

5th

Learning From Home Week 3

○ Reading

- Read at least 1 book (consider a biography or historical fiction)
- 30 minutes each day
- Write a 5 sentence summary for each day in a notebook or googledocs
 - Label with date, book title, minutes read, pages read
- Complete all 3 Close Read Passages
 - Answer questions in a notebook or on googledocs.

○ Writing

- Choose a NEW non-fiction topic to learn about
 - Interview a family member or close friend about a significant time in their life (i.e. 9/11, military deployment, everyday life, meaningful experience) (consider using FaceTime/phone call)
- Create a project to show what you've learned
 - Book report
 - Power point
 - Informational essay
 - Display
 - Speech
 - Presentation
 - Other creative ideas

○ Math

- Complete Math Lessons 8-5 and 8-6
- Try to complete at least 1 page per day
- Spend 10+ minutes practicing math facts (i.e. Xtramath.com, connected.com, or family games, etc.)

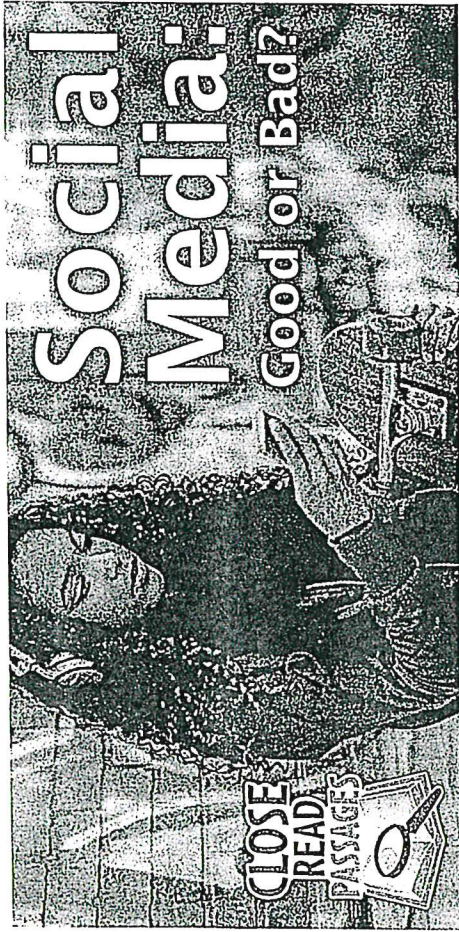


Photo credit: © iStock.com/FatCamera

In the United States, 95 percent of teens have access to a smartphone, and 45 percent are online “almost constantly,” according to a 2018 Pew Research Center survey.

Social media is popular with teens. It allows them to create and share information and be part of online communities. Experts don’t agree on whether teens’ use of social media is good or bad, however.

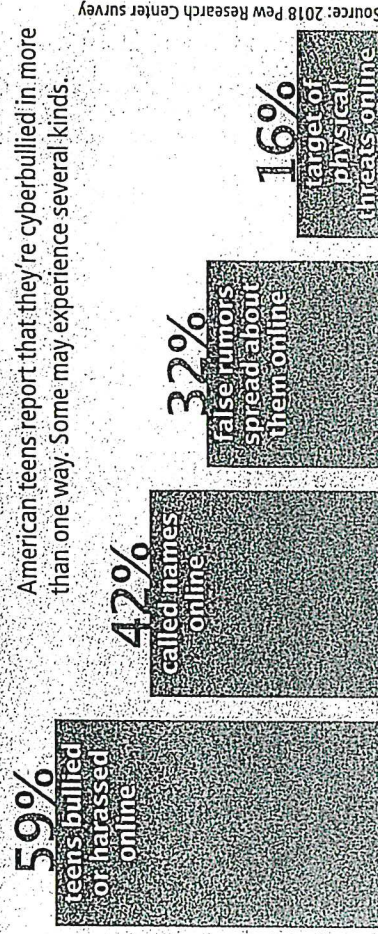
A 2015 Pew Research Center study showed that social media sites were the most common way for American teens to communicate with friends. Nearly two-thirds of teens who used social media met a new friend online. After meeting new people in person, 62 percent used social media to keep in touch.

