many children need help with organizational skills to be successful with schoolwork. Here are some suggestions to support your child at home:

- a) Establish a daily routine and schedule. Be sure to give your child time for a snack and wind-down time between subject areas
- b) Limit distractions (tv, phone, loud music) and arrange a quiet place for schoolwork to be completed.
- c) Organize a consistent workspace with needed items (pencils, pens, paper, etc.) where schoolwork is done each day.
- d) Develop a schedule that allows enough time for completion of assignments.

### GUIDANCE AND SUPPORT

Some children only need help getting started on their assignments and some guidance to keep them on track. Here are some suggestions to support:

- a) Read the directions together, do the first items together, observe as your child does the next problem/item on his or her own and then leave the room.
- b) Guide, it is helpful to point out errors on the schoolwork. If your child needs help, offer ideas that can help sort out the problem, but don't give the answers.
- c) Give breaks if needed. Have the child complete some of the work and then let him/her take a break and engage in an activity that relaxes them. Set a timer and make sure the child knows how much free time s/he will have.

### ACCOMMODATIONS

Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction for students with disabilities. Accommodations are intended to reduce or even eliminate the effects of a student’s disability; they do not reduce learning expectations.

#### Description of Accommodations Categories

Accommodations are commonly categorized in three ways: presentation, response, and timing/scheduling:

- **Presentation Accommodations**—Allow students to access information in ways that do not require them to visually read standard print.
- **Response Accommodations**—Allow students to complete activities and assignments in different ways or to solve or organize problems using some type of assistive device or organizer.
- **Timing and Scheduling Accommodations**—Increase the allowable length of time to complete an assignment and perhaps change the way the time is organized.

#### Examples of Types of Accommodations

PRESENTATION	RESPONSE	TIMING AND SCHEDULING
<ul style="list-style-type: none"><li>• Read aloud directions</li><li>• Read selected sections of materials as requested by student</li><li>• For students with disabilities impacting their ability to read, read aloud all material.</li></ul>	<ul style="list-style-type: none"><li>• Allow for verbal responses</li><li>• Allow for answers to be dictated and the parent/guardian writes their response.</li><li>• For math problems, provide a calculator to compute answer.</li></ul>	<ul style="list-style-type: none"><li>• Allow frequent breaks</li><li>• Extend allotted time for an assignment. Generally, extend time is providing the student with time and a half (e.g. if an assignment is allotted 30 minutes, a student with a disability may need 45 minutes.)</li></ul>

## SUPPLEMENTAL INFORMATION FOR FAMILIES OF STUDENTS WITH DISABILITIES

### SUPPLEMENTARY AIDS

These are supports that enable a child to access, participate, and progress in the general education curriculum and environment, including non-academic and extracurricular activities. Supplementary aids include, but are not limited to, instructional supports, social and behavioral supports, and physical/environmental supports. Here are suggested Supplementary Aids that may be helpful for your child in completing their schoolwork at home:

Supplementary Aids	Suggestions for Use
<b>Environmental aids</b>	<ul style="list-style-type: none"> <li>• Choose a quiet location and adjust lighting for students to complete their work</li> <li>• Develop and post a schedule with student for when subjects will be taught and when they will work independently</li> <li>• This support can be used in all content areas</li> </ul>
<b>Frequent breaks and opportunities for feedback</b>	<ul style="list-style-type: none"> <li>• As your child is completing their work, check in often to review and correct any mistakes in real time. This can also be an opportunity to provide positive feedback and encouragement.</li> <li>• Using this support will also help in noticing if your child understands what is being asked of him/her and clarifying as needed. Stop reading frequently to ask questions that will allow you to check if the student understands what they are hearing</li> <li>• This support can be used in all content areas.</li> <li>• If you are reading the text to the student, read slowly and clearly.</li> </ul>
<b>Paraphrasing directions and Rephrasing of text</b>	<ul style="list-style-type: none"> <li>• If your child does not understand the directions when first given, consider another way in which you can word the directions using vocabulary your child knows and understands.</li> <li>• This support can be used in all content areas for directions and for any text/passage reading.</li> </ul>
<b>Instructional Supports: Vocabulary</b>	<ul style="list-style-type: none"> <li>• Create flash cards for vocabulary words and/or develop a vocabulary journal</li> <li>• Use prior knowledge (Connect the word to how student would use it in their everyday life)</li> <li>• This support can be used in all content areas for any and all content vocabulary</li> </ul>
<b>Use of a highlighter</b>	<ul style="list-style-type: none"> <li>• Highlight or circle vocabulary words each time they see them</li> </ul>
<b>Instructional Supports: Mathematical Problem Solving</b>	<ul style="list-style-type: none"> <li>• Provide additional scratch paper</li> <li>• Encourage student to assess their work                             <ul style="list-style-type: none"> <li>○ Do I understand what to do?</li> <li>○ Do I have everything I need to answer the question?</li> <li>○ Did I check my answers?</li> <li>○ What do I need help with?</li> </ul> </li> <li>• Have student create posters with steps for solving problems</li> <li>• Allow student to choose which problems they will solve when possible</li> <li>• Ask student to explain their thinking for correct and incorrect answers</li> </ul>
<b>Break down assignments into smaller units</b>	<ul style="list-style-type: none"> <li>• If your child becomes overwhelmed by the number of problems/questions on a page, use a folded piece of paper to cover problems they are not answering at that time, allowing the focus to be on one question or task.</li> <li>• For all reading assignments, use a ruler, book, or paper to move down the page line by line.</li> <li>• For all reading assignments, write a number or letter in front of each line on the page</li> <li>• Only have 1 page of an assignment visible to the child allowing him/her to focus on the work in front of them, not what is left to complete.</li> <li>• This support can be used in all content areas where multiple questions are printed on one page or one assignment consists of multiple sections and pages.</li> </ul>
<b>Chunking of text</b>	<ul style="list-style-type: none"> <li>• Chunking means to break up text that may be too long or difficult for a child, into achievable sections or “chunks.”</li> <li>• This support will help your child organize information for a better understanding of the text. Pausing between chunks is a great time to ask questions or write information onto graphic organizers/charts.</li> <li>• Chunking can be done by covering parts of larger text with paper or index card and underlining sections in different colors.</li> <li>• This support can be used in all content areas especially when the passage is longer, and questions are being asked.</li> </ul>

## INFORMACION SUPLEMENTARIA PARA FAMILIAS DE ESTUDIANTES CON DISCAPACIDADES

Si su hijo/a tiene una discapacidad y recibe apoyos a través de un plan IEP o 504, existen adaptaciones específicas y apoyos suplemental que lo ayudan a acceder a su trabajo de nivel de grado. Este documento es una referencia para ayudar a su hijo/a a trabajar con los materiales de este paquete de aprendizaje. Agradecemos su dedicación al éxito académico de su hijo/a. Si tiene más preguntas o necesita apoyo adicional con los materiales en este paquete de aprendizaje, estará disponible una línea de apoyo académico. Visite el sitio web de City Schools en [www.baltimorecityschools.org](http://www.baltimorecityschools.org) para obtener más detalles.

### ORGANIZACION

Muchos niños necesitan ayuda con las habilidades organizativas para tener éxito con las tareas escolares. Estas son algunas sugerencias para apoyar a su hijo/a en casa:

- Establecer una rutina diaria y un horario. Asegúrese de darle a su hijo/a tiempo para un aperitivo y tiempo de descanso entre las áreas temáticas
- Limite las distracciones (tv, teléfono, música fuerte) y organice un lugar tranquilo donde las tareas escolares se completen.
- Organizar un espacio de trabajo consistente con los elementos necesarios (lápices, bolígrafos, papel, etc.) donde las tareas escolares se realizan todos los días.
- Desarrollar un horario que permita tiempo suficiente para completar las asignaciones.

### ORIENTACION Y APOYO

Algunos niños solo necesitan ayuda para comenzar con sus tareas y algunas instrucciones para mantenerlos en el buen camino. Estas son algunas sugerencias para apoyar:

- Lean las instrucciones juntos, hagan los primeros elementos juntos, observe como su hijo/a hace el siguiente problema / elemento por su cuenta y luego salir de la habitación.
- Guía, es útil señalar errores en las tareas escolares. Si su hijo/a necesita ayuda, ofrezca ideas que puedan ayudar a resolver el problema, pero no le dé las respuestas.
- Dar descansos si es necesario. Pida al niño/a que complete parte del trabajo y luego deje que se tome un descanso y participe en una actividad que le relaje. Establezca un temporizador y asegúrese de que el niño/a sepa cuánto tiempo libre tendrá.

### ADAPTACIONES

Las adaptaciones son prácticas y procedimientos en las áreas de presentación, respuesta, establecimiento y tiempo/programación que proporcionan acceso equitativo durante la instrucción para los estudiantes con discapacidades. Las adaptaciones están destinadas a reducir o incluso eliminar los efectos de la discapacidad de un estudiante; no reducen las expectativas de aprendizaje.

#### Descripción de las Categorías de Adaptaciones

Las adaptaciones se clasifican comúnmente de tres maneras: presentación, respuesta y tiempo/programación:

- Adaptaciones de Presentación:** Le permite al estudiante acceder a la información de maneras que no les requieren leer visualmente la impresión estándar.
- Adaptaciones de Respuesta:** Le permite al estudiante completar actividades y tareas de diferentes maneras o resolver u organizar problemas utilizando algún tipo de dispositivo de asistencia u organizador.
- Adaptaciones de Tiempo y Programación:** Aumente el tiempo permitido para completar una tarea y quizás cambie la forma en que se organiza el tiempo.

#### Ejemplos de Tipos de Adaptaciones

PRESENTACION	RESPUESTA	TIEMPO Y PROGRAMACION
<ul style="list-style-type: none"><li>Lea en voz alta las instrucciones</li><li>Lea las secciones seleccionadas de los materiales según lo solicite el estudiante</li><li>Para los estudiantes con discapacidades que afectan su capacidad de leer, lea en voz alta todo el material</li></ul>	<ul style="list-style-type: none"><li>Permitir respuestas verbales</li><li>Permita que se dicten respuestas y el padre/tutor escriba la respuesta</li><li>Para problemas matemáticos, proporcione una calculadora para calcular la respuesta</li></ul>	<ul style="list-style-type: none"><li>Permitir descansos frecuentes</li><li>Amplíe el tiempo asignado para una tarea. Por lo general, el tiempo de extensión está proporcionando a darle al estudiante tiempo y medio (por ejemplo, si una actividad tiene asignado 30 minutos, un estudiante con una discapacidad puede necesitar 45 minutos.)</li></ul>

# WIT & WISDOM PARENT TIP SHEET

## WHAT IS MY GRADE 5 STUDENT LEARNING IN MODULE 4?

In the fourth module, *Breaking Barriers*, students are exposed to the power that sports have to affect how people view each other, to create opportunities for people, and to help people overcome and challenge barriers. Students will read and research a variety of in-formational texts about individual athletes, coaches, teams, and organizations to answer the question: How can sports influence individuals and societies?

## TEXTS WE’LL ANALYZE:

<p><b>Literary Nonfiction (informational)</b></p> <ul style="list-style-type: none"> <li>③ <i>We Are the Ship: The Story of Negro League Baseball</i>, Kadir Nelson</li> </ul>	<p><b>Artwork</b></p> <ul style="list-style-type: none"> <li>③ <i>Joie de Vivre</i>, Mark di Suvero</li> <li>③ <i>The Fall of Icarus</i>, Henri Matisse</li> </ul>
<p><b>Articles</b></p> <ul style="list-style-type: none"> <li>③ “Afghan Sprinter Tahmina Kohistani Shows What’s Possible for Muslim Women,” Mike Wise</li> <li>③ “Finding Common Ground on the Soccer Field,” Todd Tuell</li> <li>③ “Guardians of the Game,” Todd Tuell</li> <li>③ “Refugees Find Hope, Film Deal on Soccer Field,” Kathy Lohr</li> <li>③ “Street Soccer,” Connie Colón</li> </ul>	<p><b>Short Story</b></p> <ul style="list-style-type: none"> <li>③ “Raymond’s Run,” Toni Cade Bambara</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>③ “Always #LikeAGirl,” Always</li> <li>③ “Jackie Robinson,” History.com</li> <li>③ “Nelson Mandela Speech that changed the world,” 2000 Laureus World Sports Awards</li> </ul>

## OUR CLASS WILL ASK THESE QUESTIONS:

<ul style="list-style-type: none"> <li>③ How can sports affect the way we view others?</li> <li>③ How can sports create opportunities for change?</li> </ul>	<ul style="list-style-type: none"> <li>③ How can people challenge or overcome barriers through sports?</li> <li>③ How can sports influence individuals and societies?</li> </ul>
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## OTHER BOOKS TO READ AT HOME:

<ul style="list-style-type: none"> <li>③ <i>America’s Champion Swimmer: Gertrude Ederle</i>, David Adler</li> <li>③ <i>A Splash of Red: The Life and Art of Horace Pippin</i>, Jen Bryant and Melissa Sweet</li> <li>③ <i>Six Dots: A Story of Young Louis Braille</i>, Jen Bryant</li> <li>③ <i>Who Was Roberto Clemente?</i> James Buckley, Jr.</li> <li>③ <i>The Bat Boy and His Violin</i>, Gavin Curtis</li> <li>③ <i>Babe Didrikson Zaharias: Making of a Champion</i>, Russell Freedman</li> <li>③ <i>Mr. Matisse and His Cutouts</i>, Annemarie van Haeringen</li> </ul>	<ul style="list-style-type: none"> <li>③ <i>Wilma Unlimited: How Wilma Rudolph Became the World’s Fastest Woman</i>, Kathleen Krull</li> <li>③ <i>In the Year of the Boar and Jackie Robinson</i>, Bette Bao Lord</li> <li>③ <i>Wheels of Change: How Women Rode the Bicycle to Freedom</i>, Sue Macy</li> <li>③ <i>America Street: A Multicultural Anthology of Stories</i>, Ann Mazer</li> <li>③ <i>Jesse Owens: Fastest Man Alive</i>, Carole Boston Weatherford</li> <li>③ <i>Roberto Clemente: Pride of the Pittsburgh Pirates</i>, Jonah Winter</li> </ul>
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As your Grade 5 student reads, ask:

- ③ How does this text build your knowledge of breaking barriers or the power of sports? Share what you know about breaking barriers or the power of sports.

# Vocabulary Study Guide

**Directions:** Use this list of vocabulary words and definitions to study for the vocabulary assessment. The number following the word indicates the lesson number in which the word or affix is taught.

Words (Lesson Numbers)	Definitions
–cracy (1)	Rule by.
posit (24)	Placed, put.
antagonism (14)	Being against or opposed to someone or something.
baffled (23)	Confused, puzzled.
barrier (12)	Something that prevents progress or makes it difficult for someone to achieve something.
bitter (13)	Angry, resentful.
challenge (17)	To take a stand against something, especially something wrong or unjust.
discrimination (5)	Treating someone worse than someone else.
fortitude (14)	Strength of mind that helps a person to bear difficulties with courage.
hostility (20)	Unfriendliness or extreme dislike.
influence (1)	To affect someone or something in an important way.
integration (11)	The process of bringing together.
multimedia (26)	A combination of different forms of expression, such as text, images, audio, video.
overcome (17)	To defeat; to gain a victory over.
para– (22)	Beside, side by side.
paralyzed (22)	Having lost the ability to move or feel anything in part or most of the body.
plagiarism (5)	Stealing, copying.
racism (5)	The belief that one group of people is better than another group of people, based on the color of their skin.
refugee (19)	A person who is forced to flee his or her country to escape danger.
relevant (19)	Closely related or connected to the subject being discussed.
research (4)	The study of information in order to learn more about something.
resilience (14)	The ability to recover from difficulty or change.
sculpture (19)	A three-dimensional piece of art made by carving or molding clay, stone, metal, or other materials.
segregation (5)	Separating people based on the color of their skin.
social norms (17, 18)	Behavioral expectations for certain groups of people.
stereotype (17)	An often unfair or untrue idea or belief about an entire group of people.

<i>sym-</i> (10)	With, together.
synthesize (21)	To combine separate things to produce something new.
<i>trans-</i> (20)	Change.
zeal (23)	Enthusiasm.

## Days 1 and 2

Component	Description	Materials
Key Concept(s)/Informational Text	Read these two texts to get a better understanding of Mandela's South Africa and the challenges he faced in bringing the country together. You have two days to complete the readings and the video.	<ul style="list-style-type: none"> <li>- 1A - Background on Nelson Mandela and Apartheid in South Africa</li> <li>- 1C - South African Rugby Hero Reflects on Unlikely Friendship with Mandela</li> <li>- QR - Scan the QR code to see the ESPYs video on Mandela</li> </ul>
Vocabulary	Develop a working definition for "Apartheid"	<ul style="list-style-type: none"> <li>- 1D Frayer model for "Apartheid"</li> </ul>
Graphic Organizer	Use these questions to guide you while reading the article. Refer back to the text to answer the questions.	<ul style="list-style-type: none"> <li>- 1B - Article Response Sheet</li> </ul>
Exit Ticket	What does South Africa's victory at the 1995 World Cup represent for Nelson Mandela and the people of South Africa.	<ul style="list-style-type: none"> <li>- Reflection Question</li> </ul>

## Handout 1A: Background on Nelson Mandela and Apartheid in South Africa

"Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair."

