

North Park Elementary
5th Grade

Quantity = 72

Closing Packet

NPE 5th Grade

Mrs. Scattergood

Mr. Calyer

Mr. Sheehan

Mrs. Lange

Mrs. Kelly

Websites

Reading

Raz Kids www.Raz-kids.com

Enter teachers name, mscattergoodb or scayler.

Password "read"

www.getepic.com Free books online

Readworks www.readworks.org

Use google log-in.

Digital version of the texts in the packet.

Math

Prodigy www.prodigygame.com

Students should know personal log-ins

Vocabulary Review

Quizlet www.quizlet.com

Search *Mrsbeez77* . Review terms in the two sets below:

NPE State Exam Math Terms

NPE State Exam Vocabulary

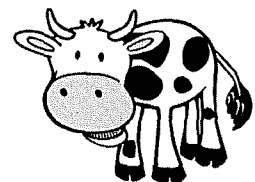
NAME: _____

* Decide which number correctly answers each question. Write the letter of the correct choice next to each question. Then, match the letter from each problem number to the numbered blank at the bottom to answer the riddle: *Where do cows eat lunch when they go to school?*

letter

_____	1) Which number has a 4 that is worth 10 times as much as the 4 in 546,138?	413,865 I	164,538 E
_____	2) Which number has a 9 that is worth 10 times as much as the 9 in 203,917?	468,192 P	249,816 C
_____	3) Which number has a 2 that is worth $\frac{1}{10}$ as much as the 2 in 172,864?	29,015 M	91,250 R
_____	4) Which number has a 7 that is worth 10 times as much as the 7 in 358,172?	590,748 L	497,059 F
_____	5) Which number has a 6 that is $\frac{1}{10}$ the value of the 6 in 86,152?	93,864 D	34,689 H
_____	6) Which number has a 3 whose value is $\frac{1}{10}$ the value of the 3 in 135,694?	283,416 F	368,241 R
_____	7) Which number has a 8 that is worth 10 times as much as the 8 in 24,865?	158,609 A	905,681 U
_____	8) Which number has a 5 that is $\frac{1}{10}$ the size of the 5 in 358,912?	25,347 E	57,432 O
_____	9) Which number has a 7 that is worth 10 times as much as the 7 in 281,976?	853,719 T	137,958 B

Where do cows eat lunch when they go to school?



9 5 8 2 7 4 6 8 9 8 3 1 7

Converting Fractions to Hundredths (A)

Convert each fraction to hundredths then to a decimal number.

$$\frac{1 \times 25}{4 \times 25} = \frac{25}{100} = 0.25$$

$$\frac{1}{2} = \frac{\quad}{\quad} = \quad$$

$$\frac{4}{5} = \frac{\quad}{\quad} = \quad$$

$$\frac{1}{5} = \frac{\quad}{\quad} = \quad$$

$$\frac{2}{5} = \frac{\quad}{\quad} = \quad$$

$$\frac{2}{4} = \frac{\quad}{\quad} = \quad$$

$$\frac{4}{20} = \frac{\quad}{\quad} = \quad$$

$$\frac{5}{20} = \frac{\quad}{\quad} = \quad$$

$$\frac{9}{20} = \frac{\quad}{\quad} = \quad$$

$$\frac{16}{20} = \frac{\quad}{\quad} = \quad$$

$$\frac{18}{20} = \frac{\quad}{\quad} = \quad$$

$$\frac{7}{10} = \frac{\quad}{\quad} = \quad$$

$$\frac{11}{20} = \frac{\quad}{\quad} = \quad$$

$$\frac{1}{10} = \frac{\quad}{\quad} = \quad$$

$$\frac{4}{10} = \frac{\quad}{\quad} = \quad$$

$$\frac{37}{50} = \frac{\quad}{\quad} = \quad$$

$$\frac{4}{25} = \frac{\quad}{\quad} = \quad$$

$$\frac{2}{25} = \frac{\quad}{\quad} = \quad$$

$$\frac{18}{25} = \frac{\quad}{\quad} = \quad$$

$$\frac{14}{50} = \frac{\quad}{\quad} = \quad$$

$$\frac{10}{25} = \frac{\quad}{\quad} = \quad$$

$$\frac{42}{50} = \frac{\quad}{\quad} = \quad$$

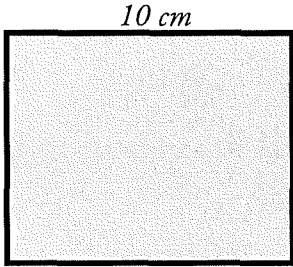
$$\frac{12}{50} = \frac{\quad}{\quad} = \quad$$

$$\frac{13}{50} = \frac{\quad}{\quad} = \quad$$

Name: _____

Area of a Rectangle

To find the area of a rectangle, use the formula **length x width = area**. This formula is often written as $l \times w = A$.



The rectangle pictured here has a length of 10 cm and a width of 8 cm.

$$l = 10 \text{ cm}$$

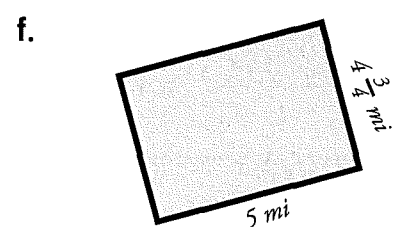
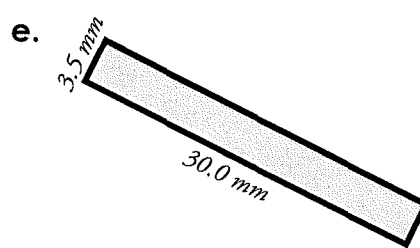
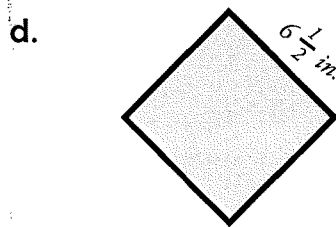
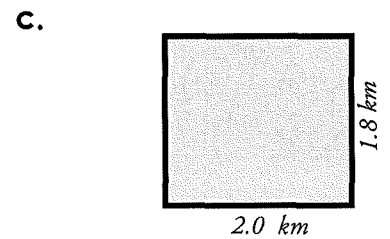
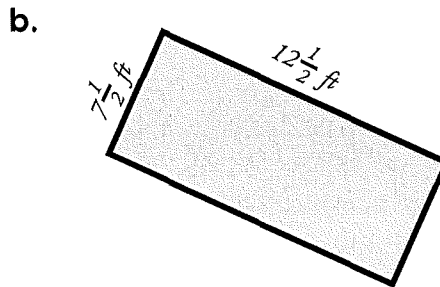
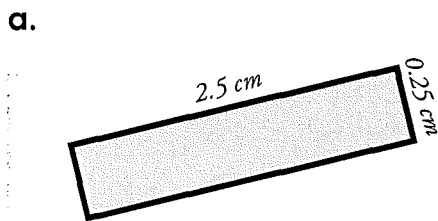
$$w = 8 \text{ cm}$$

$$10 \text{ cm} \times 8 \text{ cm} = 80 \text{ cm}^2$$

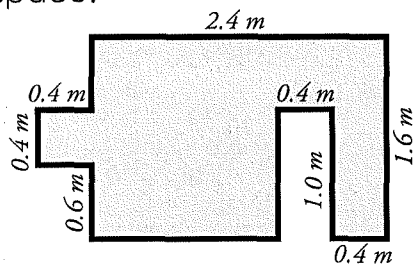
Note that the area's unit is written as cm^2 .

This is said as "square centimeters" or "centimeters squared".

Find the area of each rectangle.



Challenge: Find the area of the polygon. All corners are 90° . Use the back if you need work space.





Solve each problem. Write your answer as a mixed number (if possible).