However, the same study showed that using social media can have a negative impact. Teens may hear about parties they aren’t invited to. They may read negative comments about others—or themselves. Twenty-one percent said they felt worse about their own lives based on what they read on social media. A 2018 Pew survey of high school students showed that more than half of them experienced some form of bullying online.

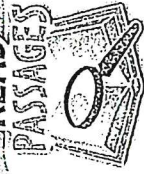
Other research has looked at social media and students’ grades. Research at the University of Bamberg in Germany pulled together fifty-nine such studies. It showed that students who use social media to discuss school subjects tend to have slightly higher grades. Students who were very active on social media did not spend less time studying than other students. Yet the same study showed that students who used social media the most had slightly lower grades than other students. Those who studied while using social media also had lower grades.

In 2018, almost half of teens felt that social media had neither a bad nor good impact on their lives. The key may be moderation. Another university study examined screen time and teen well-being. It showed that teens were less happy when they spent large amounts of time on social media. They were more happy when they spent some of that time on other things such as sports or talking to others in person. Those who spent *some* time on social media—slightly less than one hour a day—were most happy.

Teens and Cyberbullying



Have students read the passage three times, each with a different purpose. After each read, ask the questions below and discuss the answers in small groups or as a class.



Read 1 What Does the Text Say?

1. What are some benefits of social media mentioned in the passage?
2. What are some negatives of social media mentioned in the passage?

Read 2 How Does the Text Say What It Says?

3. How do the image and its caption contribute to the text?
4. What information does the graph provide readers?
5. Which statistics in the passage support the claim that social media sites were the most common way for teens to communicate with friends?

Read 3 What Is the Meaning and Value of the Text?

6. Research shows that social media has negative impacts when used heavily, so why might it still be so popular among teens?
7. Would you say that being online makes it easier to bully or be bullied? What statistics in this passage support your opinion?
8. How might teens be able to use social media to make a positive impact?



Extension Activity

Is teens' use of social media good or bad?

Write a persuasive essay about whether social media is good or bad. Support your claim with evidence from the text.

Optional Question Bank

Read 1

1. What research was used for this article?
2. What are the ways teens are being cyberbullied?
3. How many teens are bullied or harassed online? How many are called names? How many have false rumors spread about them online? How many are targets of physical threats online?

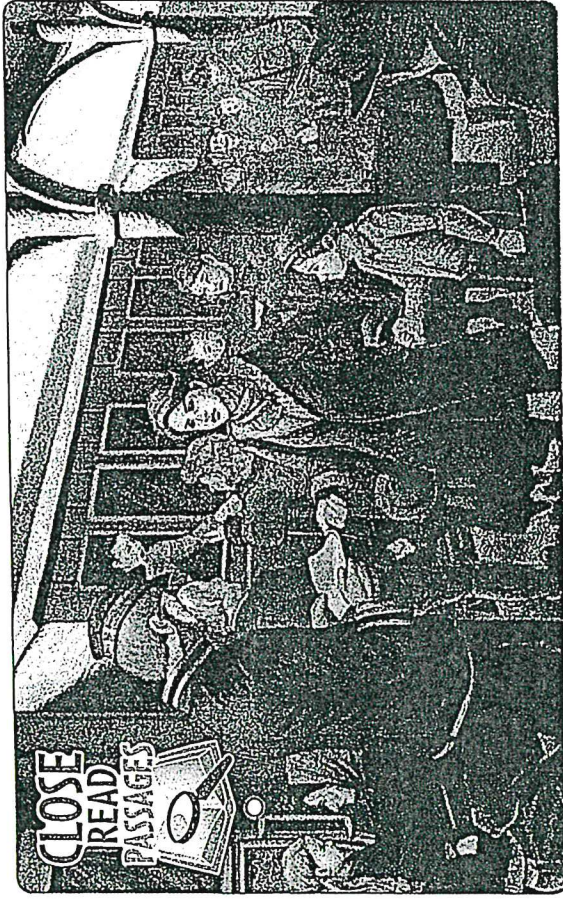
Read 2

4. Based on the details included in the text, how would you define *social media*?
5. How does the research done in Germany at the University of Bamberg enhance readers' understanding of the impact social media has on school?