- Nelson Mandela

Do you think these statements are true? Why or why not? If possible, support your ideas with examples from your own experience.

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**Directions:** Read the background on Nelson Mandela and apartheid in South Africa. Jot down what you notice and wonder about as you read.

### **Background on Nelson Mandela and Apartheid in South Africa: South Africa’s History**

Like most African countries, South Africa was originally the home of black African tribes. In the 1400s, white Europeans arrived in what is today known as South Africa on their way to the Far East. In the mid-1600s, white settlers from the Netherlands established the city of Cape Town on the southern coast of Africa and began settling there. In the 1800s, Great Britain took control of Cape Town, and in the early 1900s, the white British government created the country of South Africa.



**Make a prediction**

Can you think of a problem that might occur based on what you’ve read so far? Explain why you think this conflict is possible.

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### **Apartheid**

*Apartheid*, meaning “apart-ness,” was a system created by the all-white government of South Africa in 1948 that separated people based on their race and skin color. Under apartheid, black, mixed race, and other non-white South Africans—the majority of the country’s people—did not have the same rights as white South Africans.

### **Life Under Apartheid**

White and non-white South Africans were forced to live in separate areas, attend separate schools, and use separate public facilities, such as restrooms, buses, park benches, and even beaches. Black South Africans were not allowed to vote nor marry white South Africans.

Many black South Africans and people of other racial groups were forced out of their homes and forced to live in areas designated as “homelands.”



## Nelson Mandela and the Fight Against Apartheid

During the 1950s and 1960s, groups began to unite to protest apartheid and fight for equal rights for all South Africans. Nelson Mandela, a lawyer, led one of these groups, the African National Congress, in the fight against apartheid.

The South African government treated protesters harshly—even peaceful protesters. Many protesters were put in prison. Some were even sentenced to death. In 1962, Mandela was arrested and sentenced to prison for life. Mandela’s arrest brought international attention to South Africa, and Mandela himself became a symbol for the fight against apartheid.

In 1989, under pressure from countries around the world, South Africa began to take steps to end apartheid. The government created a new constitution, which gave equal rights to all citizens of South Africa. In 1990, after twenty-seven years, Mandela was released from prison. He was elected president of South Africa in 1994.

### Sources:

- “South Africa.” *National Geographic Kids*, National Geographic Partners, Web. Accessed 6 Dec. 2016.
  - History.com Staff. “Apartheid.” *History.com*, A&E Television Networks, 2010, Web. Accessed 6 Dec. 2016.
  - Byrne, Stephen. “Apartheid.” *History for Kids*, 2016, Web. Accessed 6 Dec. 2016.
- Nodjimbadem, Katie. “A Look Back at South Africa Under Apartheid, Twenty-Five Years after Its Repeal.” *Smithsonian.com*, Smithsonian Institution, 15 Oct. 2015, Web. Accessed 6 Dec. 2016.

# Handout 1D: Frayer Model for “Apartheid”

**Directions:** Using the Frayer Model, create a vocabulary definition for the word **Apartheid**.

Definition:	Characteristics:
Examples:	Non-Examples:

# Handout 1B: Article Response Sheet

**Directions:** Before reading the article “South African Rugby Hero Reflects on Unlikely Friendship with Mandela”, review new vocabulary and read the questions. As you read the article look for the answers to these questions. Finally, answer the reflection question at the end of this handout.

Afrikaaner	a South African descended from the Dutch settlers who arrived in the 17th century
Springbok	a species of gazelle native to South Africa; also the mascot of the South African National Rugby Team
Xhosa clan name	

## Questions

1. Why was the country of South Africa so divided when Nelson Mandela became President in 1994?

2. How did rugby reveal racial divides among South Africans when Mandela became President? Which South Africans typically supported rugby? And which South Africans were only soccer fans?

3. Why didn't many native South Africans support the Springboks? What did the Springbok team symbolize to them? Why?

4. Reread the sentence below, taken from paragraph 11. How does Pienaar feel about Mandela? Explain your answer and underline any words that helped you decide.

"To this day, Pienaar refers to Mandela affectionately by the liberation hero's Xhosa clan name, 'Madiba.'"

5. Why is the Springboks' victory such a momentous event for Nelson Mandela and the people of South Africa?

6. Why was the crowd chanting "Madiba" during the World Cup final? What did this show?

*\*An article about Nelson Mandela's work with the 1995 rugby team follows. If you would also like to watch a video that provides context, use the QR code below to view the ESPY Tribute video narrated by Morgan Freeman.*



## Handout 1C: Article Response Sheet

# South African Rugby Hero Reflects on Unlikely Friendship with Mandela



By Darren Taylor

December 05, 2013 07:00 PM

JOHANNESBURG - In 1995, South Africa hosted the Rugby World Cup tournament. It was just a year after the country's first democratic elections, the first time black people had been allowed to vote after decades of white minority rule.

But South Africa then was even more deeply divided along racial lines than it is now. It was also split along sporting lines, with the white minority being passionate followers of rugby, and the black majority worshipping football, otherwise known as soccer.

In most parts of black South Africa, the country's rugby team, the Springboks, was reviled as a symbol of racial oppression. The Springboks had been funded and adored by successive administrations of the National Party (NP) - the largely Afrikaner political organization that established apartheid in 1948.

But the Springbok captain in 1995, Francois Pienaar, was convinced that winning the Cup could help reconcile black and white South Africans.

The burly blonde Afrikaner wasn't alone. He found a powerful ally in then- President Nelson Mandela ' the revolutionary leader of the African National Congress (ANC) who had been jailed for 27 years by the NP government for fighting against the white

Pienaar and Mandela formed an unlikely and dramatic partnership that sustained a nation at a particularly fragile time in South Africa's often tragic history.

### **'Madiba' embraces the Springboks**

The former Springbok captain recalls Mandela phoning him constantly during the 1995 World Cup, asking after the team's well-being. During the competition, the president also appeared on national TV to assure the Springboks of his support.

Pienaar says Mandela's backing 'meant the world' to him and his team of underdogs. Rugby pundits had written off their chances of winning the trophy, but the Springboks eventually battled through to the final. Their opponents were the New Zealand All Blacks, who at the time were the mightiest force in international rugby. Again, the experts maintained South Africa had no chance of victory.

But Mandela disagreed with them, and in the dressing room of the Ellis Park Stadium in Johannesburg, a few hours before kickoff, he told Pienaar so.



'Madiba stood there, wearing a Springbok jersey; he had a Springbok badge over his heart. It was very emotional for me, seeing this man, who had gone through so much, being willing to do this for us,' he recalls.

To this day, Pienaar refers to Mandela affectionately by the liberation hero's Xhosa clan name, 'Madiba.' Yet the rugby player, like most white South African children of his generation and before, had grown up fearing Mandela as a 'terrorist.' But, in the space of a few weeks, Pienaar and his team containing just a single black player had come to know Mandela as a 'symbol of everything that is good in humanity,' and a man willing to wear the green and gold Springbok regalia that had been created by his former oppressors.

### **Triumph for the Rainbow Nation**

The ex-captain remembers walking out of the changing room and onto the field with the sounds of “Madiba! Nelson, Nelson, Nelson!” reverberating around the stadium. The cheers for Mandela, from a crowd of 65,000 that was almost exclusively white -- many who had previously supported his imprisonment -- made international headline news. This moment, when South African whites cheered for the ANC leader as much as they did for their beloved rugby team, would come to be a powerful symbol of a changing South Africa.

And when they finally took the field, fired up by Mandela, the Springboks continued this transformation. In a marathon game often described as one of the greatest ever sporting contests, South Africa narrowly beat New Zealand by 15 points to 12, with virtually the last kick of the game.



Springbok player, Joel Stransky (number 10), kicks the goal that won the World Cup for South Africa

'When Madiba handed the trophy to me, I shook his hand, and he said to me, ' Thank you for what you've done for South Africa'. Pienaar says he was ' dumbstruck' when Mandela, who had almost sacrificed his life so that South Africans could be free of racist domination, thanked him ' a 'mere white rugby player' ' for his contribution to the country.



The Springbok win resulted in unprecedented, and multiracial, scenes of joy across South Africa

Source:  
 •“S. African Rugby Hero Reflects on Unlikely Friendship with Mandela” *Voice of America, Web. Accessed 26 Mar. 2020.*

## Reflection Question

What does South Africa’s victory at the 1995 Rugby World Cup represent for Nelson Mandela and the people of South Africa? Write your answer in two or three sentences.

# Day 3

Component	Description	Materials
Key Concept(s)/Informational Text	Today you'll read the first half of "Raymond's Run". This is a story about a young girl who love to run and takes care of her older brother who is mentally disabled. Pay close attention to Squeaky's personality traits.	- 2A - "Raymond's Run" part 1
Graphic Organizer	Use these questions to guide you while reading the story. Refer back to the text to answer the questions.	- 2A - "Raymond's Run" - 2B - Plot Map and Text-Dependent Questions
Fluency	Read the fluency passage out loud. This practice will improve your ability to fluently read. If possible, have someone listen to you to tell you which words you need to practice reading. You'll track your progress in the log that follows the text.	- 5A - Fluency Homework
Exit Ticket	What are two of Squeaky's most important traits? How does she demonstrate them through her words and actions in the story?	- 2C - "Raymond's Run" Scene 1 Exit Ticket

## Handout 5A: Fluency Homework

### Directions:

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
  - a. Practice reading the text aloud three to five times.
  - b. Evaluate your progress by placing a checkmark in the appropriate, unshaded box. (see the chart on the next page)
  - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: Answer the self-reflection questions at the end.

By the late 1800s, Negroes began to disappear from professional baseball teams and were soon gone from them altogether. Now, there was never any written rule that prohibited Negroes from playing professional baseball, but soon after 1887, somehow Negroes all over couldn't get on a professional baseball team. Come to find out that all the white owners had gotten together in secret and decided to do away with Negroes in professional baseball. They agreed not to add any more to their teams and to let go of the ones they had. Called it a "gentlemen's agreement." And I'll tell you this, the white pro-ball-club owners held to that agreement for almost sixty years.

So, what were we Negroes left to do? We loved to play baseball, and a lot of guys had genuine talent. Sure, we could play against small semi-pro teams, which paid little, if at all; or swallow our pride and get a job working in some factory, but who wanted to do that? Especially after tastin' the fruits of what professional baseball had to offer. We had no choice but to start our own professional teams—our own leagues.

And that's just what we did.

Nelson, Kadir. *We Are the Ship: The Story of Negro League Baseball*. Disney Hyperion, 2008, p. 1–3.

Student Performance Checklist:	Day 1		Day 2		Day 3		Day 4	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Accurately read the passage three to five times.								
Read with appropriate phrasing and pausing.								
Read with appropriate expression.								
Read articulately at a good pace and an audible volume.								

# Handout 2A: “Raymond’s Run” part 1

## Warm-Up:

1. Who is the narrator in a story?
2. How does an author’s choice of narrator impact how a story is told? Support your ideas with an example from one of the stories you have read this year.

**Directions:** Read the short story “Raymond’s Run” by Toni Cade Bambara. Refer to the glossary to define or find more information about unknown words and phrases in the poem

### “Raymond’s Run” by Toni Cade Bambara

1 I don’t have much work to do around the house like some girls. My mother does that. And I don’t have to earn my pocket money by hustling ; George runs errands for the big boys and sells Christmas cards. And anything else that’s got to get done, my father does. All I have to do in life is mind my brother Raymond, which is enough.

2 Sometimes I slip and say my little brother Raymond. But as any fool can see he’s much bigger and he’s older too. **But a lot of people call him my little brother cause he needs looking after cause he’s not quite right. And a lot of smart mouths got lots to say about that too, especially when George was minding him. But now, if anybody has anything to say to Raymond, anything to say about his big head , they have to come by me.** And I don’t play the dozens or believe in standing around with somebody in my face doing a lot of talking. I much rather just knock you down and take my chances even if I am a little girl with skinny arms and a squeaky voice, which is how I got the name Squeaky. And if things get too rough, I run. And as anybody can tell you, I’m the fastest thing on two feet.

3 There is no track meet that I don’t win the first-place medal. I used to win the twenty-yard dash when I was a little kid in kindergarten. Nowadays, it’s the fifty-yard dash. **And tomorrow I’m subject to run the quarter-meter relay all by myself and come in first, second, and third.** The big kids call me Mercury cause I’m the swiftest thing in the neighborhood. Everybody knows that—except two people who know better, my father and me. He can beat me to Amsterdam Avenue with me having a two-fire-hydrant headstart and him running with his hands in his pockets and whistling. But that’s private information. Cause can you imagine some thirty-five-year-old man stuffing himself into PAL shorts to race little kids? **So as far as everyone’s concerned, I’m the fastest and that goes for Gretchen, too, who has put out the tale that she is going to win the first-place medal this year. Ridiculous. In the second place, she’s got short legs. In the third place, she’s got freckles. In the first place, no one can beat me and that’s all there is to it.**



Who is telling the story? What did you notice and wonder about her in these opening lines?

Look back at the **lines in bold** - what do Squeaky's words tell us about her traits or personality?

Do you know anyone like Squeaky? Describe them.



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I'm standing on the corner admiring the weather and about to take a stroll down Broadway so I can practice my breathing exercises, and I've got Raymond walking on the inside close to the buildings, cause he's subject to fits of fantasy and starts thinking he's a circus performer and that the curb is a tightrope strung high in the air. And sometimes after a rain he likes to step down off his tightrope right into the gutter and slosh around getting his shoes and cuffs wet. Then I get hit when I get home. Or sometimes if you don't watch him he'll dash across traffic

to the island in the middle of Broadway and give the pigeons a fit. Then I

have to go behind him apologizing to

all the old people sitting around trying to get some sun and getting all upset with the pigeons fluttering around them, scattering their newspapers and upsetting the waxpaper lunches in their laps. So I keep Raymond on the inside of me, and he plays like he's driving a stage coach which is OK by me so long as he doesn't run me over or interrupt my breathing exercises, which I have to do on account of I'm serious about my running, and I don't care who knows it.

Now some people like to act like things come easy to them, won't let on that they practice. Not me. I'll high-prance down 34th Street like a rodeo pony to keep my knees strong even if it does get my mother uptight so that she walks ahead like she's not with me, don't know me, is all by herself on a shopping trip, and I am somebody else's crazy child. Now you take Cynthia Procter for instance. She's just the opposite. If there's a test tomorrow, she'll say something like, "Oh, I guess I'll play handball this afternoon and watch television tonight," just to let you know she ain't thinking about the test. Or like last week when she won the spelling bee for the millionth time, "A good thing you got 'receive,' Squeaky, cause I would have got it wrong. I completely forgot about the spelling bee." And she'll clutch the lace on her blouse like it was a narrow escape. Oh, brother. But of course when I pass

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her house on my early morning trots around the block, she is practicing the scales on the piano over and over and over and over. Then in music class she always lets herself get bumped around so she falls accidentally on purpose onto the piano stool and is so surprised to find herself sitting there that she decides just for fun to try out the ole keys. And what do you know—Chopin's waltzes just spring out of her fingertips and she's the most surprised thing in the world. A regular prodigy. I could kill people like that. I stay up all night studying the words for the spelling bee. And you can see me any time of day practicing running. I never walk if I can trot, and shame on Raymond if he can't keep up. But of course he does, cause if he hangs back someone's liable to walk up to him and get smart, or take his allowance from him, or ask him where he got that great big pumpkin head. People

are so stupid sometimes.

So I'm strolling down Broadway breathing out and breathing in on counts of seven, which is my lucky number, and here comes Gretchen and her sidekicks: Mary Louise, who used to be a friend of mine when she first moved to Harlem from Baltimore and got beat up by everybody till I took up for her on account of her mother and my mother used to sing in the same choir when they were young girls, but people ain't grateful, so now she hangs out with the new girl Gretchen and talks about me like a dog; and Rosie, who is as fat as I am skinny and has a big mouth where Raymond is concerned and is too stupid to know that there is not a big deal of difference between

6 herself and Raymond and that she can't afford to throw stones. So they are steady coming up Broadway and I see right away that it's going to be one of those Dodge City scenes cause the street ain't that big and they're close to the buildings just as we are. First I think I'll step into the candy store and look over the new comics and let them pass. But that's chicken and I've got a reputation to consider. So then I think I'll just walk straight on through them or even over them if necessary. But as they get to me, they slow down. I'm ready to fight, cause like I said I don't feature a whole lot of chit-chat, I much prefer to just knock you down right from the jump and save everybody a lotta precious time.

7 "You signing up for the May Day races?" smiles Mary Louise, only it's not a smile at all. A dumb question like that doesn't deserve an answer. Besides, there's just me and Gretchen standing there really, so no use wasting my breath talking to shadows.

"I don't think you're going to win this time," says Rosie, trying to signify with her hands on her hips all salty, completely forgetting that I have whupped her behind many times for less salt than that.