Answers

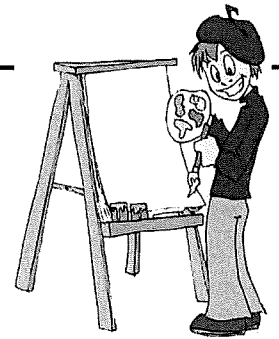
$2 \frac{2}{14}$	$\frac{8}{63}$	$\frac{1}{4}$	$14 \frac{7}{14}$
$\frac{4}{6}$	$2 \frac{3}{6}$	$8 \frac{4}{5}$	$\frac{5}{14}$
	$7 \frac{1}{3}$	$12 \frac{16}{18}$	

- 1) Robin needed $3 \frac{2}{3}$ feet of thread to finish a pillow she was making. If she has 2 times as much thread as she needs, what is the length of the thread she has?
- 2) A single box of thumb tacks weighed $3 \frac{1}{2}$ ounces. If a teacher had $4 \frac{1}{7}$ boxes, how much would their combined weight be?
- 3) Chloe collected 4 times as many bags of cans as her friend. If her friend collected $\frac{1}{6}$ of a bag, how much did Chloe collect?
- 4) At the malt shop a large chocolate shake takes $\frac{8}{9}$ of a pint of milk. If the medium shake takes $\frac{1}{7}$ the amount of a large, how much does the medium shake take?
- 5) A bottle of soda had $4 \frac{2}{7}$ of the daily recommended sugar. If you were to drink $\frac{1}{2}$ of the bottle, how much of the daily recommend sugar would you have drank?
- 6) A soda shop owner told his employee to add 2 full cups and $\frac{1}{5}$ of a cup of syrup to each gallon of soda. If there were 4 gallons of soda, how much syrup would be needed?
- 7) Adam had a lump of silly putty that was $4 \frac{5}{6}$ inches long. If he stretched it out to $2 \frac{2}{3}$ times its current length how long would it be?
- 8) A musician's hair was originally 3 inches long. She asked her hair dresser to cut $\frac{5}{6}$ of it off. How many inches did she have cut off?
- 9) After a party there was $\frac{1}{2}$ of a pizza leftover. If the George gave $\frac{1}{2}$ of the leftover to Olivia, what fraction of the pizza did he give to her?
- 10) A geologist had two rocks on a scale that weighed $2 \frac{1}{2}$ lbs together. Rock A was $\frac{1}{7}$ of the total weight. How much did rock A weigh?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Name: _____

Multiple-Step Problems



- a. Calvin paints pictures and sells them at art shows. He charges \$56.25 for a large painting. He charges \$25.80 for a small painting. Last month he sold six large paintings and three small paintings. How much did he make in all?
Show your work and label your answer.

answer: _____

- b. Jennie makes quilts. She can make 7 quilts with 21 yards of material. How many yards of material would be required to make 12 quilts?
Show your work and label your answer.

answer: _____

- c. Brayden and Gavin were playing touch football against Cole and Freddy. Touchdowns were worth 7 points. Brayden and Gavin scored 7 touchdowns. Cole and Freddy's team scored 9 touchdowns. How many more points did Cole and Freddy have than Brayden and Gavin?
Show your work and label your answer.

answer: _____

- d. On Thursday the Meat King Market sold 210 pounds of ground beef. On Friday they sold twice that amount. On Saturday they only sold 130 pounds. How much more meat did they sell on Friday than Saturday?
Show your work and label your answer.

answer: _____



Interpreting Line Plots with Fractional Units

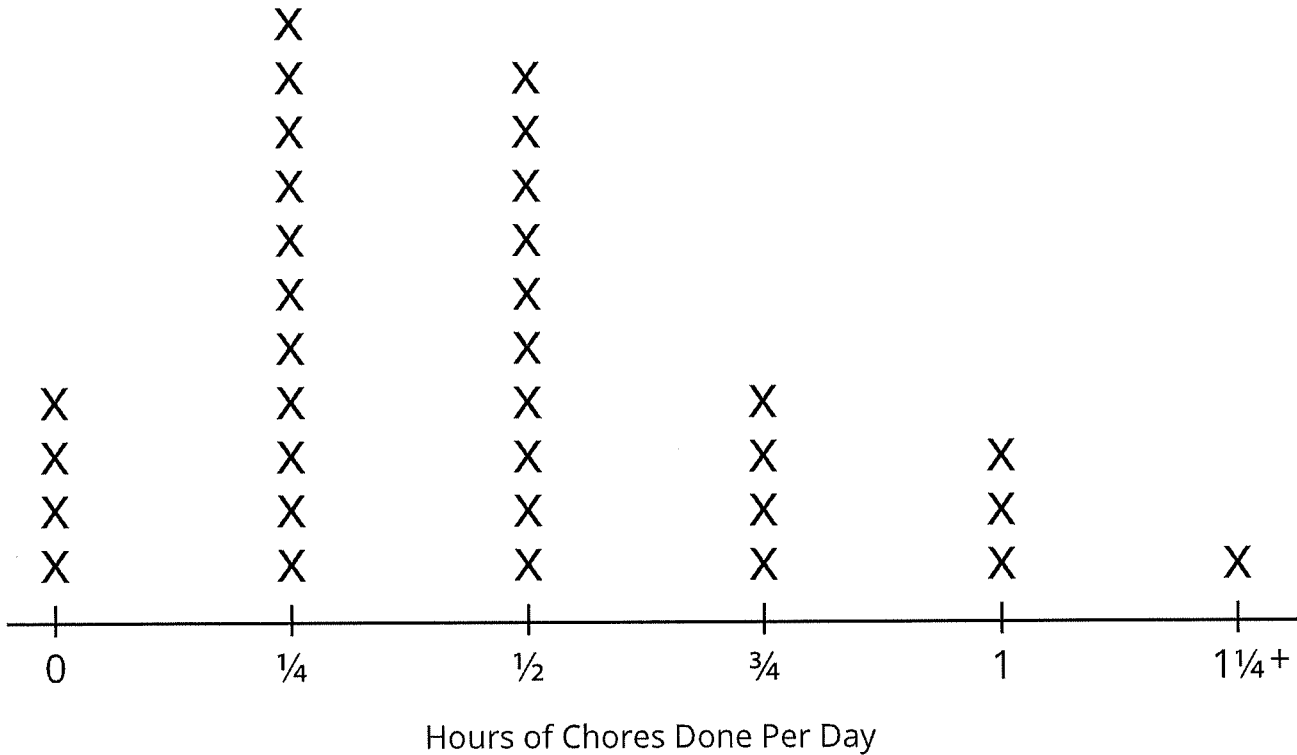


Name: _____

Date: _____

Use the line graph to answer the questions.

How Much do Kids Help Around the House?



1. How many students are not doing any chores at home at all? _____

2. What is the highest number of chores done at home per day in this graph? _____

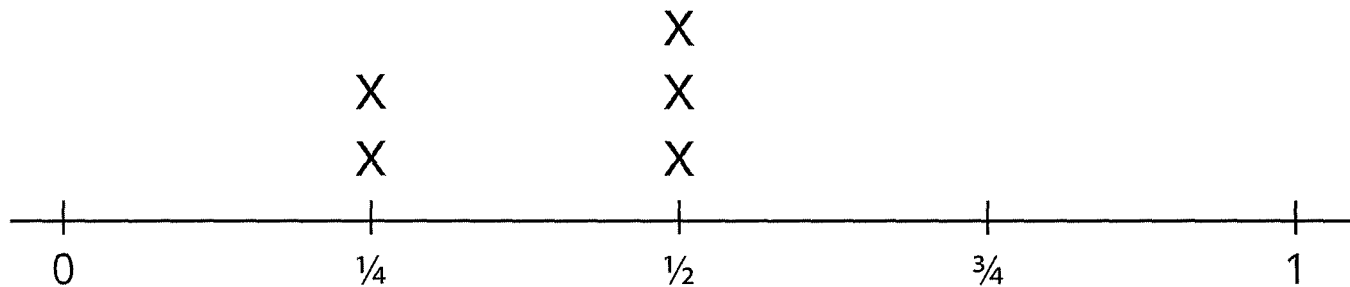
3. Is that actually the highest amount of chores per student in the class? Explain your answer.

☰ Donut Data

Name: _____

Date: _____

Solve the problems below using the data and line plots.



- On Tuesday, Sam and Liz each bought $\frac{1}{4}$ pound of donuts each. Three other customers bought $\frac{1}{2}$ pound of donuts each. How many pounds of donuts did the customers buy in all? _____
- Four more customers came into the shop and bought $\frac{3}{4}$ pound of donuts each. Place X's on the line plot to show this information. Calculate the total number of pounds that all of the customers bought. _____

Use the following data set to create your own line plot below.

Customers	Pounds Bought
5	$\frac{1}{4}$
2	$\frac{1}{2}$
1	$\frac{3}{4}$

- How many pounds of donuts did the customers buy on Wednesday?

Name: _____

Decimals – Rounding

Round each to the nearest whole number.

a. 56.89 _____

b. 38.25 _____

c. 50.67 _____

d. 42.49 _____

e. 27.53 _____

g. 90.10 _____

i. 19.71 _____

f. 71.32 _____

h. 29.84 _____

j. 63.22 _____



Round each to the nearest tenth.

k. 55.67 _____

m. 48.20 _____

o. 32.88 _____

q. 10.55 _____

s. 88.05 _____

u. 27.49 _____

l. 92.34 _____

n. 21.90 _____

p. 69.43 _____

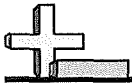
r. 73.68 _____

t. 3.60 _____

v. 40.30 _____

w. Peter ran 2.63 miles.
Round his distance to the nearest mile. _____

x. Alice ran 1.24 miles.
Round her distance to the nearest tenth of a mile. _____



Round each number to the correct place value.