Read 3

6. What do you think is the author's point of view?
7. Based on the Pew Research Center research, social media makes teens feel worse about themselves. Why might this be the case?
8. What conclusions can you make about the impact social media has on teens?





The Train Station

People pushed onto the train platform. Mama's hand pulled Hans deeper into the crowd. Her grip became stronger as they moved forward. She seemed firm, but also scared, as if she feared she might change her mind.

As they squeezed through the people, Hans heard children sobbing and screaming. He could see the train now. Some of the children had their hands out the windows. They were crying as they said goodbye to parents and other family members.

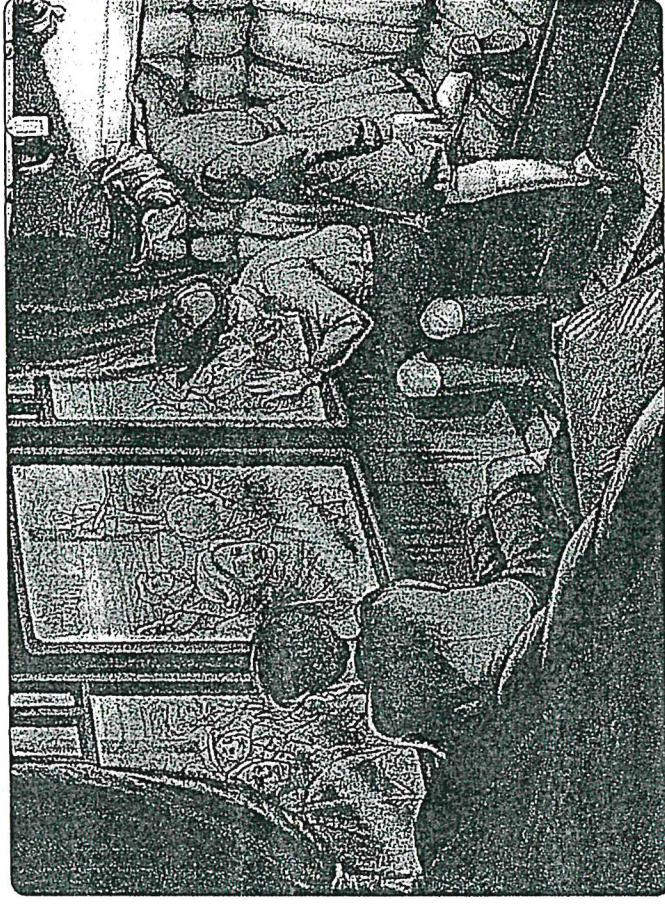
Hans knew he wouldn't act like that. He was strong, like Papa. He would smile and wave at Mama. She would know he would be all right. He did not really know why he had to board this train. He only knew that bad things were happening in the world. Mama just wanted to get him away.

A man in uniform stopped them at the steps. Mama pushed a piece of paper at him and dragged Hans forward, holding him close. She kissed his cheek, released him, and put a handful of money into his pocket. "You will stay with a nice English family for a while. I will come for you as soon as I can."

The train whistle blew. Hans had only seen Mama cry once before, when they left their farm. Now her eyes filled with tears as she gently pushed him onto the train.

Hans stood in the doorway and tried to smile. He could already feel the tears burning his cheeks.

The train pulled out of Prague just weeks before the start of World War II. Hans had escaped death, but he would never see Mama and Papa again.



Have students read the passage three times, each with a different purpose. After each read, ask the questions below and discuss the answers in small groups or as a class.

Read 1 What Does the Text Say?

1. Where are Mama and Hans?
2. What was Mama not wanting to change her mind about?
3. What does Hans see and hear?

Read 2 How Does the Text Say What It Says?

4. What words are included throughout the passage to describe Mama and Hans? How do these descriptions help readers better understand the situation they are in?
5. Why is the boy reaching out of the train window in the illustration?

Read 3 What Is the Meaning and Value of the Text?