9 "I always win cause I'm the best," I say straight at Gretchen who is, as far as I'm concerned, the only one talking in this ventriloquist-dummy routine. Gretchen smiles, but it's not a smile, and I'm thinking that girls never really smile at each other because they don't know how and don't want to know how and there's probably no one to teach us how, cause grown-up girls don't know either. Then they all look at Raymond who has just brought his mule team to a standstill. And they're about to see what trouble they can get into through him.

10 "What grade you in now, Raymond?"

11 "You got anything to say to my brother, you say it to me, Mary Louise Williams of Raggedy Town, Baltimore."

12 "What are you, his mother?" sasses Rosie.

"That's right, Fatso. And the next word out of anybody and I'll be their mother too." So they just stand there and Gretchen shifts from one leg to the other and so do they. Then Gretchen puts her hands on her hips and is about

to say something with her freckle-face self but doesn't. Then she walks around me looking me up and down but keeps walking up Broadway, and her sidekicks follow her. So me and Raymond smile at each other and he says, "Gidyap" to his team and I continue with my breathing exercises, strolling down Broadway toward the ice man on 145th with not a care in the world cause I am Miss Quicksilver herself.



## Handout 2B: Plot Map and Text-Dependent Questions

**Setting:** Where does this scene take place?

**Characters:** Who are the main characters in this scene? (Include any new characters you meet.)

**Events:** Describe the events that happen in this scene.

- *First...*
- *Then...*
- *Next...*
- *Finally...*

**Scene 1 - TDQ's**

1. Based on the language in paragraph 6, what can you infer about Squeaky's feelings as Gretchen and her "sidekicks," Mary Louise and Rosie, approach? Underline words that reveal Squeaky's feelings in paragraph 6.
2. In paragraph 7, Squeaky says, "Besides there's just me and Gretchen standing there really, so no use wasting my breath talking to shadows." Why does Squeaky refer to Mary Louise and Rosie as "shadows"? What does this reveal about how Squeaky views this interaction?
3. How does Squeaky interpret Gretchen's smile in paragraph 9? Why do you think she feels this way?

# Handout 2C: “Raymond’s Run” part 1 Exit Ticket

The narrator, Squeaky, wastes no time telling readers just how fast she is at the beginning of “Raymond’s Run”: “I’m the fastest thing on two feet,” she tells us. But Squeaky’s words and actions in the opening scenes of the story reveal a lot about her personality, too. What are two of Squeaky’s most important traits? How does she demonstrate these traits through her words and actions in the story? Write two to four sentences describing two of Squeaky’s most important traits. Provide one piece of evidence from the story to support each trait.

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### Extension

Do you know someone who has an attitude like Squeaky’s when it comes to sports? Maybe you tend to be like her when it comes to competition? Describe someone you know who has a similar attitude and discuss the pros and cons of that mindset. What’s good about it? What’s not so good?

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# Day 4

Component	Description	Materials
Key Concept(s)/Informational Text	Today you'll finish reading "Raymond's Run". Are Squeaky's views of other characters different from what you read yesterday?	- 2D - "Raymond's Run" part 2
Graphic Organizer	Use these questions to guide you while reading the article. Refer back to the text to answer the questions.	- 2D - "Raymond's Run" and Plot Map + Text-Dependent Questions
Fluency	Turn back to the fluency passage from yesterday and read aloud again.	- 5A - Fluency Homework
Exit Ticket	Consider Squeaky's attitude at the beginning of the story and the end - how does it change? What can we learn from her?	- 2E - "Raymond's Run" part 2 Exit Ticket

## Handout 2B: "Raymond's Run" part 2

**Directions:** Before you finish reading "Raymond's Run", answer these two text-dependent questions. Use evidence from the text to support your answer.

1. How does Squeaky view Raymond at the beginning of the story? How do you know?

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2. How does Squeaky view Gretchen at the beginning of the story? How do you know?

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I take my time getting to the park on May Day because the track meet is the last thing on the program. The biggest thing on the program is the May Pole dancing, which I can do without, thank you, even if my mother thinks it's a shame I don't take part and act like a girl for a change. You'd think my mother'd be grateful not to have to make me a white organdy dress with a big satin sash and buy

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me new white baby-doll shoes that can't be taken out of the box till the big day. You'd think she'd be glad her daughter ain't out there prancing around a May Pole getting the new clothes all dirty and sweaty and trying to act like a fairy or a flower or whatever you're supposed to be when you should be trying to be yourself, whatever that is, which is, as far as I am concerned, a poor black girl who really can't afford to buy shoes and a new dress you only wear once a lifetime cause it won't fit next year.

I was once a strawberry in a Hansel and Gretel pageant when I was in nursery school and didn't have no better sense than to dance on tiptoe with my arms in a circle over my head doing umbrella steps and being a perfect fool just so my mother and father could come dressed up and clap. You'd think they'd know better than to encourage that kind of nonsense. I am not a strawberry. I do not dance on my toes. I run. That is what I am all about. So I always come late to the May Day program, just in time to get my number pinned on and lay in the grass till they announce the

fifty-yard dash.

I put Raymond in the little swings, which is a tight squeeze this year and will be impossible next year. Then I look around for Mr. Pearson, who pins the numbers on. I'm really looking for Gretchen if you want to know the truth, but she's not around. The park is jam-packed. Parents in hats and corsages and breast-pocket handkerchiefs peeking up. Kids in white dresses and light-blue suits. The parkees

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unfolding chairs and chasing the rowdy kids from Lenox as if they had no right to be there. The big guys with their caps on backwards, leaning against the fence swirling the basketballs on the tips of their fingers, waiting for all these crazy people to clear out the park so they can play. Most of the kids in my class are carrying bass drums and glockenspiels and flutes. You'd think they'd put in a few bongos or something for real like that.

Then here comes Mr. Pearson with his clipboard and his cards and pencils and whistles and safety pins and fifty million other things he's always dropping all over the place with his clumsy self. He sticks out in a crowd because he's on stilts. We used to call him Jack and the Beanstalk to get him mad. But I'm the only one that can outrun him and get away, and I'm too grown for that silliness now.

"Well, Squeaky," he says, checking my name off the list and handing me number seven and two pins. And I'm thinking he's got no right to call me Squeaky, if I can't call him Beanstalk.

"Hazel Elizabeth Deborah Parker," I correct him and tell him to write it down on his board.

"Well, Hazel Elizabeth Deborah Parker, going to give someone else a break this year?" I squint at him real hard to see if he is seriously thinking I should lose the race on purpose just to give someone else

a break. "Only six girls running this time," he continues, shaking his head sadly like it's my fault all of New York didn't turn out in sneakers. "That new girl should give you a run for your money." He looks around the park for Gretchen like a periscope in a submarine movie. "Wouldn't it be a nice gesture if you were . . . to ahhh . . ."

I give him such a look he couldn't finish putting that idea into words. Grown-ups got a lot of nerve sometimes. I pin number seven to myself and stomp away, I'm so burnt. And I go straight for the track and stretch out on the grass while the band winds up with "Oh, the Monkey Wrapped His Tail Around the Flag Pole," which my teacher calls by some other name. The man on the loudspeaker is calling everyone over to the track and I'm on my back looking at the sky, trying to pretend I'm in the country, but I can't, because even grass in the city feels hard as sidewalk, and there's just no pretending you are anywhere but in a "concrete jungle" as my grandfather says.

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The twenty-yard dash takes all of two minutes cause most of the little kids don't know no better than to run off the track or run the wrong way or run smack into the fence and fall down and cry. One little kid, though, has got the good sense to run straight for the white ribbon up ahead so he wins. Then the second-graders line up for the thirty-yard dash and I don't even bother to turn my head to watch cause Raphael Perez always wins. He wins before he even begins by psyching the runners, telling them they're going to trip on their shoelaces and fall on their faces or lose their shorts or something, which he doesn't really have to do since he is very fast, almost as fast as I am. After that is the forty-

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yard dash which I used to run when I was in first grade. Raymond is hollering from the swings cause he knows I'm about to do my thing cause the man on the loudspeaker has just announced the fifty-yard dash, although he might just as well be giving a recipe for angel food cake cause you can hardly make out what he's sayin for the static. I get up and slip off my sweat pants and then I see Gretchen standing at the starting line, kicking her legs out like a pro. Then as I get into place I see that ole Raymond is on line on the other side of the fence, bending down with his fingers on the

ground just like he knew what he was doing. I was going to yell at him but then I didn't. It burns up your energy to holler.

Every time, just before I take off in a race, I always feel like I'm in a dream, the kind of dream you have when you're sick with fever and feel all hot and weightless. I dream I'm flying over a sandy beach in the early morning sun, kissing the leaves of the trees as I fly by. And there's always the smell of apples, just like in the country when I was little and used to think I was a choo-choo train, running through the fields of corn and chugging up the hill to the orchard. And all the time I'm dreaming this, I get lighter and lighter until I'm flying over the beach again, getting blown through the sky like a feather that weighs nothing at all. But once I spread my fingers in the dirt and crouch over the Get on Your Mark, the dream goes and I am solid again and am telling myself, Squeaky you must win, you must win, you are the fastest thing in the world, you can even beat your father up Amsterdam if you really try. And then I feel my weight coming back just behind my knees then down to my feet then into the earth and the pistol shot explodes in my blood and I am off and weightless again, flying past the other runners, my arms pumping up and down and the whole world is quiet except for the crunch as I zoom over the gravel in the track. I glance to my left and there is no one. To the right, a blurred Gretchen, who's got her chin jutting out as if it would win the race all by itself. And on the other side of the fence is Raymond with his arms down to his side and the palms tucked up behind him, running in his very own style, and it's the first time I ever saw that and I almost stop to watch my brother Raymond on his first run. But the white ribbon is bouncing toward me and I tear past it, racing into the distance till my feet with a mind of their own start digging up footfuls of dirt and brake me short. Then all the kids standing on the side pile on me, banging me on the back and slapping my head with their May Day programs, for I have won again and everybody on 151st Street can walk tall for another year.

"In first place . . ." the man on the loudspeaker is clear as a bell now. But then he pauses and the loudspeaker starts to whine. Then static. And I lean down to catch my breath and here comes Gretchen walking back, for she's overshot the finish line too, huffing and puffing with her hands on her hips taking it slow, breathing in steady time like a real pro and I sort of like her a little for the first time. "In first place . . ." and then three or four voices get all mixed up on the loudspeaker and I dig my sneaker into the grass and stare at Gretchen who's staring back, we both wondering just who did win. I can hear old Beanstalk arguing with the man on the loudspeaker and then a few others running their mouths about what the stopwatches say. Then I hear Raymond yanking at the fence to call me and I wave to shush him, but he keeps rattling the fence like a gorilla in a cage like in them gorilla movies, but then like a dancer or something he starts climbing up nice and easy but very fast. And it occurs

to me, watching how smoothly he climbs hand over hand and remembering how he looked running with his arms down to his side and with the wind pulling his mouth back and his teeth showing and all, it occurred to me that Raymond would make a very fine runner. Doesn't he always keep up with me on my trots? And he surely knows how to breathe in counts of seven cause he's always doing it at the dinner table, which drives my brother George up the wall. And I'm smiling to beat the band cause if I've lost this race, or if me and Gretchen tied, or even if I've won, I can always retire as a runner and begin a whole new career as a coach with Raymond as my champion. After all, with a little more study I can beat Cynthia and her phony self at the spelling bee. And if I bugged my mother, I could get piano lessons and become a star. And I have a big rep as the baddest thing around. And I've got a roomful of ribbons and medals and awards. But what has Raymond got to call his own?

So I stand there with my new plans, laughing out loud by this time as Raymond jumps down from the fence and runs over with his teeth showing and his arms down to the side, which no one before him has quite mastered as a running style. And by the time he comes over I'm jumping up

and down so glad to see him—my brother Raymond, a great runner in the family tradition. But of course everyone thinks I’m jumping up and down because the men on the loudspeaker have finally gotten themselves together and compared notes and are announcing “In first place—Miss Hazel Elizabeth

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Deborah Parker.” (Dig that.) “In second place— Miss Gretchen P. Lewis.” And I look over at Gretchen wondering what the “P” stands for. And I smile. Cause she’s good, no doubt about it. Maybe she’d like to help me coach Raymond; she obviously is serious about running, as any fool can see. And she nods to congratulate me and then she smiles. And I smile. We stand there with this big smile of respect between us. It’s about as real a smile as girls can do for each other, considering we don’t practice real smiling every day, you know, cause maybe we too busy being flowers or fairies or strawberries instead of something honest and worthy of respect . . . you know . . . like being people.

Bambara, Toni Cade. “Raymond’s Run.” *Gorilla, My Love*, Penguin Random House, 1971.

<b>Part 2: The May Day Race</b>
<b>Setting:</b> Where does this scene take place?
<b>Characters:</b> Who are the main characters in this scene? (Include any new characters you meet.)
<p><b>Events:</b> Describe the events that happen in this scene.</p> <ul style="list-style-type: none"> <li>● <i>First...</i></li> <li>● <i>Then...</i></li> <li>● <i>Next...</i></li> <li>● <i>Finally...</i></li> </ul>
<b>Scene 2 TDQs</b>
<ol style="list-style-type: none"> <li>1. What does Squeaky notice about Raymond <b>just before</b> the race starts? How do these details reveal a change in Squeaky’s views of these characters since the beginning of the story?</li> </ol>
<ol style="list-style-type: none"> <li>2. What does Squeaky notice about Gretchen just before the race starts? How do these details</li> </ol>

reveal a change in her view of Gretchen from the beginning of the story?

3. What does Squeaky notice about Raymond **during** the race? How does she react - and why is this moment significant?

4. There is a moment after the race when static over the loudspeaker makes it hard to hear the announcement about who won. What does Squeaky notice at this moment? What is going through her mind?

## Handout 2E: "Raymond's Run" part 2 Exit Ticket

Think about Squeaky's attitude towards winning at the beginning of "Raymond's Run"; does she have the same attitude at the end? Explain your answer with evidence from the text.

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Extension: What does Squeaky's change in attitude from the beginning to the end tell us about the power of sports? Are there any lessons to be learned about the importance of sports? Explain.

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## Day 5

Component	Description	Materials
Key Concept(s)/Informational Text	Revisit “Raymond’s Run” to find evidence for the organizer.	- 2A and 2D - “Raymond’s Run” parts 1 and 2
Graphic Organizer	Use the evidence organizer to collect and organize evidence of a shift in Squeaky’s attitude.	- 3A - Evidence Organizer - 3B - Common Homophones - 2F - Story Map for “Raymond’s Run”
Fluency	Turn back to the fluency passage from Day 3 and read it aloud again. Record how well you did on the chart, then answer the self reflection question below.	- 5A - Fluency Homework - 5B - Fluency Homework
Exit Ticket	Answer the theme question in the story map organizer (2F) as your exit ticket.	- 2F - Story Map for “Raymond’s Run” (The theme section only)

### Handout 5B: Fluency Homework

**Self-reflection:** What choices did you make when deciding how to read this passage, and why? What would you like to improve on or try differently next time? (Thoughtfully answer these questions in the space below.)

# Handout 3A: Evidence Organizer

**Directions:** How does Squeaky’s perspective of her brother Raymond and her rival Gretchen change after the race? Choose either Raymond or Gretchen. Then, choose the best evidence from the story that shows Squeaky’s perspective of this character leading up

to and after the race. Elaborate on each piece of evidence. Use the back of this handout if you need more space for your notes.

How does Squeaky view _____ at the beginning of the story?		How does Squeaky view _____ after the race?	
Evidence	Elaboration	Evidence	Elaboration
<p>List details from the story that show how Squeaky views Raymond/Gretchen <u>leading up to</u> the race. Use both quotations and paraphrasing.</p>	<p>Consider:</p> <ul style="list-style-type: none"> <li>• Why is this evidence important?</li> <li>• What does it show us about how Squeaky views Raymond/Gretchen?</li> <li>• What factors do you think shaped Squeaky’s perspective of Raymond/Gretchen?</li> </ul>	<p>List details from the story that show how Squeaky views Raymond/Gretchen after the race. Use both quotations and paraphrasing.</p>	<p>Consider:</p> <ul style="list-style-type: none"> <li>• Why is this evidence important?</li> <li>• What does it show us about Squeaky’s new view and understanding of Raymond/Gretchen?</li> <li>• What do you think causes this change in Squeaky’s perspective?</li> </ul>


# Handout 3B: Common Homophones

**Directions:** Write a simple definition of each word. The first row is done for you.

Word	Definition	Word	Definition	Word	Definition
accept	when you receive or get something	except	not included		
it's		its			
medal		metal			
know		now			
hole		whole			
tale		tail		tell	
two		too		to	
their		they're		there	

# Handout 2F: Story Map for “Raymond’s Run”

**Directions:** Go back to “Raymond’s Run” to organize and record key elements of the story. You can use the notes you captured while reading too.