Answers

- 1) Round to the nearest tenth. 8.54 _____ 1. _____
- 2) Round to the nearest whole number. 99.59 _____ 2. _____
- 3) Round to the nearest tenth. 310.286 _____ 3. _____
- 4) Round to the nearest whole number. 6.4 _____ 4. _____
- 5) Round to the nearest whole number. 6.805 _____ 5. _____
- 6) Round to the nearest tenth. 9.725 _____ 6. _____
- 7) Round to the nearest hundredth. 118.380 _____ 7. _____
- 8) Round to the nearest tenth. 90.69 _____ 8. _____
- 9) Round to the nearest tenth. 65.85 _____ 9. _____
- 10) Round to the nearest whole number. 70.59 _____ 10. _____
- 11) Round to the nearest hundredth. 76.684 _____ 11. _____
- 12) Round to the nearest hundredth. 815.755 _____ 12. _____
- 13) Round to the nearest tenth. 877.71 _____ 13. _____
- 14) Round to the nearest hundredth. 12.261 _____ 14. _____
- 15) Round to the nearest whole number. 16.4 _____ 15. _____
- 16) Round to the nearest whole number. 95.81 _____ 16. _____
- 17) Round to the nearest hundredth. 2.408 _____ 17. _____
- 18) Round to the nearest hundredth. 3.993 _____ 18. _____
- 19) Round to the nearest whole number. 76.3 _____ 19. _____
- 20) Round to the nearest hundredth. 716.514 _____ 20. _____



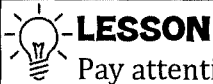
Solve each problem.

Answers

$1 \frac{6}{12}$	3	$5 \frac{1}{4}$	4	$4 \frac{2}{4}$
$3 \frac{1}{2}$	$1 \frac{1}{3}$	$2 \frac{1}{10}$	$1 \frac{1}{6}$	$4 \frac{1}{2}$

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

- 1) Rachel was packing up some of her old stuff into a box. A box can hold 8 pounds, but she only filled it up $\frac{2}{4}$ full. How much weight was in the box?
- 2) A chef cooked 7 kilograms of mashed potatoes for a dinner party. If the guests only ate $\frac{3}{4}$ of the amount he cooked, how much did they eat?
- 3) A pitcher could hold $\frac{2}{12}$ of a gallon of water. If Roger filled up 9 pitchers, how much water would he have?
- 4) Will ran 4 miles on his first day of training. The next day he ran $\frac{1}{3}$ that distance. How far did he run the second day?
- 5) Billy stacked 6 pieces of wood on top of one another. If each piece was $\frac{3}{4}$ of a foot tall, how tall was his pile?
- 6) Debby needed $\frac{1}{3}$ of a cup of water for 1 flower. If she had 9 flowers how many cups would she need?
- 7) On Monday it snowed 9 inches. The next day it snowed $\frac{1}{2}$ that amount. How much did it snow on the second day?
- 8) A farmer gives each of his horses $\frac{1}{6}$ of a salt lick a month. If he has 7 horses, how many salt licks does he use a month?
- 9) Each day a company used $\frac{1}{10}$ of a box of paper. How many boxes would they have used after 3 days?
- 10) A group of 7 friends each received $\frac{1}{2}$ of a pound of candy. How much candy did they receive total?

**LESSON**

Pay attention to what characters do in a story. Their actions will help you understand who they are—their traits, feelings and what they might be thinking.

Directions: Answer the questions that follow each passage.

MIDNIGHT EMERGENCY!

When Hannah smelled smoke and heard her dog barking, she jumped out of bed and shouted, "Fire, fire!" Hannah's parents and little brother rushed to their bedroom doors. "Crawl to the front door," Hannah's dad said. "We'll meet outside by the mailbox." Twenty seconds later, Hannah's family was safely out of the house. Mr. Smith, their next-door neighbor, had already called the fire department and met the family outside with blankets to keep them warm.



1 PART A
Which statement about Mr. Smith is supported by the passage?

- A He began to worry when he saw the smoke and flames.
- B He wanted to be brave and put the fire out with a garden hose.
- C He is angry that the fire woke him up at night.
- D He wanted to be helpful and care for his neighbors.



Which answer choice about Mr. Smith has clues/proof in the text to support it?

PART B

Which sentence from the passage supports the answer in Part A?

- A "...jumped out of bed and shouted, 'Fire, fire!'"
- B "'Crawl to the front door...'"
- C "...called the fire department and met the family outside with blankets to keep them warm."
- D "'Twenty seconds later, Hannah's family was safely out of the house.'"

THE BEAR & THE HONEY BEES

One day a bear was wandering around the woods when he came across a fallen tree in which a swarm of bees had stored their honey. The bear began to nose around the log cautiously to find out if any bees were at home. Just then, one bee appeared and knew what the bear was after. The bee stung the bear sharply on the nose, before disappearing into the hollow log.



Flying into a wild rage, the bear used his claws to begin destroying the nest. This, however, only brought out a whole swarm of angry bees. The poor bear ran for his life, and was only able to save himself by jumping in a river.

2 Which detail from the passage best shows the bear was careful—

- A "Flying into a wild rage, the bear used his claws to begin destroying the nest."
- B "The bear began to nose around the log cautiously to find out if any bees were at home."
- C "The poor bear ran for his life..."
- D "One day a bear was wandering around the woods..."



Both questions describe the bear for you! Pick the answer choice that proves the bear was careful/had a bad temper.

3 Which sentence from the passage shows that the bear had a bad temper?

- A "...and was only able to save himself by jumping in a river."
- B "...stung the bear sharply on the nose..."
- C "Flying into a wild rage, the bear used his claws to begin destroying the nest."
- D "The bear began to nose around the log cautiously to find out if any bees were at home."


LESSON

Pay attention to what characters say in a story. Their words will help you understand who they are—their traits, feelings and what they might be thinking.

Directions: Read what the character says below. Then, circle the trait or feeling it shows.

1

Lunch was delicious mom!



rude or polite

2

It's snowing outside...no school today!



excited or bored

3

That old house is haunted. I'm not going inside.



afraid or brave

Directions: Answer the questions after reading each passage.

MY DOG ATE MY HOMEWORK

When Jeremy arrived at school, he realized he forgot to do his math homework. "Oh no! Ms. Nelson is going to be upset with me," Jeremy said to himself. When Ms. Nelson asked Jeremy where his homework was, he made up an excuse that his dog, Boomer, chewed it up.

4

Why does Jeremy lie about Boomer chewing up his math homework?

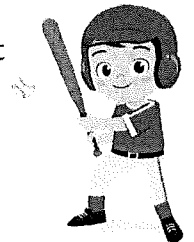
- A He feels that Ms. Nelson will keep him inside for recess as a punishment
- B He thinks Ms. Nelson will be angry with him
- C Jeremy enjoys making up creative stories
- D He is afraid that his parents will take away his video games when they find out



NATHAN'S FIRST BASEBALL GAME

It was Nathan's first baseball game. As he went up to bat, his knees began to wobble and shake. His friend Billy noticed that Nathan was nervous and cheered him on. "You can do it Nathan!" Billy shouted.

Nathan swung at the first pitch as hard as he could. SMACK! The bat made contact with the baseball. "Wow. My first homerun!" exclaimed Nathan as he watched the ball soar through the sky and over the fence.



5

PART A

Billy can be best described as—

- A supportive
- B jealous
- C excited
- D nervous



Billy is a positive (good) character, so cross off the traits that describe him in a negative (bad) way.

PART B

Which sentence supports your answer in Part A?

- A "...his knees began to wobble and shake."
- B "...swung at the first pitch as hard as he could."
- C "'You can do it Nathan!' Billy shouted."
- D "'Wow. My first homerun!'"

6

Which sentence shows that Nathan was surprised after hitting the baseball?

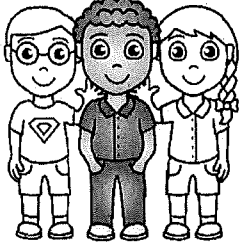
- A "...swung at the first pitch as hard as he could."
- B "SMACK! The bat made contact with the baseball."
- C "'Wow. My first homerun!'"
- D "'You can do it Nathan!'"


LESSON

You can learn a lot about a character by studying how other characters treat him or her.

Directions: Circle the trait that best describes each character.

1



The boy is:
unfriendly or well-liked

2



The woman is:
annoying or respected

Directions: Read each sentence, then pick the word that best describes the character.

3

The doctors at the zoo were not afraid to get up close to the sick bear in order to give it the medicine it needed to feel better.

The bear in the sentence can be best described as—

- A gentle C impatient
B loyal D angry



"Impatient" means *not patient*.
"Cheerful" means *happy*.

4

Doug sat at the lunch table by himself while his classmates chose to sit at another table.

Doug can be best described as—

- A selfish C cheerful
B lonely D caring

Directions: Read the note Ms. Little left for Kristen, then answer the questions.

5

Dear Kristen,

Thank you for taking care of our dog Bailey (again!) while we're on vacation. Here is what to do:

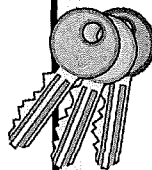
- Walk him twice a day (8:30am & 6:30pm)
- Give him 2 scoops of dog food and a fresh bowl of water daily
- Take him outside to play for 30 minutes every afternoon

We will be back in seven days. Here are the keys to our house to let yourself in. We are so glad that we can count on you!

Thanks again,

Ms. Little

P.S. We'll bring you back a nice souvenir from our trip!

**PART A**

What conclusion about Kristen is supported by the text?