6. Why does Mama fear that she will change her mind? What motivates Mama to remain firm about her decision?
7. What can you infer about the world around Hans right now? How does this impact Mama's decision to put Hans on the train? Use details from the text to support your answer.
8. Think of a time you were asked to make a decision. What did you think about when making the decision? What does this show?



Extension Activity

How do life events affect the decisions we make?

Pretend you are Mama. Write a letter to Hans explaining why you made the decision to put him on the train and how you feel about it.

Optional Question Bank

Read 1

1. Why are Mama, Hans, and the other people at the train station crying?
2. Why does Hans want to remain strong, like Papa, and not show his emotions as he boards the train?

Read 2

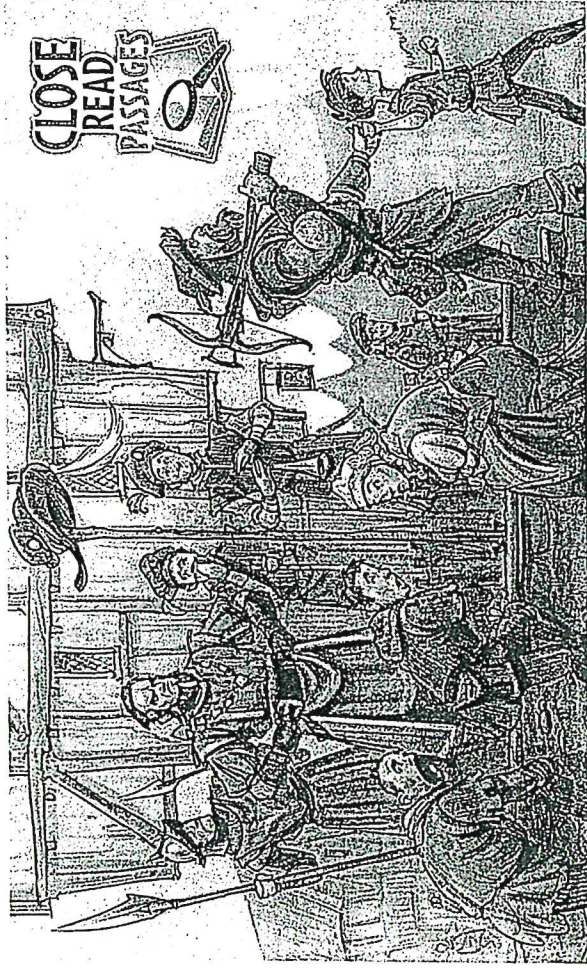
3. How do the illustrations help readers understand the mood of the passage?
4. What does the author mean when he writes, "Hans had escaped death, but he would never see Mama and Papa again"? How did Hans escape death? Why will he not see his parents again?

Read 3

5. Hans has only seen Mama cry one other time. Why does the author include this detail? What might readers infer about the impact Mama's crying has on Hans in this moment?
6. Do you think Mama wanted to put Hans on the train? What evidence from the text supports your answer?



This Close Read Passage has a text connection listed under "Additional Resources" on this passage's webpage.



William Tell

"Come along," William Tell said to his son. The boy skipped next to his father, a farmer and expert hunter, as they entered the town square.

Tell stopped. He saw a familiar hat hanging from a pole. It was the kind worn by the rulers of the land, a noble Austrian family called the Hapsburgs. They had taken over his town and other towns nearby.

Just then, a trumpet blared. Gessler, the cruel sheriff, said, "Every man must bow down before this hat as he passes beneath it."

Tell watched his neighbors. Fearful of Gessler—and even more afraid of the Hapsburgs—they did as they had been commanded. Suddenly, Tell grabbed his son's hand and strutted proudly beneath the hat without bowing.

Gessler ordered his men to seize Tell. The sheriff presented him a challenge. "Place an apple atop the head of your son. If you pierce it with your arrow, I'll spare your lives. Refuse, and you both face death."

Tell's face turned as red as the apple. He had no choice but to take the shot.

A crowd gathered as Tell loaded his crossbow. His heart thudded against his chest. He had made difficult, even impossible, shots before. However, the stakes had never been this high. There was no room for error. With a swift motion, Tell shot his bolt and split the apple.