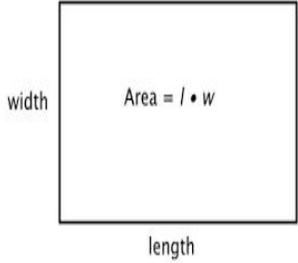
Exposition	
<p><b>Character(s):</b> Who are the main characters? What are they like?</p> <p>Narrator:</p>	<p><b>Setting:</b> Where does this story take place?</p>
<p><b>Conflict:</b> Describe the main problem that the narrator faces.</p>	

**Resolution:** How is the main conflict(s) resolved by the end of the story?

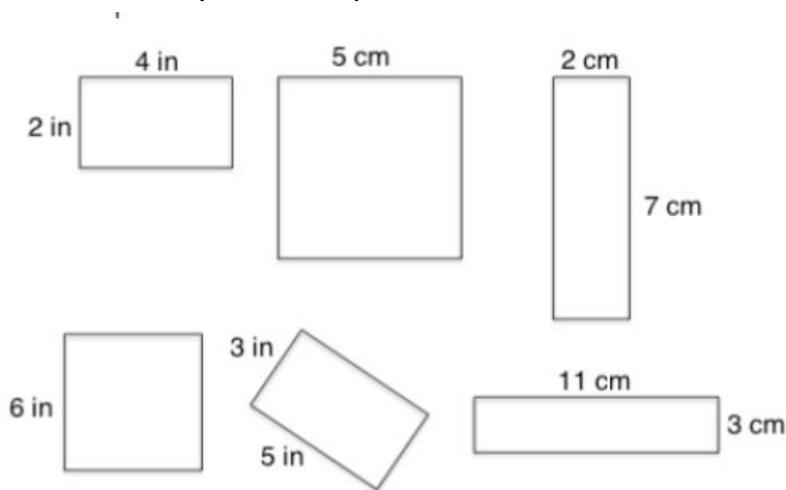
**Theme:** What does “Raymond’s Run” teach us about sports? Support your ideas with evidence from the story.



## Math Day 1

Component	Description	Resource(s)
Key Concept(s)/Topic	Explore volume by building with and counting unit cubes	<b>Eureka Math Module 5 Lesson 1</b>
Vocabulary	Rectangular prism - three - dimensional figure with six rectangular sides Cube - three - dimensional figure with six square sides Volume of a solid - measurement of space or capacity Height - layers of the base that form a rectangular prism Base - one face of a three - dimensional solid (the surface on which the solid rests)	
Guiding Questions	What do you need to think about when counting cubic centimeters in drawings? How is it different from counting them in person?	

**Fluency Practice:** Identify each shape and find the Area.  $A = l \times w$  (Area = Length x width)



### Application Problem (Real life word problem)

Jackie and Ron both have centimeter cubes. Jackie builds a tower 6 cubes high and 2 cubes wide. Ron builds one 6 cubes long and 2 cubes wide.

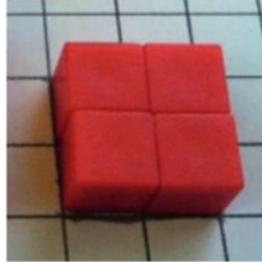
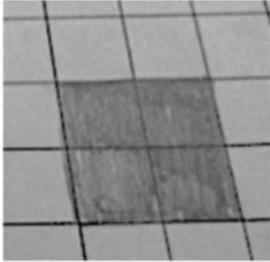
Jackie says her structure has a greater volume because it is taller. Ron says that the structures have the same volume.

Who is correct? Draw a picture to explain how you know.

## Module 5 Lesson 1

### Problem 1 : Build a solid from cubes

Shade a square on your centimeter grid paper with an area of 4 square units. This is the foundation of your structure. Think of this as the ground floor. Place cubes on top of the squares to build the foundation.



Count the number of cubes.

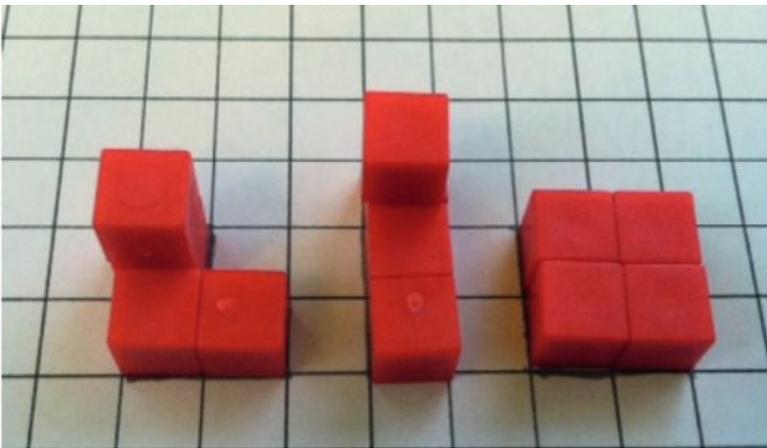
Since this is a cube with each edge measuring 1 centimeter, we call this a cubic centimeter.

The cubes can serve as a unit to measure the volume of a solid. Volume means the amount of space it takes up.

The solid above has a volume of 4 cubic centimeters.

### Problem 2 : Count cubes to find the volume

Look at the solids below. Count the cubes to determine the volume.



\_\_ cubic centimeters \_\_ cubic centimeters \_\_ cubic centimeters

**Remember the hidden cubes!**

### 3. Represent solids on isometric dot paper

We are going to learn to use isometric dot paper to draw figures. We will start by drawing 1 cube

Step 1:

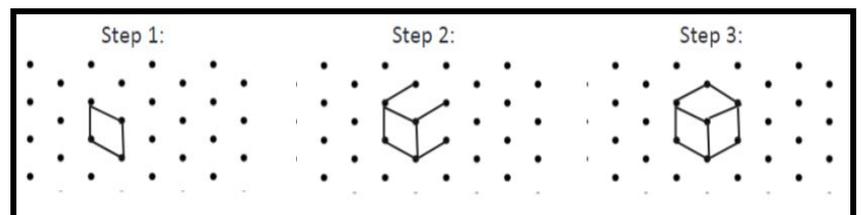
Connect four dots to make a parallelogram

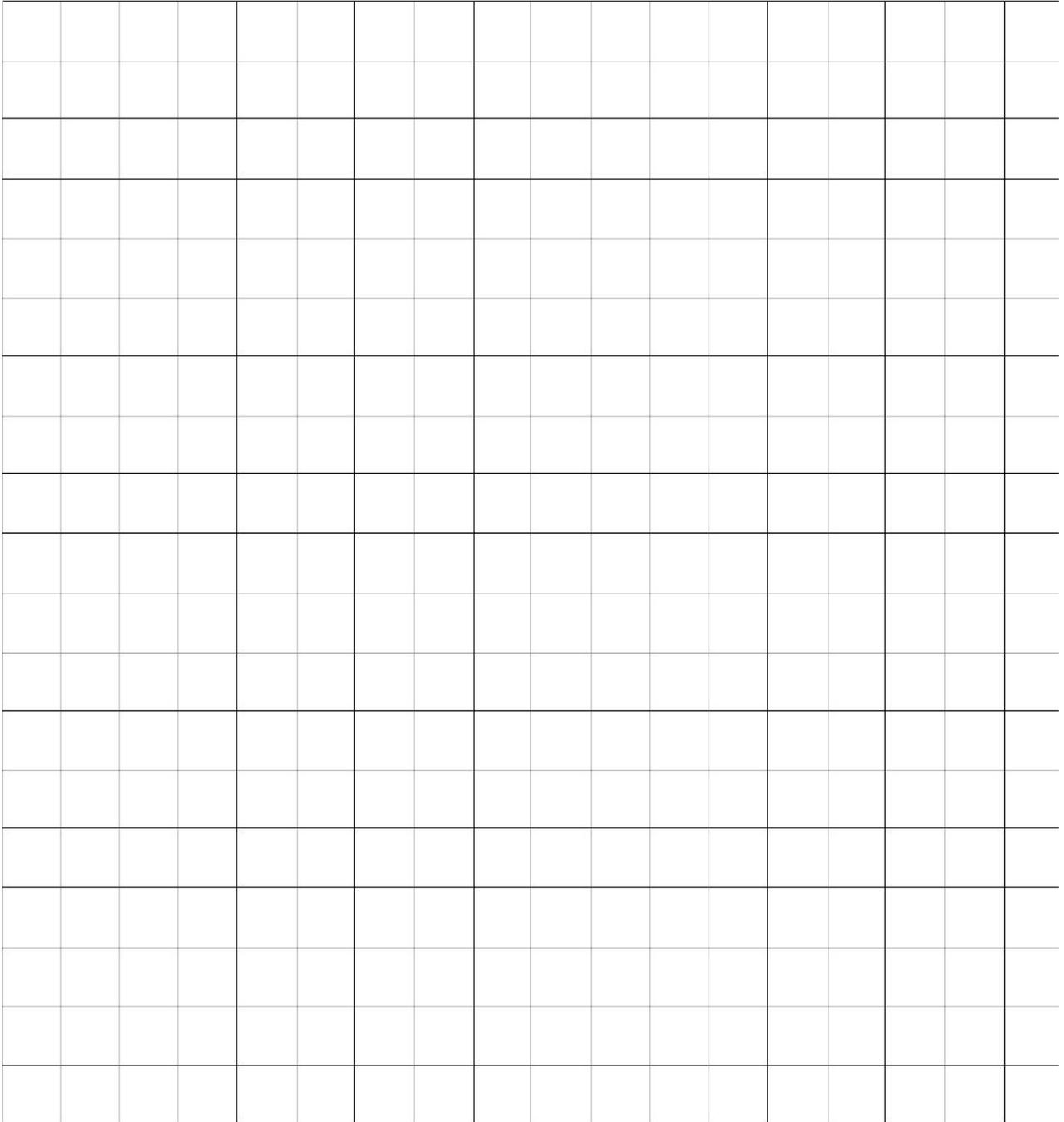
Step 2:

Draw three straight segments to the right from the two vertices on the top and the one on the bottom right.

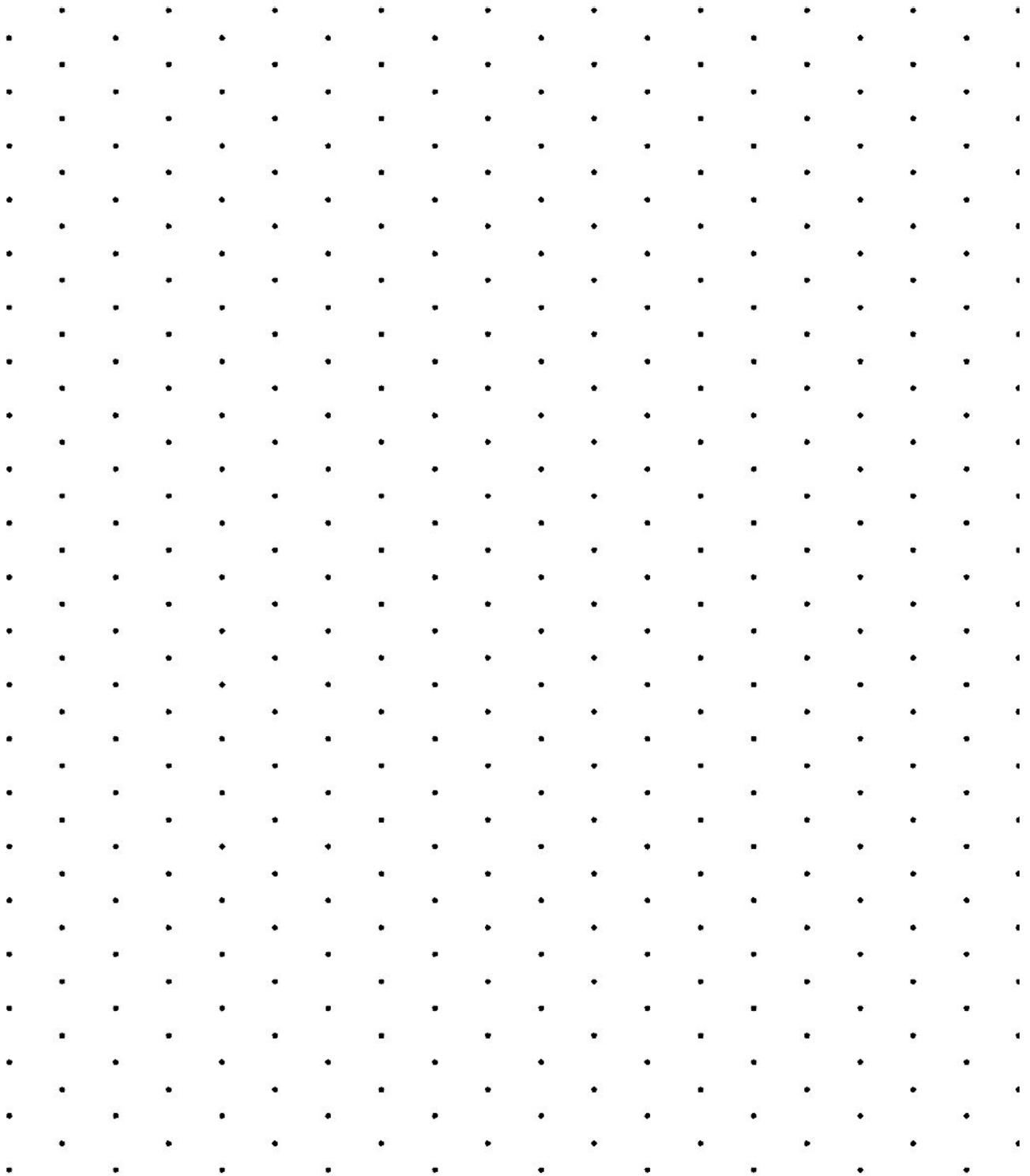
Step 3:

Draw two segments to represent the missing edges.





centimeter grid paper



isometric dot paper

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Use your centimeter cubes to build the figures pictured below on centimeter grid paper. Find the total volume of each figure you built, and explain how you counted the cubic units. Be sure to include units.

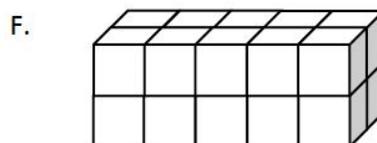
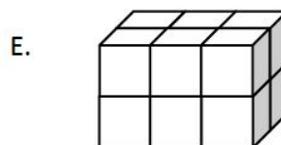
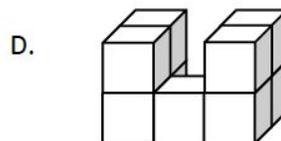
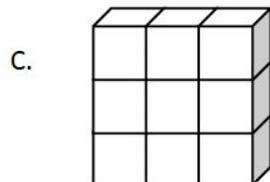
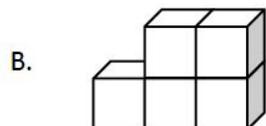
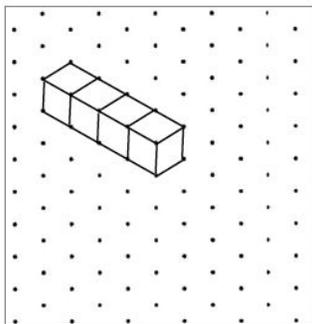


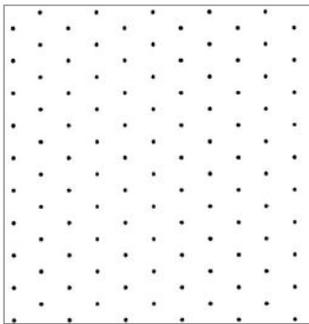
Figure	Volume	Explanation
A		
B		
C		
D		
E		
F		

2. Build 2 different structures with the following volumes using your unit cubes. Then, draw one of the figures on the dot paper. One example has been drawn for you.

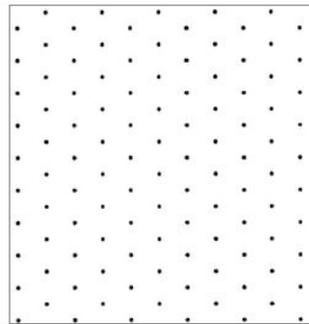
a. 4 cubic units



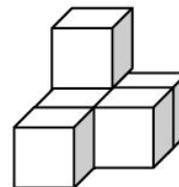
b. 7 cubic units



c. 8 cubic units



3. Joyce says that the figure below, made of 1 cm cubes, has a volume of 5 cubic centimeters.
- a. Explain her mistake.

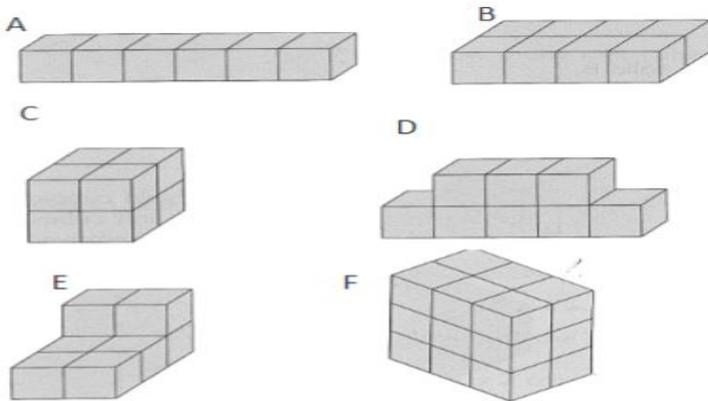


- b. Imagine if Joyce adds to the second layer so the cubes completely cover the first layer in the figure above. What would be the volume of the new structure? Explain how you know.