- A Kristen enjoys taking care of Bailey.
B Kristen is trustworthy and reliable.
C Kristen is being paid by Ms. Little to pet sit.
D Kristen is a forgetful and careless.

PART B

Which detail from the note supports the answer to Part A?

- A "Here is what to do:"
B "Give him 2 scoops of dog food..."
C "Here are the keys to our house to let yourself in. We are so glad that we can count on you!"
D "P.S. We'll bring you back a nice souvenir..."



**LESSON**

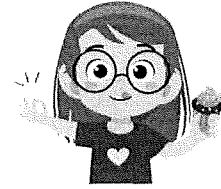
You can figure out why a character acts a certain way (his or her motivation) by paying attention to the character's thoughts, feelings and words.

Directions: Draw a line to match each thought/feeling with the correct character.

1

Teacher...call on me please!

A



2

We're so happy it's the last day of school!

B



3

This cupcake is delicious!

C



4

I'm so nervous!

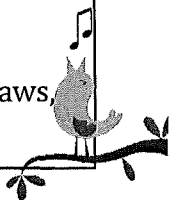
D



Directions: Read the passage, then answer the questions.

THE FOX & THE BIRD

One day, a sneaky fox noticed a beautiful bird singing in a tree. His mouth began to water. "I haven't eaten for days and I'm famished," the fox thought to himself. "Good morning, dear friend," the fox said. "I heard your musical voice, and it made my heart sing. Why don't you come down onto the grass? We can take a walk through the park and be friends." Noticing the fox's sharp teeth and claws, the bird felt frightened and squawked "Stranger danger!" as it flew away.



5

Why does the fox invite the bird to come down onto the grass?

- A The fox thought the bird and him would make good friends.
- B The fox felt lonely and wanted to take a walk in the park with the bird.
- C The fox enjoyed the bird's singing and wanted to hear more of it.
- D The fox was feeling hungry and wanted to eat the bird.



6

Why does the bird fly away at the end of the story?

- A The bird's feet hurt and did not want to take a walk.
- B The bird was afraid the fox would harm it.
- C The bird thinks it can fly better than it can walk.
- D It can be dangerous for a bird to sing.



If the question asks about an event that happened at the end of the story, then go to the end of the story to find the answer!

 **LESSON**

Pay attention to a character's thoughts in order to understand how he or she feels.

Directions: Read each inner thought. Then, circle the correct feeling that goes with it.

1

I wonder what
mom and dad got
me for my
birthday...



curious **or** angry

2

I should have
gone to bed
earlier last
night.



confused **or** tired

3

I'm so glad
that mom gave
me lunch
money today.



thankful **or** annoyed

Directions: Read the passage, then answer the questions.

THE BAD LUCK BLACK CAT

Albert was at the park when all of a sudden a black cat crossed his path. "Oh no," he thought. "Black cats are bad luck! I better be careful while walking home." Before crossing the street, he looked both ways for oncoming cars. He re-tied his shoelaces so he would not trip and fall. Once he safely got to the front yard of his house, he thought "Maybe black cats are not bad luck after all." All of a sudden, his feet slipped from under him. Albert had accidentally stepped on his skateboard that he left on the ground.



4

PART A

What can the reader tell about Albert as he walks home?

- A He feels tired because of the long walk home.
- B He is cautious and wants to make sure nothing bad happens.
- C He is confident nothing bad will happen to him.
- D He feels impatient and cannot wait until he gets home.



Which answer choice about Albert has clues in the text to support it?

PART B

Which sentence best supports the answer to Part A?

- A "Black cats are bad luck! I better be careful while walking home."
- B "Maybe black cats are not bad luck after all."
- C "All of a sudden, his feet slipped from under him."
- D "He had accidentally stepped on his skateboard that he left on the ground."

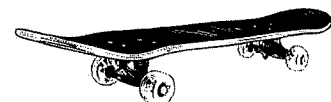


Which answer choice is the clue that helped you answer Part A?

5

Which sentence from the story shows Albert wondering if black cats were really all that bad?

- A "'Oh no,' he thought. 'Black cats are bad luck!'"
- B "'I better be careful while walking home.'"
- C "'Maybe black cats are not bad luck after all.'"
- D "He re-tied his shoelaces so he would not trip and fall."



Characterization Worksheet 4

Directions: Read a short description of an event. Identify a character trait that is revealed by each action. Explain your answer.

1. When Kaitlin got to Patrick's apartment, she took a look around and saw several half-filled cans of soda and some cooked chicken breasts that had gone bad in a pan in the kitchen. She also noticed that all of the lights and televisions were on and that Patrick wasn't home.

What character trait does Patrick demonstrate? _____

Explain your answer by referencing the text.

2. Ms. Roberts noticed that Tierney had not been herself recently. She participated less in class, dressed in darker colors, and didn't want to associate with the friends that she had at the beginning of the school year. Noticing these changes, Ms. Roberts scheduled a conference after school with Tierney so that they could talk in private.

What character trait does Ms. Roberts demonstrate? _____

Explain your answer by referencing the text.

3. Lyle's cousin Ted works at a packing plant. After Lyle asked Ted to get him a job there several times, Ted went out of his way and got Lyle hired. Tomorrow was Lyle's first day. Lyle stayed up late that night hanging out with friends. Consequently, he slept in and arrived at the packing plant an hour late. During his training, Lyle was yawning and almost fell asleep on the line. Ted shook his head in disgust.

What character trait does Lyle demonstrate? _____

Explain your answer by referencing the text.

4. The home team was down three points and it was the last play of the season. The coach decided to go for the win. The ball went to star running back Brant Barker. Brant easily maneuvered around the defenders, juked, threw a stiff arm, and made it to other side of the field. Right before Brant crossed into the end zone, he did a little shuffle. Brant was so into nailing the footwork on his shuffle that he did not notice that the opposition had caught up to him. They hit him so hard that he fumbled the ball and the home team lost.

What character trait does Brant demonstrate? _____

Explain your answer by referencing the text.

5. Amy does not enjoy being with Herby. She thinks that he is boring and unattractive. One day Herby called a radio station and won backstage passes to see pop music super group, The Mountain Boys. When Herby asked Amy if she wanted to go to the concert with him, she agreed saying that it would be a great time. Amy was very nice to Herby until the concert. After the concert she treated him the same way that she always had.

What character trait does Amy demonstrate? _____

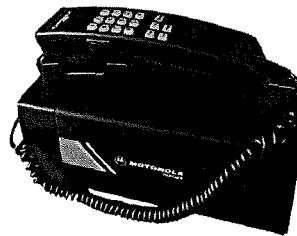
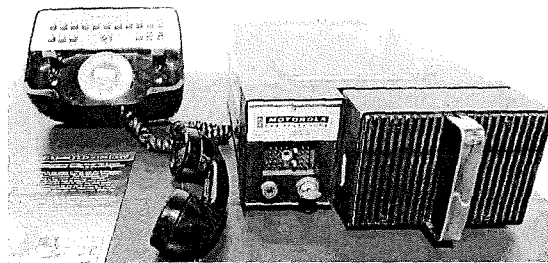
Explain your answer by referencing the text.

Read the following passage and answer the questions.



The History of the Cell Phone

(1) Why was the first cell phone invented? Initially, it was invented to allow people to talk while they drove. It made its debut on June 17, 1946, weighing 80 pounds. Car phones became more popular in the 1980s through Motorola.



(2) The 1940's version was a rotary phone. With a rotary dial, the numbers were arranged in a circular layout. The finger wheel rotated using one finger. There was a fixed stop position, to prevent further rotation. The 1980's car phone was made in a push button style. This made dialing quicker and easier.

(3) Car phones were a convenience, but their best feature was security. If someone was traveling far from home and encountered car trouble, they could immediately call for help. Without a phone, they would have to wait on the side of the road hoping someone would stop and help, or walk to the nearest telephone.



(4) The first cell phone was put on the market in 1983. It was called the Motorola DynaTAC 800x. It cost around \$4,000, and lasted for 30 minutes before losing power. To fully charge the phone again took ten hours. It had an LED display for dialing or recall. It could hold 30 numbers in its recall memory. It was almost a foot long in length, and weighed two pounds. Despite its weight and size, it was still considered the most portable telephone ever made. For the first time in history, people could make phone calls without the constraints of portable phone holders or wires. Having a cell phone during this time period was a symbol of wealth.

26. Although the structure varies at times, what is the OVERALL structure of this article?

- A. chronological order
- B. order of importance
- C. compare and contrast
- D. cause and effect

27. What is the structure of Paragraph 2?

- A. problem and solution
- B. order of importance
- C. compare and contrast
- D. cause and effect

28. Which statements are opinions rather than facts? Place check marks next to TWO answers.

_____ With a rotary dial, the numbers were arranged in a circular layout.

_____ The 1980's car phone was made in a push button style.

_____ Car phones were a convenience, but their best feature was security.

_____ Customers loved it.

_____ The first cell phone was put on the market in 1983.

_____ It allowed online video and music streaming for the first time.

29. What are some drawbacks of the Motorola DynaTac 800X? Put check marks next to TWO answers.

_____ It had rotary dial.

_____ It had a short power life.

_____ The cost was over \$5,000.00.

_____ The weight was over four pounds.

_____ It had a long recharge time.

30. The following is true about the IBM Simon EXCEPT -

- A. It offers email service.
- B. It has an LED display.
- C. It has apps.
- D. It can only be used in a car.