The crowd gasped. Tell's son ran for his father. Gessler watched as Tell placed a bolt back in his quiver. "What was your plan for that one?" Gessler asked, his brow raised.

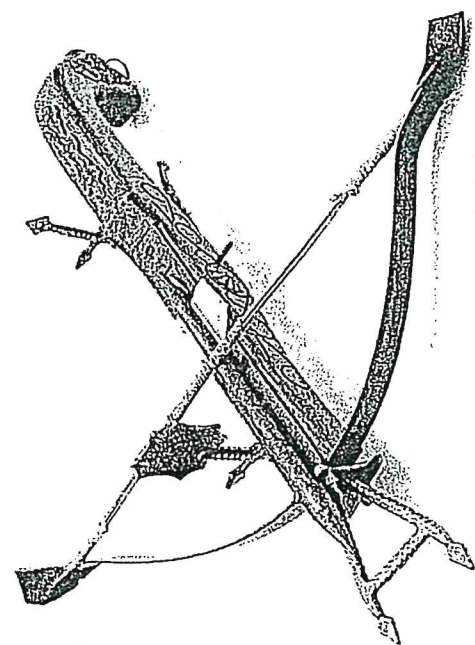
"That one was for you," Tell replied. "If I had missed my target once, I wouldn't have missed it again."

Offended, Gessler ordered his men to separate father and son. Tell was placed in chains and put on a boat headed down the river to a dungeon.

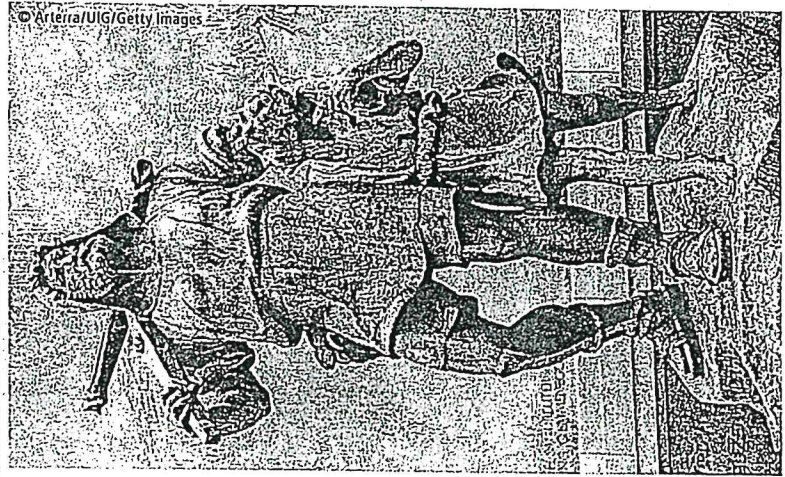
As luck had it, high winds forced the ship's crew to let Tell out of his chains. He was the only man who was strong enough to gain control of the ship. Tell safely brought the ship to shore. Then he jumped off and pushed the ship and its crew back on course. Gessler screamed at his men to follow Tell, but it was too late.

Staying hidden among the trees, Tell raced after the ship. He stopped where he thought it would land and waited. The moment he saw Gessler, he fired his crossbow.

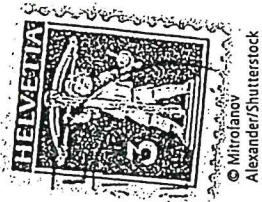
William Tell would never again follow the orders of cruel men. He wouldn't let his neighbors do so, either. He had more bolts in his quiver.