## Math Day 2

Component	Description	Resource(s)
Key Concept(s)/Topic	Compose and decompose right rectangular prisms using layers.	Module 5 Lesson 3
Vocabulary	Rectangular prism - three - dimensional figure with six rectangular sides Cube - three - dimensional figure with six square sides Volume of a solid - measurement of space or capacity Height - layers of the base that form a rectangular prism Base - one face of a three - dimensional solid (the surface on which the solid rests)	
Guiding Questions	At what point did you not need to model with the physical cubes anymore?	

**Find the volume of each figure.**



### **Application Problem (Real world word problem)**

An ice cube tray has two rows of 8 ice cubes. How many ice cubes are in a stack of 10 ice cube trays? Draw a picture to explain your reasoning.

## Module 5 Lesson 3

### 1. Build this with your own cubes (if you have home at home).

Build 2 layers with 2 cubes in each layer.

- What's the volume of this rectangular prism?



-----

Add another layer next to the first one. What is the volume?



-----

Add 3 more layers next to the first two.

What is the volume now?

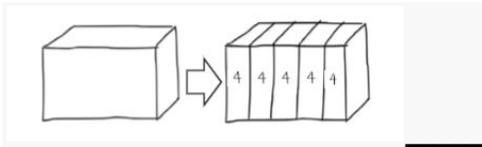
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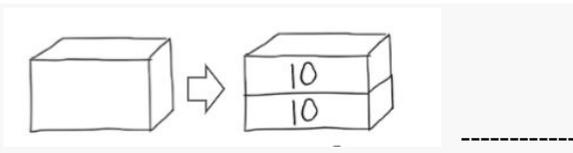
### How many layers did we build in all?

### 2. Let's partition the prism vertically like bread slices into 5 layers.

How many cubes were in each layer? We could write  $5 \times 4$  cubic cm = 20 cubic cm. Record that in your table.



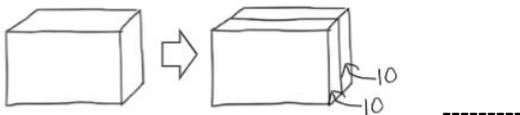
Now, imagine that we could partition this prism horizontally into layers like a cake. What might that look like? How many cubes would be in each? Use your cubes to help you.



Find one last way that we can partition this prism into layers.

Use the third prism on your recording sheet to label the layers, and write the number of cubes in each layer.

Then, write a number sentence to explain your thinking.



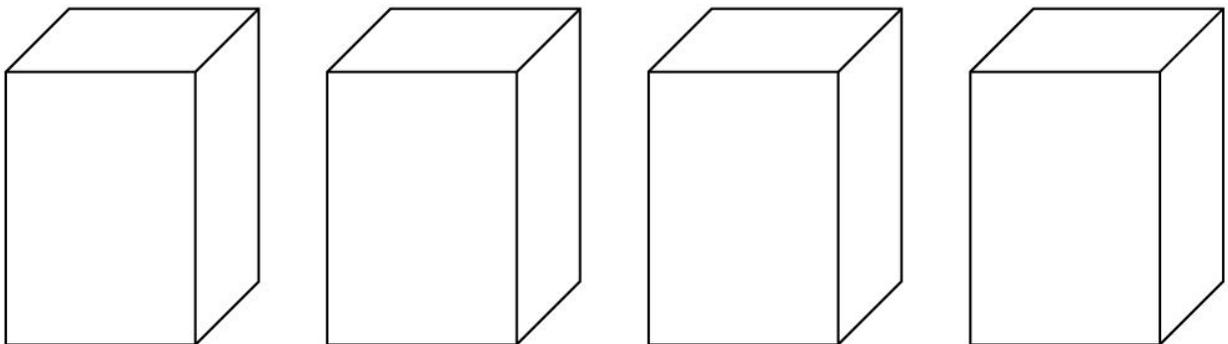
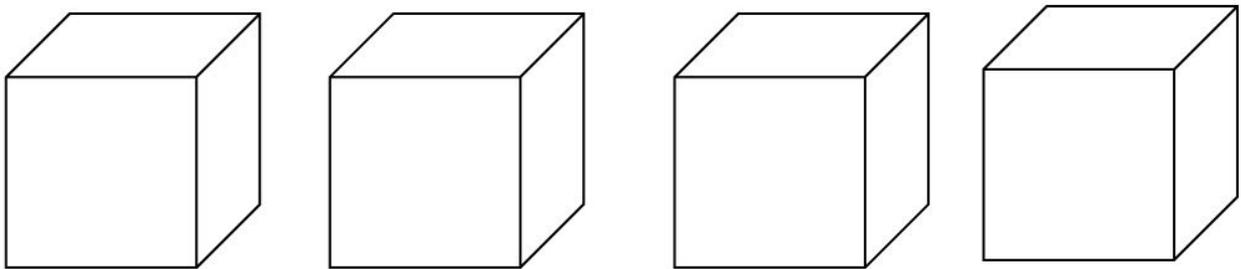
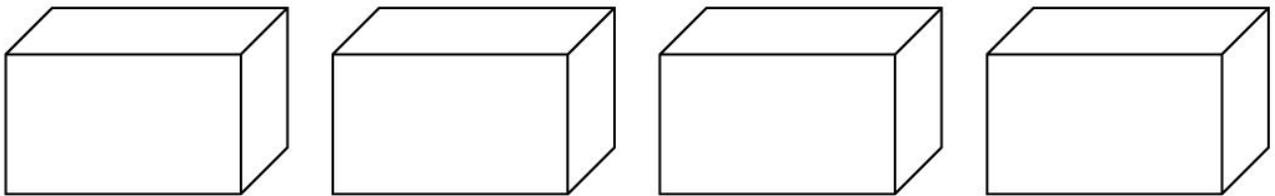
Build a figure with 3 layers of 9 cubes. What is the volume of the solid? Partition the shape vertically, horizontally, and one other way and label the layers. Record in your answers for each.



Name \_\_\_\_\_

Date \_\_\_\_\_

Use these rectangular prisms to record the layers that you count.



\_\_\_\_\_

rectangular prism recording sheet

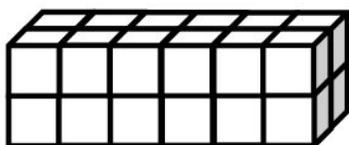
Name \_\_\_\_\_

Date \_\_\_\_\_

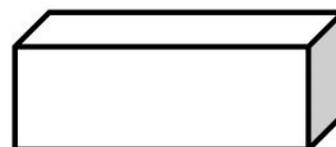
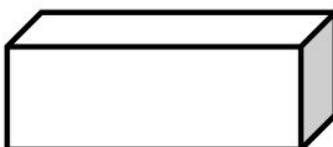
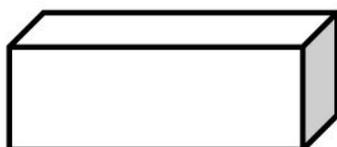
1. Use the prisms to find the volume.

- Build the rectangular prism pictured below to the left with your cubes, if necessary.
- Decompose it into layers in three different ways, and show your thinking on the blank prisms.
- Complete the missing information in the table.

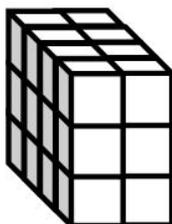
a.



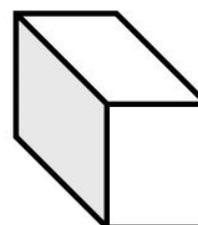
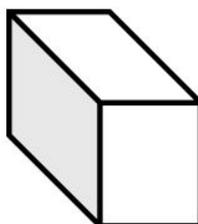
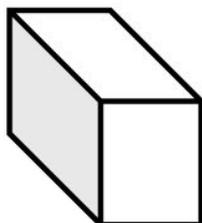
Number of Layers	Number of Cubes in Each Layer	Volume of the Prism
		cubic cm
		cubic cm
		cubic cm



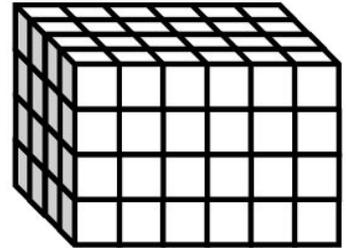
b.



Number of Layers	Number of Cubes in Each Layer	Volume of the Prism
		cubic cm
		cubic cm
		cubic cm



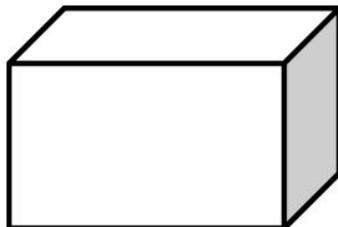
2. Josh and Jonah were finding the volume of the prism to the right. The boys agree that 4 layers can be added together to find the volume. Josh says that he can see on the end of the prism that each layer will have 16 cubes in it. Jonah says that each layer has 24 cubes in it. Who is right? Explain how you know using words, numbers, and/or pictures.



3. Marcos makes a prism 1 inch by 5 inches by 5 inches. He then decides to create layers equal to his first one. Fill in the chart below, and explain how you know the volume of each new prism.

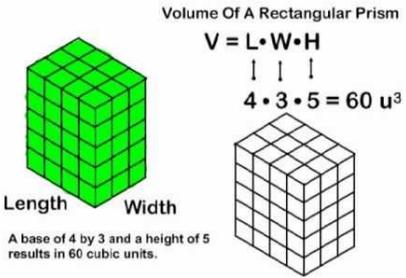
Number of Layers	Volume	Explanation
2		
4		
7		

4. Imagine the rectangular prism below is 6 meters long, 4 meters tall, and 2 meters wide. Draw horizontal lines to show how the prism could be decomposed into layers that are 1 meter in height.

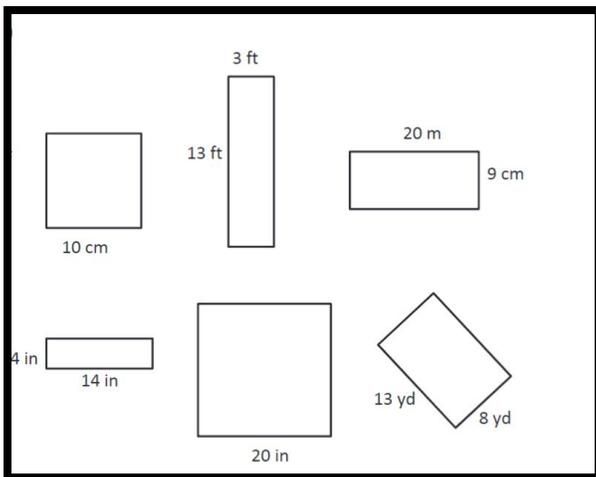


It has \_\_\_\_\_ layers from bottom to top.  
 Each horizontal layer contains \_\_\_\_\_ cubic meters.  
 The volume of this prism is \_\_\_\_\_.

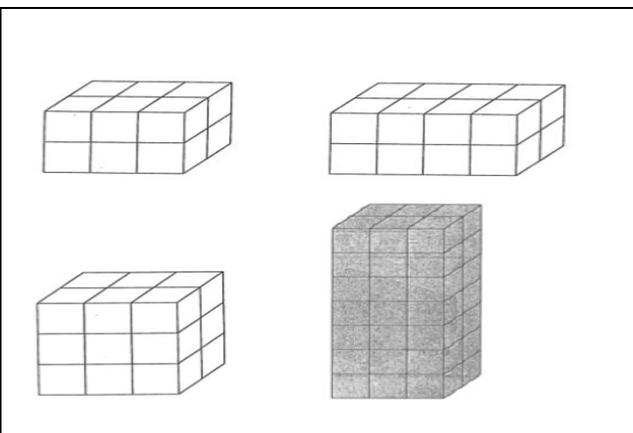
## Math Day 3

Component	Description	Resource(s)
Key Concept(s)/Topic	Use multiplication to calculate volume	Eureka Math Module 5 Lesson 4
Vocabulary	Area = $L \times W$ Volume = area $\times$ height Volume = $L \times W \times H$ Base = one face of a 3 dimensional solid	
Guiding Questions	Explain how we get cubic units when we multiply to find volume	 <p style="text-align: right;">Volume Of A Rectangular Prism</p> $V = L \cdot W \cdot H$ $4 \cdot 3 \cdot 5 = 60 \text{ u}^3$ <p>Length      Width</p> <p>A base of 4 by 3 and a height of 5 results in 60 cubic units.</p>

### Fluency Practice: Find the Area

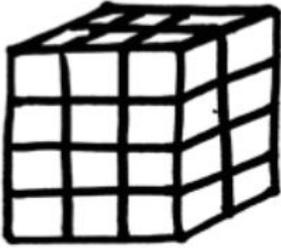


### Find the Volume:

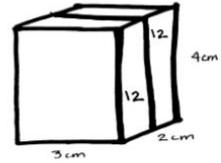
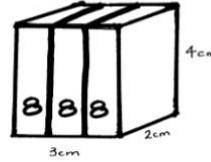
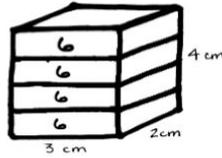


## Lesson 4

**Part 1: Decompose the prism into layers three different ways to find the volume like we did together yesterday.**

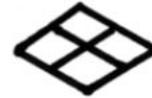


$$\begin{aligned} l &= 3 \text{ cm} \\ w &= 2 \text{ cm} \\ h &= 4 \text{ cm} \end{aligned}$$

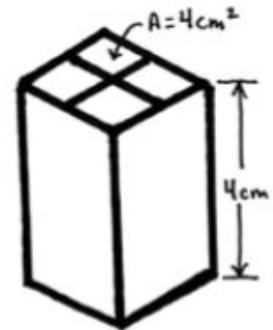


**Part 2: Calculate the volume when the area of one side is given.**

If the prism is made of 1 cm cubes, what is the area of this face? \_\_\_\_\_



If the rectangular prism that sits below this face is built of centimeter cubes and has a height of 4 cm, how many layers of centimeter cubes are in the prism? \_\_\_\_\_



$$V = 16 \text{ cm}^3$$

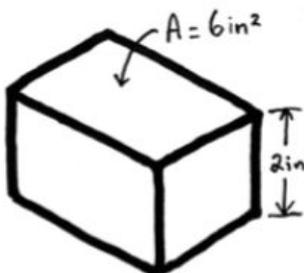
**We can use the layers to find the volume of the prism.  $V = A \times H$ .**

$$V = (2 \text{ cm} \times 2 \text{ cm}) \times 4 \text{ cm} = 16 \text{ cubic cm. } V = 4 \text{ cm}^2 \times 4 \text{ cm} = 16 \text{ cm}^3.$$

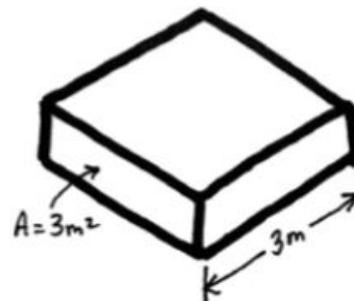
$$V = A \times H$$

$$V = 16 \text{ cm}^3$$

You do not need to know the cubes in each layer. If you want to find the volume. The area of the top and the height are enough. Sometimes the figure is rotated and we have the area of a different view. Look at the figures below and find the Volume.  $V = A \times H$ .



$$V = \underline{\hspace{2cm}}$$



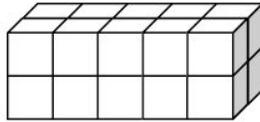
$$V = \underline{\hspace{2cm}}$$

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Each rectangular prism is built from centimeter cubes. State the dimensions, and find the volume.

a.



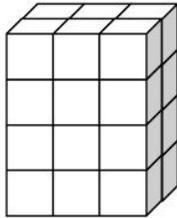
Length: \_\_\_\_\_ cm

Width: \_\_\_\_\_ cm

Height: \_\_\_\_\_ cm

Volume: \_\_\_\_\_  $\text{cm}^3$

b.



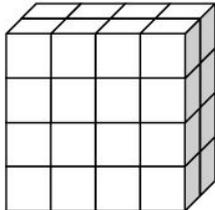
Length: \_\_\_\_\_ cm

Width: \_\_\_\_\_ cm

Height: \_\_\_\_\_ cm

Volume: \_\_\_\_\_  $\text{cm}^3$

c.



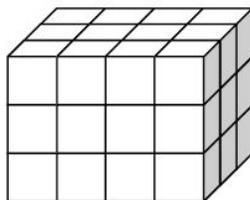
Length: \_\_\_\_\_ cm

Width: \_\_\_\_\_ cm

Height: \_\_\_\_\_ cm

Volume: \_\_\_\_\_  $\text{cm}^3$

d.