31. What evidence does the author provide that security was an issue with the first cell phones?

- A. details about the percentage of phones that were stolen
- B. explanation of how others could eavesdrop through a basic scanner
- C. details about the cost of insurance for phone ownership
- D. explanation of how many numbers were stored in the recall system

32. For the first time in history, people could make phone calls without the constraints of portable phone holders or wires.

What does the word “constraints” mean?

- A. an added benefit or advantage
- B. experience
- C. a limitation or restriction
- D. program

33. What was the advantage of 3G over 2G?

- A. 3G had circuit switching
- B. 3G had faster internet speeds
- C. 3G introduced the “multi-tap”
- D. 3G was the first smart phone

34. What was the advantage of 4G over 3G?

- A. access to online videos and music streaming
- B. access to three dimensional screens and texture display
- C. cheaper cell phone service
- D. elimination of phone contracts

35. Part A - How does the author feel about the future of cell phone technology?

- A. We have advanced as far as we can go.
- B. She is excited about what the future will bring.
- C. We never should have invested so much time into this technology.
- D. She is afraid that the costs will skyrocket.

36. Part B – Which quote confirms the feeling from Part A?

- A. Privacy was an issue with these phones.
- B. It cost around \$4,000, and lasted for 30 minutes before losing power.
- C. What does the future hold for further cell phone development?
- D. Whatever the future holds, we can count on witnessing extraordinary technological developments.

37. Put check marks next to TWO main ideas from this text.

_____ Cell phones have greatly improved over the years.

_____ Cell phone costs are out of control.

_____ Cell phones are mostly used by teenagers now.

_____ Cell phones will continue to advance in the future.

_____ Cell phones will be much lighter in the future.

No Time for the Blues

by ReadWorks



Ellie was busy tuning her guitar when her older brother, Chris, knocked on her door. "You ready to go?" he mumbled. The house had been more quiet than usual, so she assumed that he had just gotten up from a nap. Chris couldn't stand silence, so when he was awake, his speakers were constantly blaring whatever he was in the mood for that day. She had woken up to hip hop that morning, classical the day before. Ellie picked up her guitar, placed it in her case-battered by years of use and covered in aging bumper stickers-and ran out after Chris.

Even though she was on her way to perform at her first concert in New York City, she could hardly muster up any excitement. All that was on her mind was her best friend, Dmitry. Just 24 hours prior, he had moved all the way to Santiago, Chile, as a result of his mother's job. She wanted to do research at the university there, and it would take her a few years. Ellie and Dmitry only had two more years of high school, but there was no way for him to stay in the United States. So the two were forced to say their good-byes, saving their tears for behind closed doors. Each had promised to stay in touch, to email the other at least once a week, providing the necessary details of their junior and senior years.

So as Ellie stepped on stage and arranged her fingers on the guitar strings, she didn't notice the piercing red lights that lit her and her bandmates. She barely heard the cheers coming from her friends and family in the crowd. She also paid little attention to the flash of Chris's camera as he snapped pictures of her band, Alphabet Soup. But as soon as Jordan, the drummer, signaled the beginning of the first song with the clicks of her drumsticks, Ellie was tugged back to the present. The first number was a piece that Dmitry had taught her years ago, when she had finally mastered the basic jazz chords. He was her first guitar teacher, and her favorite one. The "F" chord took her a while to learn, as it required tricky finger placement

-at least if you did it the "proper" way, as Dmitry would say. However, once she was able to add the chord to her repertoire, an entire new world of music opened to her. She chose to specialize in jazz because of Chris's love of the genre-he often was in the mood for swinging tempos and blaring horns, so that's what she usually heard in the hallway while growing up.

Soon, it was time for the band to take a five-minute break. Ellie hadn't even paid much attention to the songs they had just played-it all came to her as naturally as brushing her teeth. As her bandmates left the stage, they all high-fived each other, satisfied with their performance and the audience's applause.

Jackson, the lead singer, approached Ellie. He'd noticed something was off about her. "Everything okay?" he asked.

"Yeah, don't worry. I'm fine," she assured him.

His eyes expressed his concern, but he didn't have much time to talk to her. He figured it could wait until after the concert. Ellie pulled her phone out of her pocket, and to her surprise, she noticed a text message from Dmitry. "Wishing you the best of luck tonight! You better make me proud," it read.

She smiled at the screen. Ellie figured that Dmitry wouldn't want her to be sad during her first performance in New York City, so she stepped back on stage with a renewed energy. This time, she smiled at Chris's camera and waved to the audience, generating more cheers from strangers, friends, and family. She joined in when Jackson sang the chorus, and he turned back to look at her, surprised and pleased. The next time Dmitry was in town, she would play a concert just like this one and make him proud.

Name: _____ Date: _____

1. What does Ellie do for the first time in this story?

2. What happened one day before the start of this story?

3. Read the following sentences.

"Even though she was on her way to perform at her first concert in New York City, she could hardly muster up any excitement. All that was on her mind was her best friend, Dmitry. . . . So as Ellie stepped on stage and arranged her fingers on the guitar strings, she didn't notice the piercing red lights that lit her and her bandmates. She barely heard the cheers coming from her friends and family in the crowd. She also paid little attention to the flash of Chris's camera as he snapped pictures of her band, Alphabet Soup."

What can be concluded about Ellie's state of mind?

4. How does Ellie most likely feel about Dmitry's move?

5. What is the main idea of this story?

6. Read the sentences and answer the question.

"Jackson, the lead singer, approached Ellie. He'd noticed something was off about her.

'Everything okay?' he asked.

'Yeah, don't worry. I'm fine,' she assured him.

His eyes expressed his concern, but he didn't have much time to talk to her. He figured it could wait until after the concert."

What does the word "concern" mean in this text?

7. What word or phrase best completes the sentence?

Ellie is not focused on her concert at first _____ she can't take her mind off Dmitry and his move.

8. What is different about the way Ellie acts during the first and second halves of her concert? Give specific examples of what she does on stage to support your answer.

9. What causes Ellie to change the way she's performing partway through the concert?

10. How do Ellie's feelings change over the course of the concert? Use evidence from the text to support your answer.

How to find the theme of a book or short story

By ThoughtCo.com, adapted by Newsela staff on 11.28.17

Word Count **693**

Level **660L**



A young book reader. Photo from the public domain

When you write a book report, you usually have to talk about the book's theme. A book's theme is the main idea of the story. Here is how to find it.

Theme Vs. Plot, Moral And Subject

A book's theme is not the same as its plot, moral or subject. The plot is the series of events that take place. The moral is the lesson the reader should learn at the end of the plot.

The subject is the story's general topic. For example, one topic could be marriage in France 200 years ago. A theme is the author's opinion on the subject. For example, the author might say that the rules around marriage in France at the time were too strict.

You can find a story's theme by looking at the plot. A good example is "The Three Little Pigs." The story is about three pigs and a wolf who tries to eat them. The first pig is lazy and built his house out of straw. The second little pig is lazy, too, and built his house out of sticks. The wolf destroys both their homes. He chases them to the third pig's house, but the third pig is a hard worker who

made his house out of brick. This house protects all three pigs from the wolf. In this case, the theme is about hard work and smart choices.

When you finish reading a story, try to describe it in one word. In the case of "The Three Little Pigs," this word could be preparation. Use that word in a complete thought, like: "Making smart choices takes planning and preparation."

Symbolism And Theme

Sometimes a character or an object in a story is a symbol. That symbol might hint at a theme. One good example is the novel "A Tree Grows in Brooklyn." It is about an immigrant family living in New York City about 100 years ago. Immigrants are people who move from their country to live in another one.

In the book, a tree grows through the sidewalk in front of the family's apartment. The tree is part of both the plot and the theme. It survives in harsh surroundings. It reminds us of the main character, Francine. She also has to live and grow up in a tough environment.

The tree is chopped down years later. But part of the tree survives. It is a symbol of Francine's immigrant community and the theme of surviving in hard times.

Major And Minor Themes

Some themes are more important than others. A major theme is an idea that the writer repeats throughout the story. A minor theme is an idea that appears less often.