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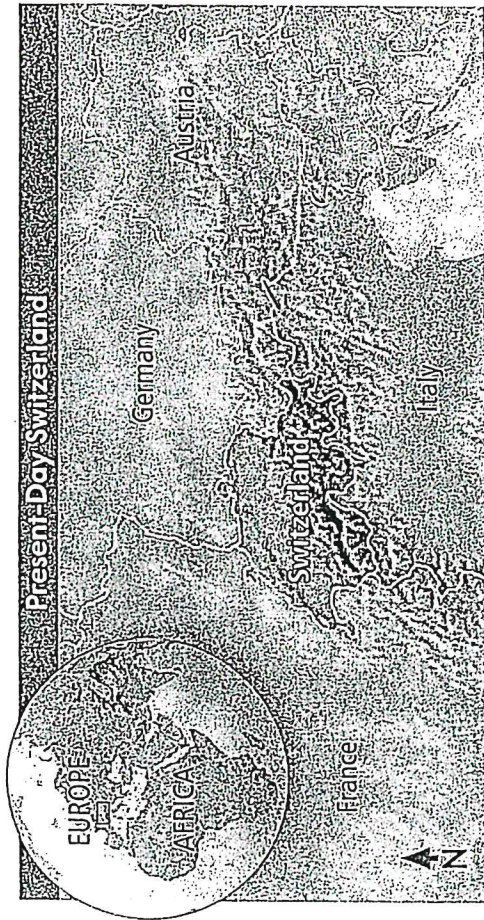


A bronze statue of William Tell and his son stands in the town square of Altdorf in Switzerland, where the legendary events unfolded (main). A postage stamp from 1909 shows William Tell's son with a crossbow (right).



© Mitrolanov Alexander/Shutterstock

According to legend, William Tell joined forces with three other men who were fighting against Austrian leadership. They are credited with starting the liberation of what became the country of Switzerland. For hundreds of years, William Tell's crossbow has symbolized the national pride of Switzerland.





Have students read the passage three times, each with a different purpose. After each read, ask the questions below and discuss the answers in small groups or as a class.

Read 1 What Does the Text Say?

1. Who is the main character in this passage? What challenge did he face?
2. How did Tell defy Gessler's command?
3. What challenge did Gessler give Tell after he refused to bow down to the Hapsburg hat? How did Tell respond?

Read 2 How Does the Text Say What It Says?

4. What does the author mean on page 2 when saying "the stakes had never been this high"?
5. Why does the author include the information and images on page 4 of the passage?
6. The last paragraph of the passage states that Tell "had more bolts in his quiver." What can readers infer about Tell's character?

Read 3 What Is the Meaning and Value of the Text?

7. What lasting impact did Tell's bravery have?
8. Do you believe that William Tell is a legend? Why or why not?

**Extension Activity**

What is the lesson of this story?

Write a paragraph explaining the lesson of the story. Then research other legends or people whose brave choices led to something great.

Optional Question Bank**Read 1**

1. What is the setting of this passage?
2. Tell had a second arrow ready during his challenge. How did he intend to use that arrow? How did Gessler respond?
3. Tell does not end up in the dungeon. Why?

Read 2

4. After following the ship, Tell fires his crossbow at Gessler. However, the author does not provide details about what happened to Gessler. Why does the author withhold this information?
5. How do the illustrations inform readers?

Read 3

6. How might the history of Switzerland be different if Tell had not challenged Gessler and the Hapsburgs?
7. What would you have done in William Tell's position? Have you ever been in a situation where you had to make a tough decision and stand up for what you believe to be right?



This Close Read Passage has a text connection listed under "Additional Resources" on this passage's webpage.

Operating an Animal Shelter: Listing Costs

Lesson 8-5

DATE

TIME

Math Message

Imagine you are opening an animal shelter for stray dogs and cats. Talk with a partner about the supplies you think you would need. Make a list in the space provided.

How would you spend \$1,000,000?

Your town had an essay contest called "How Would You Spend One Million Dollars?" You and your classmates submitted an essay about opening an animal shelter for stray cats and dogs, and you won! The town has given your class \$1,000,000 to spend on the animal shelter.

As a class, you must develop a plan for spending the \$1,000,000 to open and operate the shelter for one year. You have the following guidelines:

- The shelter needs to house up to 20 dogs and 120 cats.
- The cost of renting a building for the shelter is \$8,000 per month.
- Water, heat, air conditioning, and electricity together cost approximately \$450 per month.
- Phone and Internet service together cost about \$200 per month.
- The town wants the shelter to create new full-time and part-time jobs. Veterinarians have to be paid at least \$4,000 per month. Other employees have to be paid at least \$1,800 per month.

Use the accounting sheets on the following pages to create your spending plan. Think about major categories to organize your spending. You will need to do some research to find the cost of individual items.