Length: \_\_\_\_\_ cm

Width: \_\_\_\_\_ cm

Height: \_\_\_\_\_ cm

Volume: \_\_\_\_\_  $\text{cm}^3$

2. Write a multiplication sentence that you could use to calculate the volume for each rectangular prism in Problem 1. Include the units in your sentences.

a. \_\_\_\_\_

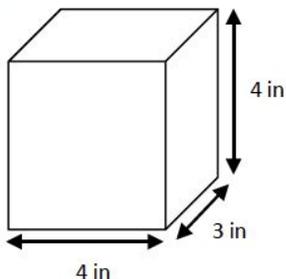
b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

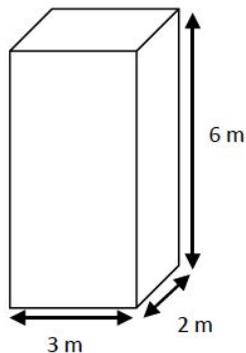
3. Calculate the volume of each rectangular prism. Include the units in your number sentences.

a.



V = \_\_\_\_\_

b.

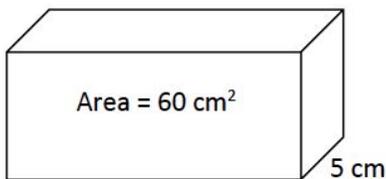


V = \_\_\_\_\_

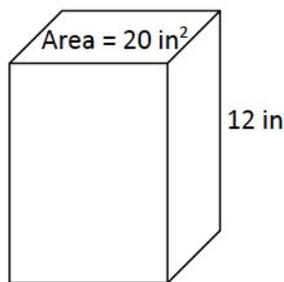
4. Tyron is constructing a box in the shape of a rectangular prism to store his baseball cards. It has a length of 10 centimeters, a width of 7 centimeters, and a height of 8 centimeters. What is the volume of the box?

5. Aaron says more information is needed to find the volume of the prisms. Explain why Aaron is mistaken, and calculate the volume of the prisms.

a.



b.

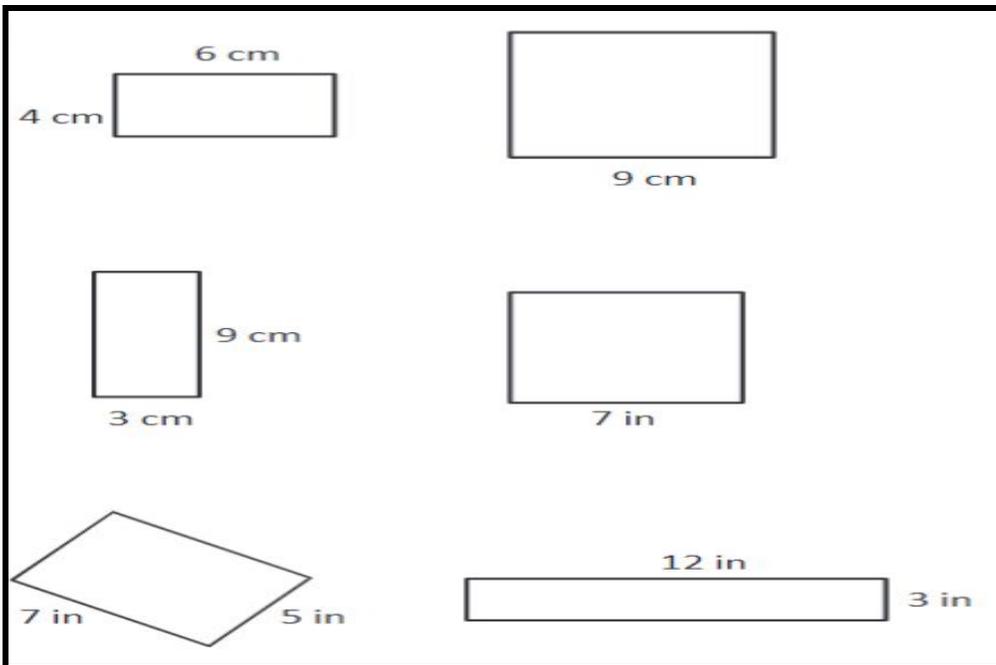


## Math Day 4

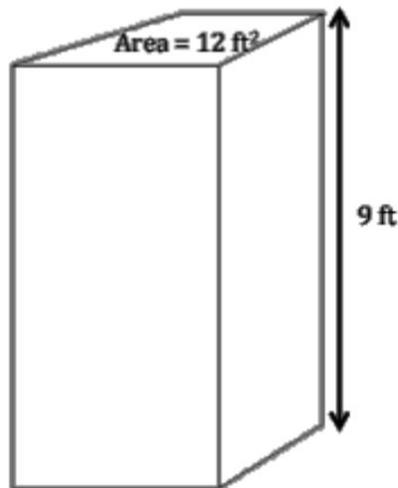
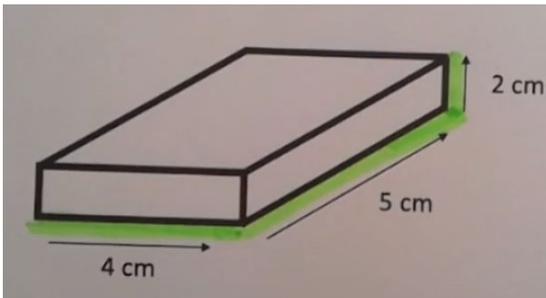
Component	Description	Resource(s)
Key Concept(s)/Topic	Connecting volume as packing with volume with filling	Eureka Math Module 5 Lesson 5
Vocabulary	Capacity - The amount that something can hold. Volume = $L \times W \times H$	
Guiding Questions	What is the difference between depth and height? How would you compare the words?	

### Fluency Practice

Find the Area:



Find the Volume:



## Module 5 Lesson 5

# Let's Investigate !

Today's lesson is a hands on exploration of volume: **Investigate 1 cm<sup>3</sup> = 1 mL.**

### Materials:

50 centimeter cubes, two small rectangular prism watertight containers, marker, small pitcher of water, measuring cup labeled with mL, data recording sheet, ruler or tape measure.

**Question: What are some ways that we can determine the volume of the box you have?**

So far we have learned:

- We can pack it with cubes and count.
- We can pack the bottom layer and then use the cubes to find how many layers.
- We could find the area of any base and then count the layers.
- We can measure the sides and then multiply the three dimensions.

### Step 1

Take a look at your rectangular prism. Estimate how many cubes it would take to fill the container. Write down your estimate. \_\_\_\_\_

Then fill the bottom layer with centimeter cubes. How many cubes did it take to fill the bottom layer? \_\_\_\_\_

Do you want to change your estimate?

Continue to fill the container with the centimeter cubes. How many layers did it take to fill the container?

Can you mentally solve for the volume of the container? Hint! repeated addition or multiplication.

On your recording sheet under box number write 1. Now record the number of centimeter cubes packed in the box.



### Step 2

Measure the dimensions of the rectangular prism. Measure the length, width, and height. Record the measurements under box 1 on your recording sheet. Can you use mental math to multiply the dimensions? Record the volume in cubic centimeters.



### Step 2

Use the same rectangular prism and fill it with water to determine the amount of liquid it can hold. You will need a measuring cup. Look at your measuring cup. Notice that the measurements are in milliliters (ml). Take a moment and think. How many milliliters do you think it will be? \_\_\_\_\_

Pour the water into the measuring cup. Go back to your recording sheet under number 2 record the amount of liquid the rectangular prism could hold. Are you starting to see a pattern? What pattern do you see?



Let's try one more experiment to see if there is a relationship between 1 cubic centimeter and 1 milliliter.

Step 3

Pour 150 ml of water into your measuring cup. Place it on the table after you pour and check to be sure you have 150 ml. You will need to count 50 centimeter cubes. What do you think will happen when you put the centimeter cubes in the water? Take a moment to write your prediction.

You are going to put the centimeter cubes inside the measuring cup with the 150 ml of water.

What is the measurement after you add 50 centimeter cubes? \_\_\_\_\_

What are you discovering about the relationship between cubic centimeters and milliliters?



**Problem 2**

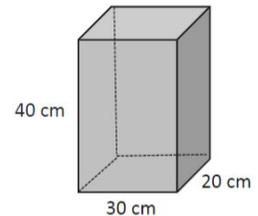
A rectangular tank measures 30 cm by 20 cm by 40 cm. How many milliliters of water are in the tank when it is full?

Let's use what we've learned about volume as filling to solve this problem. We need to find the volume of the water in the tank. We discovered today that 1 cubic centimeter is equal to 1 mL. Since this is true, how many milliliters of water are in the tank when it is full? **How many Liters is that?**

Multiply the length x width x height to determine the volume.

$30\text{cm} \times 20\text{cm} \times 40\text{ cm} = \text{_____ cm}^3$  ;  $24000\text{ cm}^3 = 24000\text{ mL}$

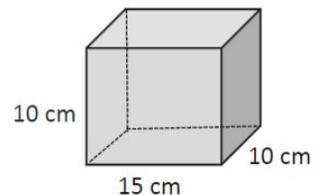
We need to convert milliliters to Liters. Remember  $1000\text{ mL} = 1\text{ L}$ . The tank holds \_\_\_\_\_ Liter.



**Problem 3**

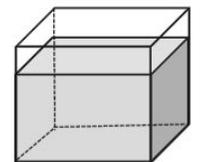
A small fish tank is filled to the top with water. If the tank measures 15 cm by 10 cm by 10 cm, what is the volume of water in the tank? Express your answer in mL \_\_\_\_\_

All we need to do is multiply the sides because the water is all the way to the top. Since the water fills the whole tank, we can just multiply  $15 \times 10 \times 10$  to find the volume. That's \_\_\_\_\_ cubic centimeters. We have to say it in milliliters. That's exactly the same number, so it's \_\_\_\_\_ mL.



After a week, water evaporates out of the tank, so the water is 9 cm high. What is the volume of the water in the tank?

The only thing that is different is the height of the water. I'll multiply 15 and 10 and then multiply by 9. That's \_\_\_\_\_ cubic centimeters of water.



1. Determine the volume of two boxes on the table using cubes, and then confirm by measuring and multiplying.

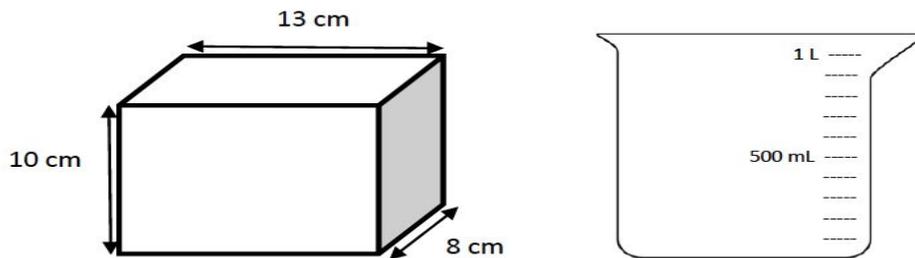
Box Number	Number of Cubes Packed	Measurements			Volume
		Length	Width	Height	

2. Using the same boxes from Problem 1, record the amount of liquid that your box can hold.

Box Number	Liquid the Box Can Hold
	mL
	mL

4. What conclusion can you draw about 1 cubic centimeter and 1 mL?

5. The tank, shaped like a rectangular prism, is filled to the top with water.



Will the graduated cylinder hold all the water in the tank? If yes, how much more will the beaker hold? If no, how much more will the tank hold than the beaker? Explain how you know.

6. A rectangular fish tank measures 26 cm by 20 cm by 18 cm. The tank is filled with water to a depth of 15 cm.

- What is the volume of the water in mL?
- How many liters is that?
- How many more mL of water will be needed to fill the tank to the top? Explain how you know.

7. A rectangular container is 25 cm long and 20 cm wide. If it holds 1 liter of water when full, what is its height?

## Math Day 5

Key Concept(s)/Topic	Finding the volume with packing and filling.	Module 5 Lesson 1- 5 Review
Review and Practice	Sprints Multiply a fraction by a whole number Multiplying 3 numbers worksheet	
Module 5 topic A Quiz	C,C,D,B, 330y <sup>3</sup> , 240 in <sup>3</sup> , 75 in <sup>3</sup> , 768 ft <sup>3</sup> , 8, 4	



# My Multiplication Tables 1-12

<b>1</b> times table $1 \times 0 = 0$ $1 \times 1 = 1$ $1 \times 2 = 2$ $1 \times 3 = 3$ $1 \times 4 = 4$ $1 \times 5 = 5$ $1 \times 6 = 6$ $1 \times 7 = 7$ $1 \times 8 = 8$ $1 \times 9 = 9$ $1 \times 10 = 10$ $1 \times 11 = 11$ $1 \times 12 = 12$	<b>2</b> times table $2 \times 0 = 0$ $2 \times 1 = 2$ $2 \times 2 = 4$ $2 \times 3 = 6$ $2 \times 4 = 8$ $2 \times 5 = 10$ $2 \times 6 = 12$ $2 \times 7 = 14$ $2 \times 8 = 16$ $2 \times 9 = 18$ $2 \times 10 = 20$ $2 \times 11 = 22$ $2 \times 12 = 24$	<b>3</b> times table $3 \times 0 = 0$ $3 \times 1 = 3$ $3 \times 2 = 6$ $3 \times 3 = 9$ $3 \times 4 = 12$ $3 \times 5 = 15$ $3 \times 6 = 18$ $3 \times 7 = 21$ $3 \times 8 = 24$ $3 \times 9 = 27$ $3 \times 10 = 30$ $3 \times 11 = 33$ $3 \times 12 = 36$	<b>4</b> times table $4 \times 0 = 0$ $4 \times 1 = 4$ $4 \times 2 = 8$ $4 \times 3 = 12$ $4 \times 4 = 16$ $4 \times 5 = 20$ $4 \times 6 = 24$ $4 \times 7 = 28$ $4 \times 8 = 32$ $4 \times 9 = 36$ $4 \times 10 = 40$ $4 \times 11 = 44$ $4 \times 12 = 48$	<b>5</b> times table $5 \times 0 = 0$ $5 \times 1 = 5$ $5 \times 2 = 10$ $5 \times 3 = 15$ $5 \times 4 = 20$ $5 \times 5 = 25$ $5 \times 6 = 30$ $5 \times 7 = 35$ $5 \times 8 = 40$ $5 \times 9 = 45$ $5 \times 10 = 50$ $5 \times 11 = 55$ $5 \times 12 = 60$	<b>6</b> times table $6 \times 0 = 0$ $6 \times 1 = 6$ $6 \times 2 = 12$ $6 \times 3 = 18$ $6 \times 4 = 24$ $6 \times 5 = 30$ $6 \times 6 = 36$ $6 \times 7 = 42$ $6 \times 8 = 48$ $6 \times 9 = 54$ $6 \times 10 = 60$ $6 \times 11 = 66$ $6 \times 12 = 72$
<b>7</b> times table $7 \times 0 = 0$ $7 \times 1 = 7$ $7 \times 2 = 14$ $7 \times 3 = 21$ $7 \times 4 = 28$ $7 \times 5 = 35$ $7 \times 6 = 42$ $7 \times 7 = 49$ $7 \times 8 = 56$ $7 \times 9 = 63$ $7 \times 10 = 70$ $7 \times 11 = 77$ $7 \times 12 = 84$	<b>8</b> times table $8 \times 0 = 0$ $8 \times 1 = 8$ $8 \times 2 = 16$ $8 \times 3 = 24$ $8 \times 4 = 32$ $8 \times 5 = 40$ $8 \times 6 = 48$ $8 \times 7 = 56$ $8 \times 8 = 64$ $8 \times 9 = 72$ $8 \times 10 = 80$ $8 \times 11 = 88$ $8 \times 12 = 96$	<b>9</b> times table $9 \times 0 = 0$ $9 \times 1 = 9$ $9 \times 2 = 18$ $9 \times 3 = 27$ $9 \times 4 = 36$ $9 \times 5 = 45$ $9 \times 6 = 54$ $9 \times 7 = 63$ $9 \times 8 = 72$ $9 \times 9 = 81$ $9 \times 10 = 90$ $9 \times 11 = 99$ $9 \times 12 = 108$	<b>10</b> times table $10 \times 0 = 0$ $10 \times 1 = 10$ $10 \times 2 = 20$ $10 \times 3 = 30$ $10 \times 4 = 40$ $10 \times 5 = 50$ $10 \times 6 = 60$ $10 \times 7 = 70$ $10 \times 8 = 80$ $10 \times 9 = 90$ $10 \times 10 = 100$ $10 \times 11 = 110$ $10 \times 12 = 120$	<b>11</b> times table $11 \times 0 = 0$ $11 \times 1 = 11$ $11 \times 2 = 22$ $11 \times 3 = 33$ $11 \times 4 = 44$ $11 \times 5 = 55$ $11 \times 6 = 66$ $11 \times 7 = 77$ $11 \times 8 = 88$ $11 \times 9 = 99$ $11 \times 10 = 110$ $11 \times 11 = 121$ $11 \times 12 = 132$	<b>12</b> times table $12 \times 0 = 0$ $12 \times 1 = 12$ $12 \times 2 = 24$ $12 \times 3 = 36$ $12 \times 4 = 48$ $12 \times 5 = 60$ $12 \times 6 = 72$ $12 \times 7 = 84$ $12 \times 8 = 96$ $12 \times 9 = 108$ $12 \times 10 = 120$ $12 \times 11 = 132$ $12 \times 12 = 144$