Read And Analyze The Work

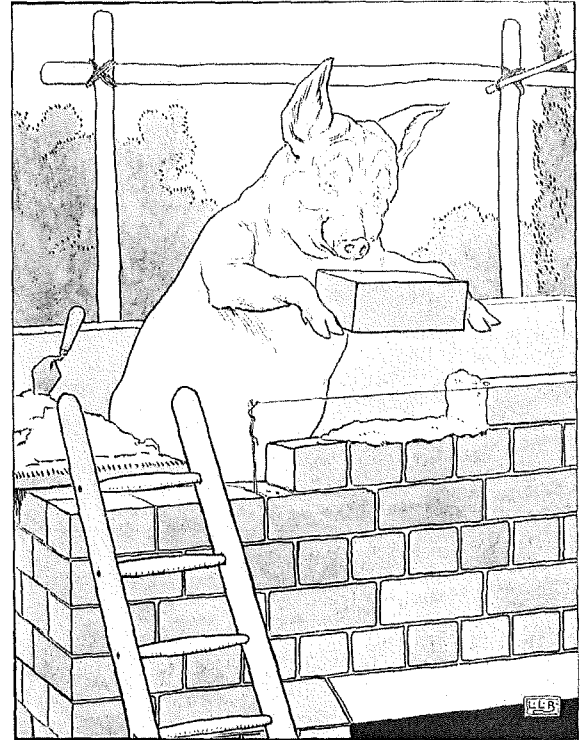
Here are some steps you can follow to start analyzing a story. First, read the story carefully. Understand the plot and how characters are presented. Think about the story's main subjects. For example, some subjects might be growing up, beauty, heartbreak or corruption.

Think about how the author might view these subjects. Once you're done, you're ready to find the themes of the story.

How To Identify Themes In Literature

Write down the main literary elements. Literary elements include the plot, how the characters are presented, where the story is set, the language style and so on. What were the conflicts in the story? What was the most important moment? Does the author resolve the conflict? How did the story end?

Ask yourself who is the main character? How does he or she change? How does the protagonist affect other characters? Figure out how the author views the characters and the choices they make. What message might the author be sending us? This message is the theme.



Your Book Report

Once you know the main theme of your story, you are almost ready to write a book report. First, read the text again. Look for examples of what the theme of the book is. All you need are a few short sentences for each example.

Quiz

1 Read the section "Symbolism And Theme."

Which sentence from the section explains HOW the tree is a symbol of the MAIN character, Francine?

- (A) It is about an immigrant family living in New York City about 100 years ago.
- (B) Immigrants are people who move from their country to live in another one.
- (C) The tree is part of both the plot and the theme.
- (D) It survives in harsh surroundings.

2 Read the paragraph below from the section "How To Identify Themes In Literature."

Write down the main literary elements. Literary elements include the plot, how the characters are presented, where the story is set, the language style and so on. What were the conflicts in the story? What was the most important moment? Does the author resolve the conflict? How did the story end?

What conclusion can the reader make based on this paragraph?

- (A) Asking questions can help a reader understand theme.
- (B) It is usually harder to identify the plot than the theme.
- (C) Authors always resolve conflicts in their stories.
- (D) Important moments in stories always come at the end.

3 Which option accurately compares HOW the author feels about symbols and plots?

- (A) They both make it hard for readers to find the theme.
- (B) They can both help readers find the theme.
- (C) Symbols are hard to find, but plots are an easy way to find the theme.
- (D) Symbols are easy to find, but plots are a hard way to find the theme.

4 Read the selection from the section "Read And Analyze The Work."

Here are some steps you can follow to start analyzing a story. First, read the story carefully. Understand the plot and how characters are presented. Think about the story's main subjects.

What is the author's point of view about reading a story?

- (A) It can be done quickly and easily.
- (B) It needs to be done thoughtfully.
- (C) It will show only one main subject.
- (D) It should always be done twice.

How to learn inference as a skill

By ThoughtCo., adapted by Newsela staff on 08.29.19

Word Count **470**

Level **630L**

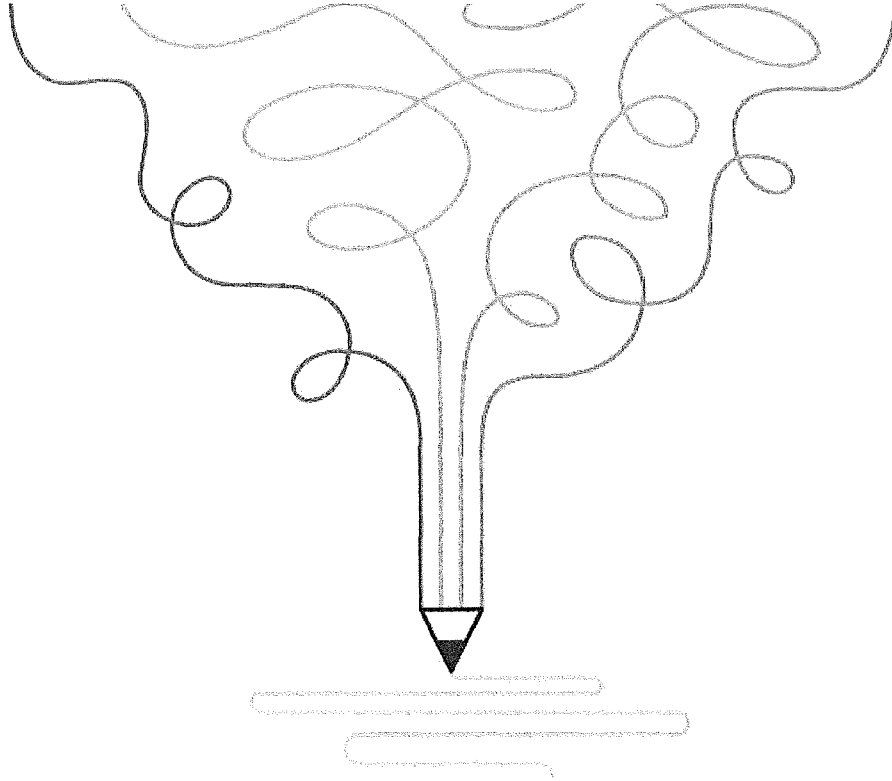


Photo by: Scar1984/iStock/Getty

"I can't stop shivering." Lucy had to speak louder than normal so Gary could hear her over the wind's caterwaul. "Move closer," Gary said as he tugged gently at her light jacket. The material felt alarmingly flimsy in his hand. He wondered how much longer they'd have to wait until help would come.

After reading the passage above, do you know what is happening? For example, did you conclude that Lucy and Gary are cold? You may have decided that they are in serious trouble.

Take a look at the passage again. There is no direct statement about the temperature or weather. So how do you know? You probably decided on this from other clues in the text. One clue: Lucy is shivering.

What else can you infer from the passage above? Are the two characters inside or outside? Has Lucy prepared herself for this situation or not? What details help you to determine this?

Most of the information you have compiled about Gary and Lucy has come from inference.

What Is Inference?

Inference is when you form an idea based on evidence. It is an important part of reading. Any time you read, you draw conclusions, or make inferences about a story. You do this based on conversations and details in the text.

As you read the passage above, you may have used inference to draw conclusions about the text. You may have decided what certain words mean or what the characters are like. Below are a few examples of inference at work.

Define Words From The Context

After reading the passage above, were you able to define the word caterwaul? If you did not know the word, you probably made a guess. You may have figured it means a howl or scream. You could do this because the words that came before and after caterwaul helped you. Some of those words were "louder" and "not being able to hear."

Determine Character Traits

How would you describe Gary's personality? Is he a cruel person or a kind person? Is he sensitive or uncaring? What clues have led you to your conclusions?

Pick Up On Clues About Setting And Mood

Were you able to determine if Gary was happy, sleepy or worried in the above passage? Perhaps you concluded that he's worried? Try to identify the clues that left you with this impression.

Now, how did you come up with these clues? By absorbing details from the story, right? For example, we learn from the text that Lucy's coat feels very thin. We also learn that Gary is waiting and hoping for help to come.

Your brain constantly stores clues as you read. By gathering these clues together, you can make inferences as you read. You are also able to better understand what you are reading.

Quiz

1 Read the paragraph from the section "Pick Up On Clues About Setting And Mood."

Were you able to determine if Gary was happy, sleepy or worried in the above passage? Perhaps you concluded that he's worried? Try to identify the clues that left you with this impression.

Which word could replace "impression" WITHOUT changing the meaning of the paragraph?

- (A) promise
- (B) idea
- (C) problem
- (D) question

2 Read the paragraph from the section "What Is Inference?"

Inference is when you form an idea based on evidence. It is an important part of reading. Any time you read, you draw conclusions, or make inferences about a story. You do this based on conversations and details in the text.

What does "evidence" mean?

- (A) training
- (B) dreaming
- (C) clues
- (D) hopes

3 Read the section "Pick Up On Clues About Setting And Mood."

Which sentence from the section states a MAIN idea of the article?

- (A) Perhaps you concluded that he's worried?
- (B) For example, we learn from the text that Lucy's coat feels very thin.
- (C) We also learn that Gary is waiting and hoping for help to come.
- (D) By gathering these clues together, you can make inferences as you read.

4 What is the MAIN idea of the section "Define Words From The Context"?

- (A) You can figure out what a word means by reading the other words around it.
- (B) You can figure out a character's personality by looking at clues in the text.
- (C) You can figure out the setting by looking at important details in a story.
- (D) You can figure out what characters are feeling by reading their conversations.

Cause or Effect?

**Before
you
"FLIP"**

Hint: The cause is responsible for an action, and the effect is the result of the action.