Major Categories Accounting Sheet

Lesson 8-5

DATE

TIME

Major Category	Total Cost for Category
Total for all categories: _____	

Itemized Accounting Sheet

Lesson 8-5

DATE

TIME

SRB
128

Category: _____			
Item	Quantity	Unit Cost	Approximate Total Cost
Example: 6 lb bag of dog food	10	\$19.99	$10 * \$20 = \200
Total for all categories: _____			

If the total is *under* budget, giving you more money to spend, how would you adjust your spending in this category? _____

If the total is *over* budget, requiring you to cut costs, how would you adjust your spending in this category? _____

Itemized Accounting Sheet (continued)

Lesson 8-5

DATE _____

TIME

SRE

128

[illegible]

If the total is *under* budget, giving you more money to spend, how would you adjust your spending in this category? _____

If the total is over budget, requiring you to cut costs, how would you adjust your spending in this category? _____



DATE _____

TIME _____

1 Divide.

a. $\frac{1}{3} \div 6 =$ _____

b. $6 \div \frac{1}{3} =$ _____

SRB
207-210

2 Lindsay's bookcase is $5\frac{1}{3}$ ft long, $1\frac{1}{4}$ ft wide, and $6\frac{1}{12}$ ft tall. How much space on the floor does the bookshelf take up?

(number model)

Answer: _____

SRB
204-206
225

3 Ed used $1\frac{1}{4}$ dishes of paint on a project. Each dish holds $\frac{3}{5}$ fluid ounce of paint. How many fluid ounces did he use?

(number model)

Answer: _____

SRB
204-206

4 Multiply.

a. $2.3 * 8.4 =$ _____

b. $0.47 * 56.3 =$ _____

SRB
134-135

5 **Writing/Reasoning** How is multiplying decimals similar to multiplying whole numbers? How is it different?

SRB
134-135

Earning \$1,000,000

Lesson 8-6

DATE

TIME



Record the hourly wage assigned to your group: _____

How long would it take you to earn \$1,000,000 at this hourly wage? Find the total amount of time you would need to work. Express your answer in two ways:

- As a total number of hours
- Using the largest possible units (You will need to use a combination of work years, workweeks, workdays, and hours.)

Show your work.

Total number of hours: _____

Answer in largest possible units: _____



DATE _____

TIME

Solve Problems 1 and 2. Show your work.

SRE
204-20

1 $8\frac{1}{6} * 4\frac{2}{3} = ?$

2 $12\frac{3}{10} * 3\frac{5}{8} = ?$

$$8\frac{1}{6} * 4\frac{2}{3} = \underline{\hspace{2cm}}$$

$$12\frac{3}{10} * 3\frac{5}{8} = \underline{\hspace{2cm}}$$

For Problems 3 and 4, write a number model using a letter for the unknown. Then solve. Show your work.

- 3** Leah is designing a poster for Math Night. She made a sketch of a Math Night logo that is $1\frac{3}{4}$ inches wide. She wants to make the logo $5\frac{1}{2}$ times as wide for the poster. How wide will the logo be on the poster?
- 4** Martin is helping his parents order new carpeting for their living room. The floor is a $14\frac{2}{5}$ ft by $18\frac{1}{3}$ ft rectangle. How many square feet of carpeting should Martin's family order?

(number model)

(number model)

Answer: _____

Answer: _____

- 5 What method did you use to solve Problem 1? Why did you choose that method?



- 1 List three attributes of a square.

How is a square different from a rectangle?



- 2 Demetra is going to Greece and wants to exchange her money. The bank gives 0.73 euro for every U.S. dollar. How many euros will Demetra get if she exchanges 125 dollars?

(number model)

Answer: _____



- 3 a. Use the rules to fill in the columns.

in (x)	out (y)
Rule: + 2	Rule: + 4
0	0

- b. What rule relates each *in* number to its corresponding *out* number? _____
- c. Write the numbers from the table as ordered pairs. Then graph the ordered pairs and draw a line to connect the points.

Ordered pairs: _____

- d. What is the *out* number when the *in* number is 7? _____