SI Manufacturing

$$5 \times \frac{8}{10}$$

$$= \frac{5}{1} \times \frac{8}{10}$$

$$5 \times \frac{8}{10}$$

$$= \frac{40}{10} \div 10$$

$$= \frac{40}{10} \div 10$$

$$= \boxed{4}$$

## A

Number Correct: \_\_\_\_\_

## Multiply a Fraction and a Whole Number

1.	$\frac{1}{5} \times 2 =$	
2.	$\frac{1}{5} \times 3 =$	
3.	$\frac{1}{5} \times 4 =$	
4.	$4 \times \frac{1}{5} =$	
5.	$\frac{1}{8} \times 3 =$	
6.	$\frac{1}{8} \times 5 =$	
7.	$\frac{1}{8} \times 7 =$	
8.	$7 \times \frac{1}{8} =$	
9.	$3 \times \frac{1}{10} =$	
10.	$7 \times \frac{1}{10} =$	
11.	$\frac{1}{10} \times 7 =$	
12.	$4 \div 2 =$	
13.	$4 \times \frac{1}{2} =$	
14.	$6 \div 3 =$	
15.	$\frac{1}{3} \times 6 =$	
16.	$10 \div 5 =$	
17.	$10 \times \frac{1}{5} =$	
18.	$\frac{1}{3} \times 9 =$	
19.	$\frac{2}{3} \times 9 =$	
20.	$\frac{1}{4} \times 8 =$	
21.	$\frac{3}{4} \times 8 =$	
22.	$\frac{1}{6} \times 12 =$	

23.	$\frac{5}{6} \times 12 =$	
24.	$\frac{1}{3} \times 15 =$	
25.	$\frac{2}{3} \times 15 =$	
26.	$15 \times \frac{2}{3} =$	
27.	$\frac{1}{5} \times 15 =$	
28.	$\frac{2}{5} \times 15 =$	
29.	$\frac{4}{5} \times 15 =$	
30.	$\frac{3}{5} \times 15 =$	
31.	$15 \times \frac{3}{5} =$	
32.	$18 \times \frac{1}{6} =$	
33.	$18 \times \frac{5}{6} =$	
34.	$\frac{5}{6} \times 18 =$	
35.	$24 \times \frac{1}{4} =$	
36.	$\frac{3}{4} \times 24 =$	
37.	$32 \times \frac{1}{8} =$	
38.	$32 \times \frac{3}{8} =$	
39.	$\frac{5}{8} \times 32 =$	
40.	$32 \times \frac{7}{8} =$	
41.	$\frac{5}{9} \times 54 =$	
42.	$63 \times \frac{7}{9} =$	
43.	$56 \times \frac{3}{7} =$	
44.	$\frac{6}{7} \times 49 =$	

## Multiplying Three Numbers

$3 \times 3 \times 3 =$

$2 \times 4 \times 9 =$

$2 \times 3 \times 9 =$

$3 \times 3 \times 9 =$

$2 \times 2 \times 9 =$

$3 \times 3 \times 8 =$

$2 \times 3 \times 7 =$

$2 \times 3 \times 8 =$

$2 \times 4 \times 2 =$

$2 \times 3 \times 4 =$

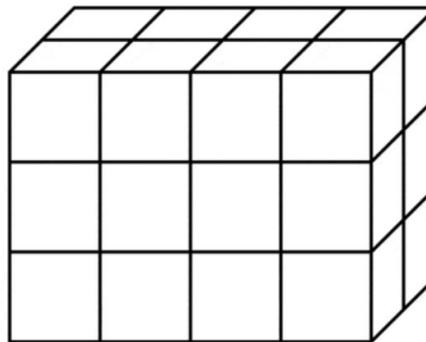
## Additional Volume Practice

Solve. Show your work. Don't forget the units in your answer.

1. Which formula can be used to find the volume of a rectangular prism?

- length x width                       length x width x height
- height x length                       length + width + height

2. What is the volume of this rectangular prism?

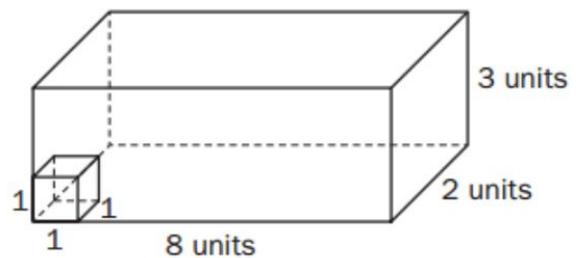


- 26 cubic units                       24 cubic units
- 24 square units                       26 square units

3. Joy wants to create a box with a volume of 8 cubic units. Which dimensions would work?

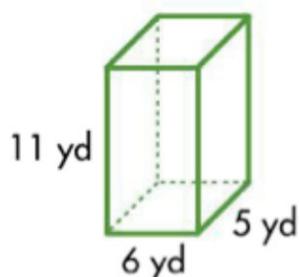
- length: 8 units  
width: 8 units  
height: 8 units
- length: 2 units  
width: 4 units  
height: 3 units
- length: 4 units  
width: 2 units  
height: 2 units
- length: 2 units  
width: 4 units  
height: 1 unit

4. Find the volume of the rectangular prism. How many unit cubes would it take to make the rectangular prism?

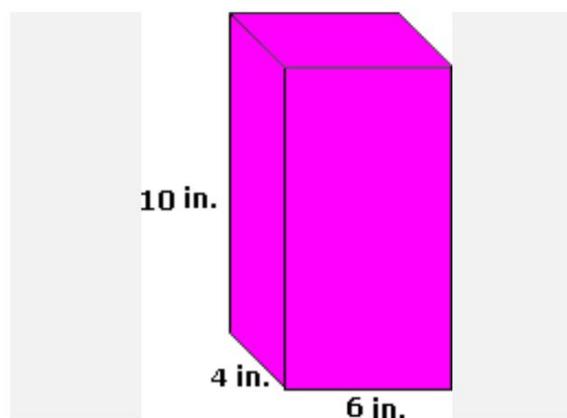


- 13 cubic units                       13 square units
- 48 cubic units                       24 cubic units

Find the volume.



6. Bob has a rectangular prism gift box what is the volume of Bob's gift box?



7. Jamie places fifteen 1 inch cubes in the bottom of a box. She adds 4 more layers of the same number of cubes to completely fill the box. What is the volume of the box?

8. Bradley's father bought an above ground pool in the shape of a rectangular prism. The pool measures 12 ft. wide, 16 ft. long, and 4 ft. deep. How much water can the pool hold?

9. Dan used 40 unit cubes to build a right rectangular prism. He used 5 of the 40 cubes to build the base. How tall was the prism?

a) 200 cubes

b) 100 cubes

c) 8 cubes

d) 16 cubes

10. A crate is 2 feet in length, 5 feet in height, and has a volume of 40 cubic feet. What is the width of the crate?

a) 10

b) 40

c) 4

d) 400

# Grade 5 – Social Studies

## Support and Practice

### Standards:

- **D2.Geo.4.3-5:** Explain how culture influences the way people modify and adapt to their environment.
- **D2.Geo.8.3-5:** Explain how human settlements and movements relate to locations and use of various natural resources.
- **D2.His.10.3-5:** Compare information provided by different historical sources about the past.
- **D3.1.3-5:** Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
- **D4.1.3-5:** Construct arguments or explanations using claims and evidence from multiple sources.

### Motivation:

Children had very important roles in Colonial America. Do you think you would enjoy living in colonial times? Why or why not?

### Directions:

While not in school, it is important to continue to practice Social Studies. While away, please complete each of the activities listed below.

### **YOUR work directions can be found BELOW:**

#### **1. Document Based Question: The English Colonies**

- **This task will allow you to show how well you understand information in various types of documents. This topic is directly related to the content and skills you covered during time in class. Study documents 1 through 5, and answer the questions after each. Then use your answers to help you write an essay**
- **All materials and resources for this assignment comes from the teaching materials associated with your classroom textbook.**

# The English Colonies

## Background

Soon after the arrival of the Pilgrims in North America, other English settlers began arriving and establishing colonies. By 1733, England had 13 colonies in North America. These colonies covered a large area of land and offered a variety of resources to the people living there. The land and resources of the colonies were an important influence on the lives on the English colonists.

## Task

For Part A, study each document carefully. Then answer the questions after each one. These answers will help you write your essay.

For Part B, use the information from the documents, your answers to the questions in Part A, and your knowledge of social studies to write a well-organized essay. In this essay you will be responding to the following prompt:

## Prompt:

**Describe ways in which the land and resources of the English Colonies affected the lives of the people living there.**



*Cultivation of Tobacco at Jamestown, 1615; Library of Congress*

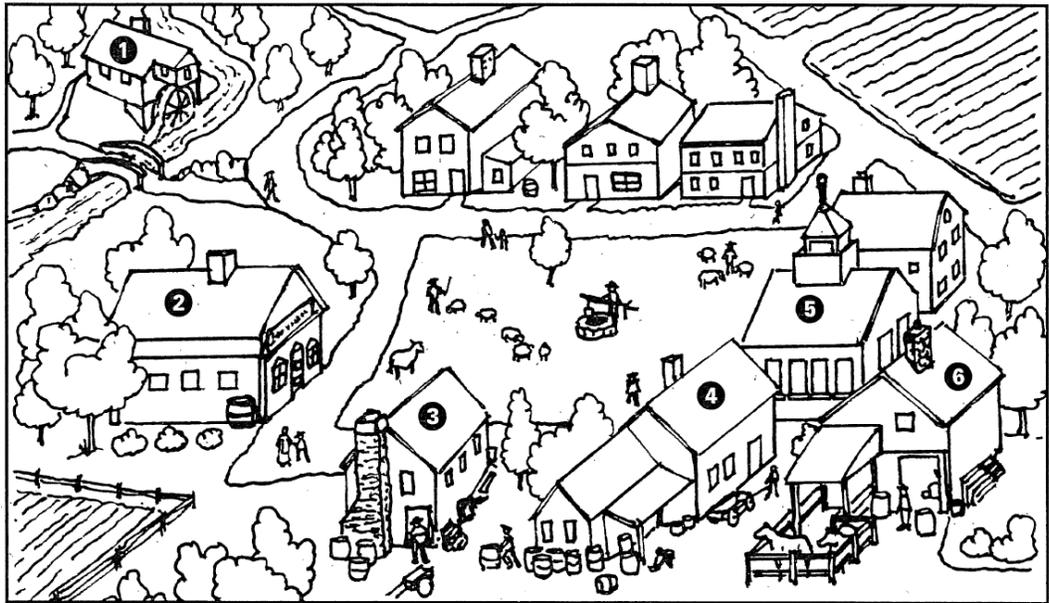
## Part A: Short Answer Questions

Study each document. Then answer the questions that follow each document.

### Document 1: Illustration of a New England Town

Towns in the New England colonies often grew around a central park-like area called a common. The town church or meetinghouse stood at one end of the common. A school, homes, and various businesses also lined the common. People in New England towns often specialized their work in order to do one job well. This practice allowed the towns to be self-sufficient, growing and producing most of the things the townspeople needed or wanted.

- ❶ Mill
- ❷ School
- ❸ Blacksmith
- ❹ General store
- ❺ Church
- ❻ Stable



1. At what types of jobs might the people shown in this illustration work?

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2. How are the colonists in this illustration using the land to meet their needs?

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3. Why would bartering (trading goods for goods) have been important to New England colonists?

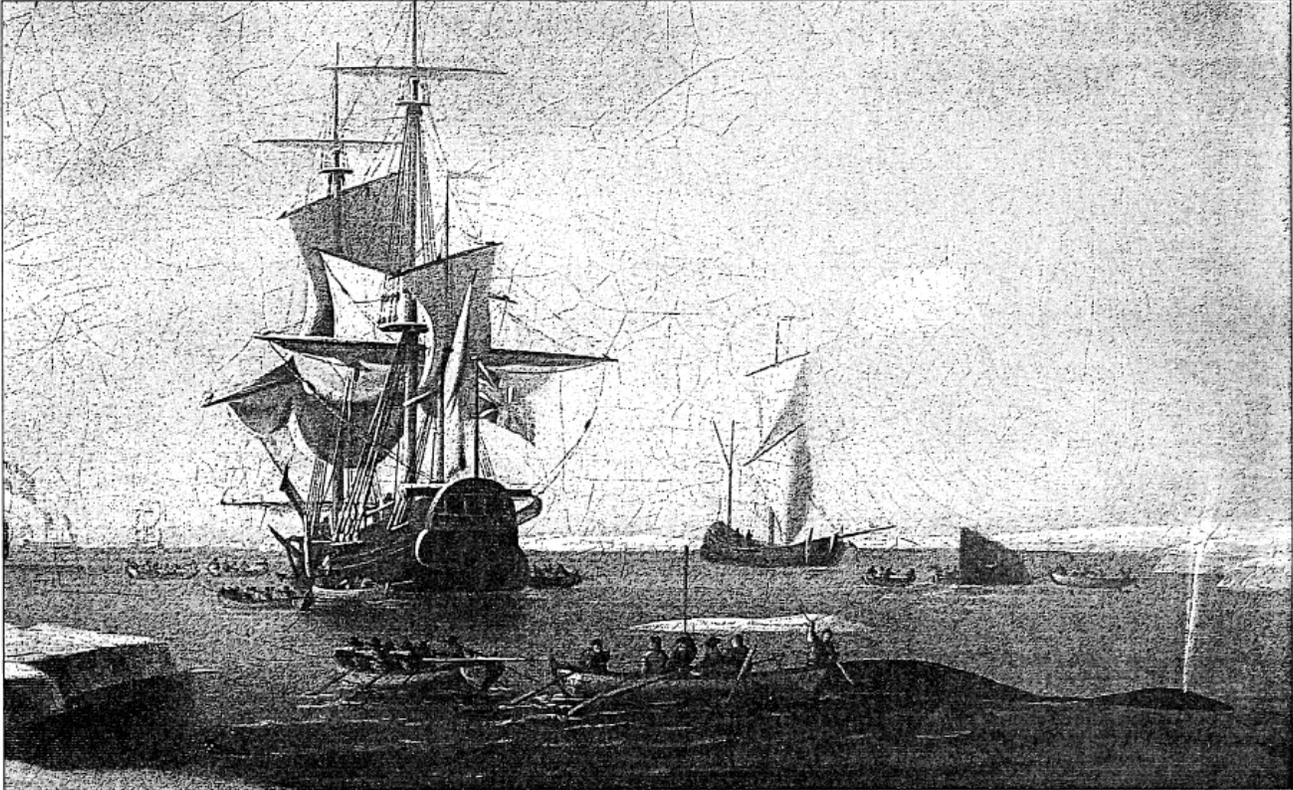
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## Document 2: Image of New England Whalers

Fishing and whaling became important industries in New England's coastal cities. Fishers could sell or trade their surplus catch, and whalers prospered because oil made from whale blubber was very popular. When whales became harder to find close to shore, whalers had to build larger boats that could travel farther out to sea.



1. What kinds of ships are shown in this image? Describe when each might be used?

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2. How do you think the decline in whales close to shore affected whalers and their families?

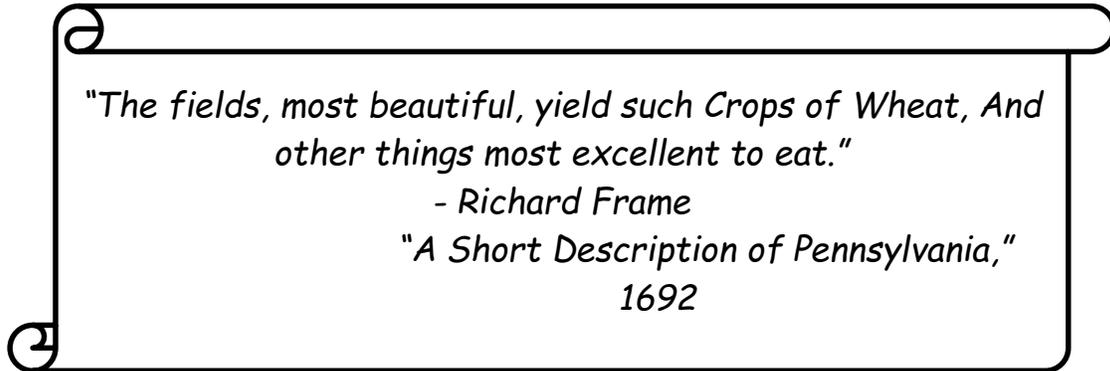
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# Document 3: Quotation

Pennsylvania was part of the Middle Atlantic colonies, along with what is today New York, New Jersey, and Delaware. The soil and climate of these colonies was good for raising crops such as wheat, corn, and rye.



1. Read the quotation. What point is the author trying to make about Pennsylvania?

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2. Why might Pennsylvania and the other Middle Atlantic colonies have become known as the Breadbasket Colonies?

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3. What does the quotation tell you about the author's opinion of Pennsylvania?