**After
you
"FLIP"**

On the back of this paper, write three sentences that explain three effects from playing a sport.

Cause OR Effect?
I was hungry because I skipped breakfast.

Cause OR Effect?
His car was out of gas, so he needed a ride.

Cause OR Effect?
He forgot his science book, so he did not complete his assignment.

Cause OR Effect?
Because he studied his spelling words, he got a perfect score on his test.

Cause OR Effect?
He fell while riding his bike and cut his knee.

Cause OR Effect?
Flowers started to grow because we planted seeds.

Cause OR Effect?
We turned on the fan since it was getting very warm.

Cause OR Effect?
The dog began to bark because a stranger stepped on the porch.

CTP © 2010

TOP PICKS | 18 TOOLS

Best News Websites for Students



Time for Kids

Digital news magazine for kids can drive current events conversation

Bottom line: While some articles lack differentiation, and lessons don't always stretch higher-order thinking skills, this site is one of the best options for bringing current events into elementary classrooms.

Grades: K-6 Price: Free, Paid



NBC Learn

Vast video site offers current, historical content

Bottom line: This is a great source for video-based news, thanks to the huge archive, current events coverage, and teacher-friendly extra links to Newsela articles.

Grades: K-12 Price: Free to try



Smithsonian: TweenTribune

Trustworthy tween news site has cool classroom component

Bottom line: TweenTribune's questions, quizzes, and educator tools can help kids follow and understand the news; its content may work best with younger users.

Grades: K-12 Price: Free



National Geographic Kids

Stunning photos and in-depth stories of Earth's peoples and wildlife

Bottom line: This large collection of multimedia resources teaches younger students about animals, habitats, countries, and cultures.

Grades: Pre-K-8 Price: Free, Paid


~~KidsPost~~
~~Kid-centric news site could use more comprehensive, timely content~~
~~**Bottom line:** While it doesn't provide complete news updates, analysis, or writing practice, KidsPost content makes for interesting, kid-themed reading assignments.~~
~~Grades: 2-7 Price: \$10/four weeks for basic; \$15/four weeks for premium~~

verywell family

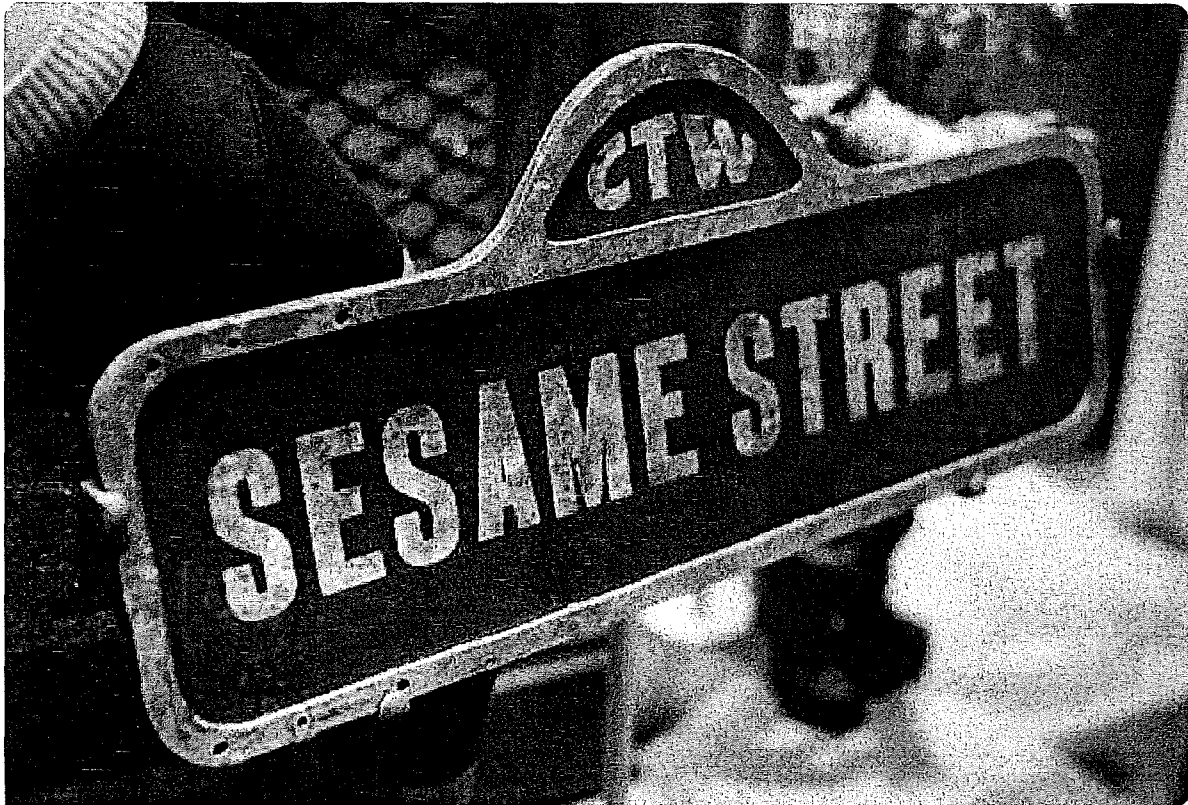
From the Library: NPE

Fun and Free Educational Websites for Kids

By [Apyl Duncan](#) ✓ Reviewed by [Rachel Gurevich](#) Updated on January 03, 2020

Your children can learn something new today in a safe online environment. These 17 free educational websites for kids are fun while offering online teaching games, printables, videos, and so much more.

1 Sesame Street



Kris Connor / Getty Images

2 PBS Kids

Each of the educational shows your children watch on PBS has its own learning section through PBSKids.org. Try sing-a-long songs, sorting and [counting games](#), watch videos, and more.

3 [Starfall](#)

When a mom mentions she's looking for some great educational websites for her kids, it's not long before Starfall.com is mentioned. The site has been online since 2002 and works with your children from letter recognition to reading plays, nonfiction, and comics.

4 [CoolMath](#)

CoolMath.com calls itself "an amusement park of [math](#) and more." Children can play online math games that help them with addition, subtraction, multiplication, division, decimals, money and more. CoolMath is geared toward ages 13 and up, but sister site CoolMath4Kids.com is appropriate for ages 3 through 12. CoolMath-Games.com includes math games for preschoolers.

5 [TIME for Kids](#)

From the publishers of TIME magazine, TIMEforKids.com is loaded with interesting articles, photos, and videos. Politics, the environment, entertainment, sports, and health are just some of the topics covered. TIME for Kids isn't as interactive as most of the other website on this list of educational websites for kids, but the site does tackle subjects that are in the news now while being written for an audience of children.

6 [National Geographic Kids](#)

Watch animal cameras, learn interesting tidbits about animals, see and share photos of nature, learn about different countries and try science experiments on Kids.NationalGeographic.com. These activities don't even begin to scratch the surface of the National Geographic Kids website. There's also a "Little Kids" section for the younger explorers in your home.

7 [The KIDZ Page](#)

TheKidzPage.com has more than 5,000 pages of learning games and activities. Online coloring pages, jigsaw puzzles and word games are just a few sections of this massive site. Each holiday has its own section of activities and games to enjoy with your children.

8 [How Stuff Works](#)

When your child wants to know why the sky is blue, how a tornado forms, or any number of other questions she can come up with on a daily basis, head on over to How Stuff Works. The articles break down subjects like autos, culture, entertainment, science, money, technology and more. Games, quizzes, and videos also round out your children's learning experience.

9 Fun Brain

One visit to Fun Brain and you'll want to bookmark it for your kids. Math, reading, online books and learning games are just some of the site's many treats. Fun Brain caters to preschoolers through 8th graders.

10 Nick Jr.

If you can look past the ads, you'll find printables, games and other activities your kids will enjoy at NickJr.com. The games allow your children to explore their creativity, play dress-up, learn new music, put together puzzles and work on numbers and shape recognition.

11 Scholastic

Scholastic is one of the more unique educational websites for kids. This site, from the publishers of the educational books you find in schools, contains activities broken up by grades. Pre-K learners all the way up to seniors in high school can find learning activities geared toward them.

12 Exploratorium

It's hard to narrow the list of [science websites](#) because there are so many great resources. But San Francisco's Exploratorium at the Palace of Fine Arts showcases a website that teaches kids about science and art in new ways. The departments let kids tinker with gadgets, go below the sea, rocket into the galaxy and also learn about the science of gardening, animals, and cells, to name a few.

13 BBC History for Kids

Games, quizzes and fact sheets take kids on a journey through time. Kids can set off on a learning adventure when they walk through ancient history, world history and histories of specific countries on the BBC History for Kids website.

14 Highlights for Kids

<https://pebblego.com>

u - northpark

p - school

www.worldbookonline.com

u - northpark

p - northpark

Websites:

<http://kidztype.com> (No login)

www.typingclub.com (No login)
Press start

The following Teachers have a Google Classroom:

Mrs. Hover

Class code: drevy7c

Mrs. See

Class code: pav7fbg

Click the icon with the student on the green background

Click the plus (+) sign in the top right hand corner. Type the Class code and join class.