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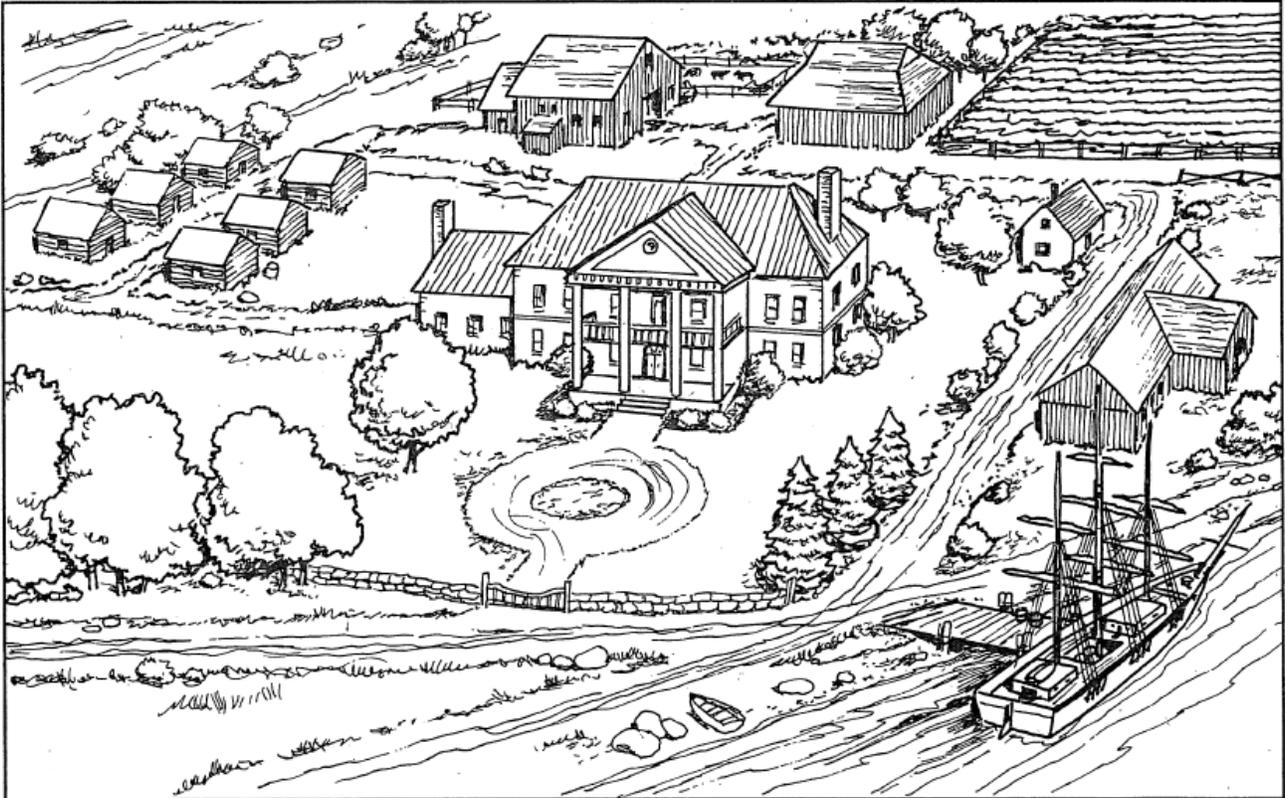
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# Document 4: Illustration of a Southern Plantation

In the southern colonies, plantations became an important part of the economy. These large farms could grow large amounts of cash crops such as indigo, rice, and tobacco. Some plantations also included docks, areas for raising cattle, and shops for skilled workers, such as carpenters.



1. What are two ways this plantation could transport goods?

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2. Why might it be important for the plantation to raise both cash crops and livestock (animals)?

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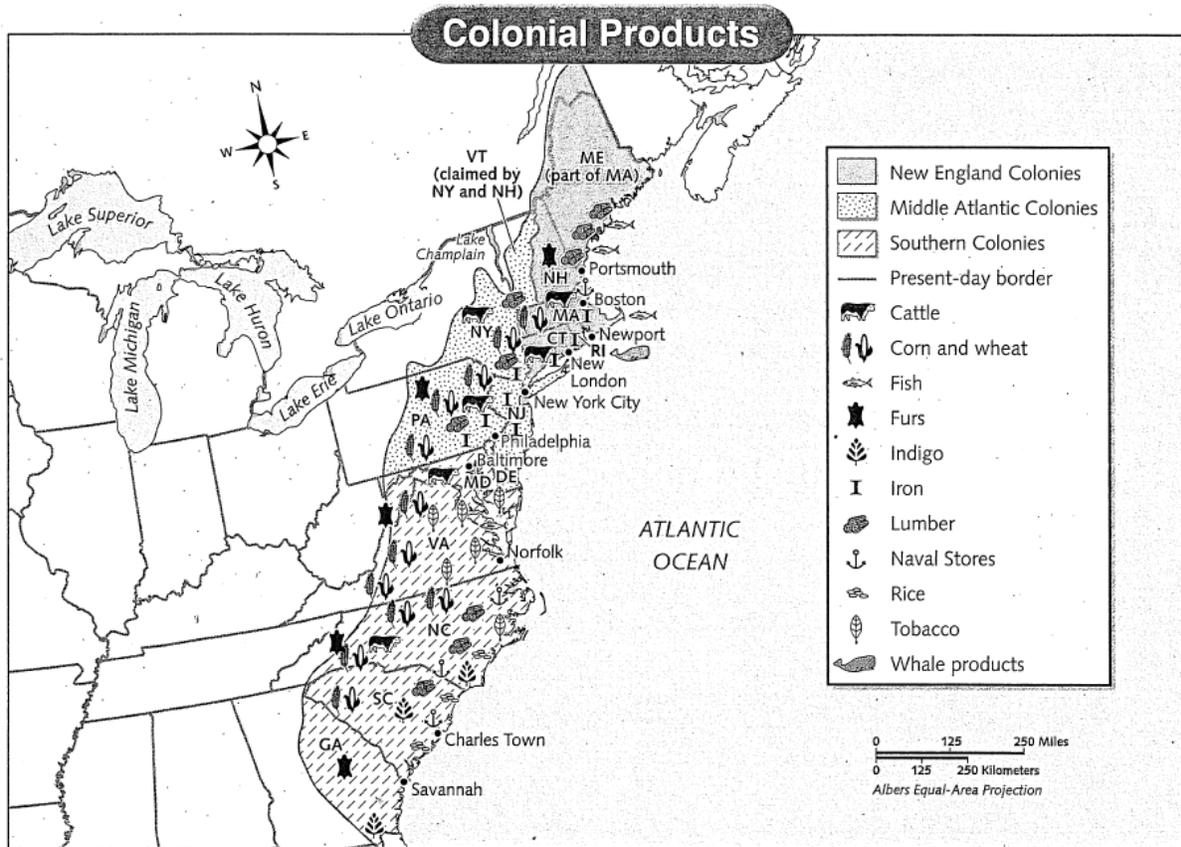
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# Document 5: Map of Colonial Products

The land and resources of the English colonies in North America allowed colonists to grow and make a wide variety of products. The map below shows the places where many of the colonies' most important goods were produced.



1. Describe the areas of the colonies in which fur animals were caught?

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2. What generalization can you make about the types of jobs people held in the New England colonies?

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3. How did agriculture and farming in the Southern colonies differ from agriculture and farming in the New England and Middle Atlantic colonies?

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## Science

Component	Description	Materials
Key Concept(s)/Topic	How do we use food?	For optional lab:
Vocabulary	<ul style="list-style-type: none"> <li>• Food: any nutritious substance that people or animals eat in order to give them energy and building blocks to grow and repair</li> <li>• Energy: the ability to do work (make things happen)</li> <li>• Hunger: the feeling that makes you want to eat (it is our bodies telling us that we need more food for energy and building blocks)</li> <li>• Digestive system: the stomach, intestines, and other components that work together to break down food and absorb nutrients from food</li> <li>• Photosynthesis: the process by which plants use sunlight to make sugar from carbon dioxide in the air and water</li> </ul>	<ul style="list-style-type: none"> <li>• 3 20 oz bottles</li> <li>• Scissors</li> <li>• Potting soil</li> <li>• Herb/spice seeds</li> <li>• Water spray bottle</li> </ul>
Guiding Questions	<ol style="list-style-type: none"> <li>1. What are some sources of food that people eat?</li> <li>2. What does energy transfer mean?</li> <li>3. Can you think of one way we use food for energy?</li> <li>4. What does it mean when the body burns food for energy?</li> <li>5. What does the digestive system do?</li> <li>6. What does food give us?</li> <li>7. How does your body turn food into energy?</li> <li>8. How is energy transferred from a plant to a person?</li> <li>9. Why is it important to think about the types of foods you eat for energy?</li> </ol>	

You will be exploring why we need food and how our body uses it for energy. Once food is in our body it is broken down into microscopic building blocks like sugars, fats, and amino acids which help us grow and repair our bodies. Food does not automatically turn into energy. It is a source of energy, but the body must break down or digest food before it can become usable energy.

All food that we consume can be traced back to the sun. The chemical energy of food comes from the sun. We consume many types of food like animal or plant source. Processed foods come from a combination of plant and animal sources, like chips and bread.

Read about *Food and Energy* and complete the following questions.

If you happen to have seeds available you can plant a kitchen herb garden. It is important to note that it will take 3-6 weeks to grow a full herb garden to use. You can track and document your observations as the garden grows while school is closed.

Procedure:

1. Carefully cut off the bottoms of the plastic bottles.
2. Fill the bottle bottoms about  $\frac{3}{4}$  of the way with soil and pack the soil loosely.
3. Make 3 small holes with your finger in the soil. Then place a seed in each hole and cover the seed with soil.
4. Add water to the soil using a spray bottle.
5. Place the jars on a south-facing windowsill that receives a lot of sunlight.
6. Water the herbs approximately every 2-3 days. Make sure the soil is moist but not soggy.
7. Harvest herbs after the plants have grown (few weeks).

# Food and Energy

## DEFINITION OF FOOD

*Food* is any nutritious substance that people or animals eat to give them energy and building blocks to grow and repair. Our bodies tell us when we need food by feeling hungry. The types of food we eat determine what types of building blocks and energy sources our bodies use.

*To better understand food and nutrition....*

## The food we eat gives our bodies materials for growth.

Nearly all our food comes from either plants or animals. After it enters our digestive system, our bodies break it down into useful materials that have two uses.

Growth & repair (getting taller, stronger or mending broken bones), and energy to think, stay warm, and move around.



Flamingos are an excellent example of how food is used for growth. Flamingos like to eat algae which has a lot of beta-carotene, a natural chemical that has a red color. The bird's digestive system breaks down the algae, which releases the red chemical. The red chemical then gets deposited in the flamingo's feathers as they grow, giving flamingos a pink color.

If you feed a flamingo food without the natural red chemical, it would not be pink. Even though we are not the color of our food like a flamingo, we are also made up the materials that we have eaten. **You are what you eat!**

## The food we eat gives our bodies energy.

Food also provides us with energy to move and stay warm. We can conduct experiments with food to show that it has stored energy by mixing it with an oxidizer and setting it on fire.

An *oxidizer* is a chemical that provides a lot of oxygen to help things release energy. The ability of food to burn shows that it contains stored energy.



The amount of energy and types of nutrients we get is determined by the types of foods we eat. Whole or natural foods contain lots of important nutrients. Unhealthy foods do not.

For example, broccoli contains carbohydrates, calcium, protein, fiber, iron, and vitamins. You need all these things to help you grow. Candy contains just sugar.

## Energy from our food comes from the sun!

All the energy we get from food can be traced back to **the sun**.

The sun's energy is transferred to plants, which use it to convert water and carbon dioxide into sugars. That process is called photosynthesis. Plants are then eaten by animals, which are eaten by larger animals.



Through this process, the energy from the sun is transferred from one living thing to another.

For example, a plant captures energy from the sun through photosynthesis, and then the plant is eaten by a caterpillar. The caterpillar gets eaten by a turkey, and we eat the turkey for dinner. The whole process is powered by the sun.

## What is (or isn't) food?

For something to qualify as food it must give us building blocks to grow and repair AND energy.

Wood is from trees, which is a plant, but it is not food for humans because we cannot break it down and use it for energy.



Leather is from a cow, which is an animal. It can be used for food, but it wouldn't taste very good.

Vitamins give us building blocks to grow and repair, but they do not give us energy so technically, vitamins are not food.



**Hydroponic plants grow without soil by using minerals in the water.** This is evidence that plants do not get their energy from the soil. All the energy to make them grow comes from the sun.



**Bugs are a delicacy in some countries.** Many are high in protein and they can be cooked easily and quickly. Yum...



**Vitamins and minerals are not food.** They can provide us with building blocks to help us grow but they don't give us any energy.

## FOOD AND ENERGY QUESTIONS

1. How does our body tell us we need more energy?
2. What are the two main things our bodies use food for?
  1. \_\_\_\_\_
  2. \_\_\_\_\_
3. True or false? Flamingos are pink because they eat things that are pink.
4. Where does the energy in a hamburger come from originally?
5. What is photosynthesis?
6. True or false? Humans can eat bugs for food.
7. Why isn't it healthy to just eat candy?
8. Which of these is not necessary to grow a hydroponic plant?
  - a. water
  - b. air
  - c. sunlight
  - d. soil
9. How does your body turn food into energy?
10. How is energy transferred from a plant to a person?
11. Why is sunlight important?
12. What does food give us?
13. How do plants and animals take in the food they need to survive?
14. How do we know that plants obtain materials needed for growth primarily from air and water?

## Health & Physical Education

Component	Description	Materials
Key Concept(s)/Topic	Physical activity and goal setting	Coins for markers 1 die
Vocabulary	Physical Health, Mental Health, Emotional Health, Squats, Lunges, Plank, Burpees, Crunches	
Guiding Questions	Why is daily physical activity important? How do you feel before, during, and after being physically active?	

### Physical Education Activity: Chutes and Ladders

Roll the die. Move your marker the number of spaces on the die. If you land on a ladder, move your marker to the space at the top of the ladder. If you land on a chute move down to the space at the end of the chute. Complete the exercise in the square before the next player goes. The first player to reach the 100 space WINS! Watch out for those chutes.

100 	99 10 Shoulder Touches	98 5 Curl-ups	97 20 Secs. One Leg Balance	96  10 Deep Breaths	95 5 Squats	94 20 Secs. Butterfly Stretch	93 Water Break	92 5 Wide Push-Ups	91 20 Secs Push-Up Hold
81 10 Lunge Jumps	82 Water Break	83 20 Secs High Knees	84 10 Deep Breaths	85 10 Straddle Stretch	86  5 Sit-ups	87 20 Secs. Squat Hold	88 10 Shoulder Stretch	89 5 V-Ups	90 10 High Jumps
80 10 Deep Breaths	79 10 Squats	78 20 Secs. Plank Hold	77 5 Curl-ups	76 Water Break	75 20 Secs. Jog in Place	74 15 Arm Circles	73 20 Secs. Stork Balance	72 10 Lunges	71 5 Push-Ups
61 10 High Jumps	62 20 Secs One Leg Balance	63 Water Break	64 10 Mountain Climbers	65 20 Secs. Toe Touch	66 10 Deep Breaths	67 20 Secs. Straddle Stretch	68 4 Squats	69 10 Shoulder Touches	70 20 Secs. Butterfly Stretch
60 20 Secs. Jog in Place	59 10 Deep Breaths	58 20 Secs. Stork Balance	57 15 Arm Circles	56 20 Secs. Pike Stretch	55 10 Shoulder Touches	54 20 Secs. Squat Hold	53 5 Sit-Ups	52 20 Secs. Plank Hold	51 Water Break
41 5 V-Ups	42 10 Deep Breaths	43 10 Shoulder Touches	44 30 Secs. Squat Hold	45 Water Break	46 5 Wide Push-Ups	47 5 Curl-ups	48 20 Secs. Pike Stretch	49 10 Mountain Climbers	50 10 Secs. Straddle Stretch
40 5 Squats	39 4 Sit-Ups	38 5 Push-Ups	37 Water Break	36 20 Secs. Plank Hold	35 10 Deep Breaths	34 20 Secs. Toe Touch Stretch	33 10 Secs. Shoulder Stretch	32 10 High Jumps	31 5 Crunches
21 20 Secs. Pike Stretch	22 20 Secs. High Knees	23 5 Crunches	24 10 Lunges	25 20 Secs. Wall Sit	26 10 Mountain Climbers	27 10 Shoulder Touches	28 Water Break	29 10 Deep Breaths	30 10 Lunge Jumps
20 20 Secs. One Leg Balance	19 Water Break	18 5 Jump Squats	17 10 Deep Breaths	16 10 Secs. Push-Up Hold	15 5 V-Ups	14 10 High Jumps	13 30 Secs. Squat Hold	12 3 Burpees	11 30 Secs Jog in Place
1 5 Curl-ups	2 5 Squats	3 10 Jumping Jacks	4 10 Secs. Straddle Stretch	5 Water Break	6 3 Sit-ups	7 20 Secs. Wall Sit	8 5 Wide Push-ups	9 3 Burpees	10 10 Secs. Plank Hold

**Health Education (NHES #6 Goal Setting):** On the back of this page, or on a separate sheet of paper, create a short-term goal for your physical, mental, or emotional health.