Websites for Lynnette:

michelemakowicki@hpcsd.org

databases on library site: w/ usernames
& passwords

www.brainpop.com

u: northpark2
p: hydepark

www.newsela.com:

username:

u: google login - for example: firstname1st
p: google login - hpark@lunch number
example: hpark12345

<http://www.discoveryeducation.com>

1. Click sign in at top right of website
2. On the left hand side of the screen, students enter their email address.

Click on red Google button

3. A second screen will appear & students will need to log in using their username & password.

Click Classwork at the top.

Mrs. Keeling - Mrs. Storlarski
Class code: wuvpl6l

Mrs. Magnuson
Class code: m43uh3b

Mrs. Banister
Class code: z7Kiexf

Mrs. Reyes
Class code: rariinn

5th Grade Tech.
Class Code: bia7vjf

~~More~~

Free Sites:

makemegenius.com

education.com

kidsknowit.com

storylineonline

youngzine.org

fuelthebrain.com

turtlediary.com

funfonix.com

codecademy

seussville.com

tvokids.com

thestorystarter.com

nasa.gov/kidsclub/index.html

learninglab.si.edu (Smithsonian Learning
Lab)

mission-us.org

Khan Academy

magictreehouse.com

kidsreads.com

google.com/earth

Art Challenge

Grades 3-5

Challenge #1: Index Card Challenge

Materials:

- Index cards / deck of cards
- Tape (or no tape if you want to REALLY challenge yourself)

Instructions:

- Build a structure only using note cards. You can use tape or even MORE challenging... figure out how they want to make attachments WITHOUT tape.
- When complete, you could take a photo and send it to me at sarabussert@hpcsd.org , bring it to school when you return OR bring in a photo when you come back.

* If you do not have a set of index cards, a deck of cards work great or you could cut rectangles that are about 3 inches by 4 inches out of construction or computer paper and use that to make your structure.

** Try to create this without looking up images for inspiration. IF you are struggling to come up with how to build a structure, type into google images "index card structure" and some great examples come up!

https://www.youtube.com/watch?v=M2_bPQuRZE4 - Index card STEM challenge

<https://www.youtube.com/watch?v=XvSL2EivtHU> - building methods with index cards

https://www.youtube.com/watch?v=Ch3U_RZc9M - Collaborate and make a structure

Art Challenge

Challenge #2: Beautiful Oops

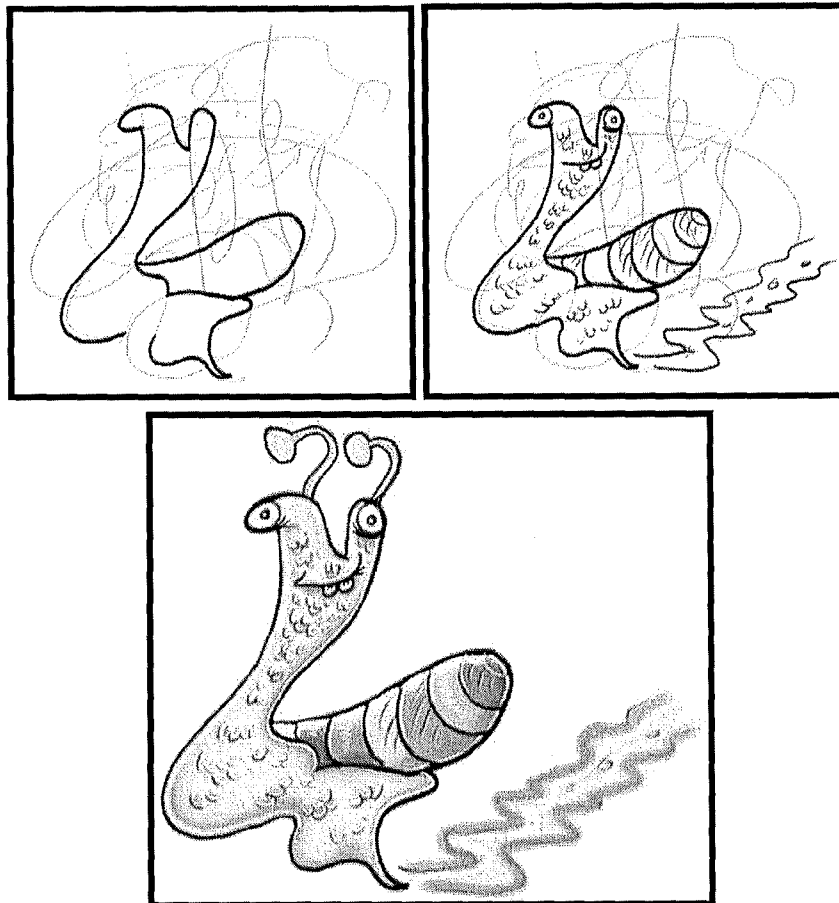
MATERIALS

- Blank Paper
- Pencil
- Other drawing materials if you have them: marker, crayon...

INSTRUCTIONS: Take a piece of paper and make a quick scribble on it. After you have a scribble or an “oops”, turn the paper in different directions until that scribble starts to look like something else. Once you get inspired...draw it! Does it look like an animal? A car?

Above and Beyond: Now that you have your drawing, how can you make it fancy shmancy? Can you decorate it with color? Add pattern or other details? Can you add information to the background (landscape, location, pattern, color?). How can you go above and beyond the “oops” and make it into something original.

<https://www.youtube.com/watch?v=8C3JAblkBds> - Beautiful Oops - a reading



Art Challenge

Challenge #3: Self Portrait

Materials

- Blank Paper
- Something to draw with (pencil, marker, crayon...)

Directions:

- Look at the directions below on how to draw a face, paying attention to proportion.
- Draw simple shapes for your eyes, nose and mouth on your paper in the correct location (example: eyes $\frac{1}{2}$ way from the top of the head to the bottom on the chin).
- Once you have the features in place, look in a mirror and inspect/study your facial features and make changes in your drawing....don't forget your hair!
 - Are your eyes round , oval, tear drop shape?
 - Is your nose long, wide, round on the tip?
 - Is your bottom lip wider than your bottom lip? Does the top of your lip look like a capital letter "M" or a lower case "m"

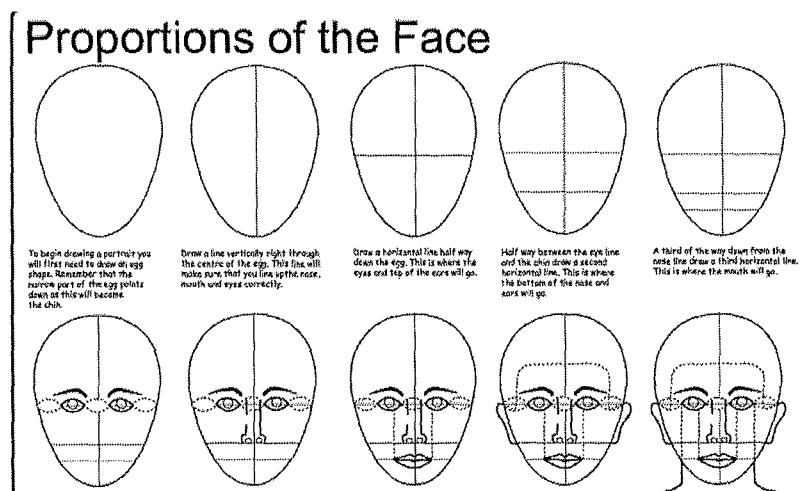
Above and Beyond: Now that you have your self portrait, how can you go above and beyond? Think about light and shadow. Are there any shadows around your nose, under your eyes, around your chin and forehead? Where are there highlights?

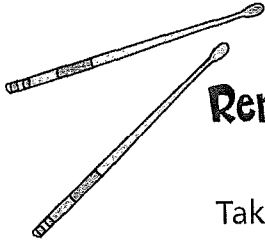
<https://www.youtube.com/watch?v=IRp3sBQ-NFU> - how to draw a self portrait

<https://www.youtube.com/watch?v=YP-Ua9qh5ls&t=931s> - Romero Britto-Inspired

Self-Portraits for Fourth Grade

<https://www.youtube.com/watch?v=uXIO6ocidiY> - Face proportions



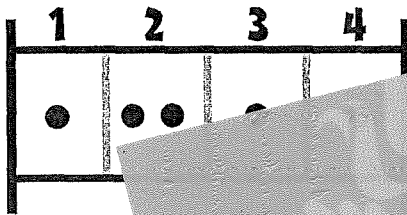


Make That Rhythm

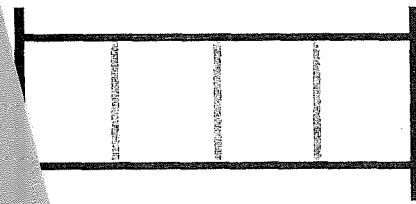
**Remember how Quaver made rhythms with dough?
Now you can make rhythms as well!**

Take a pencil and place a dot or dots in each box of the 4-beat measures, then clap the rhythm. *Look at our example in Measure 1.*

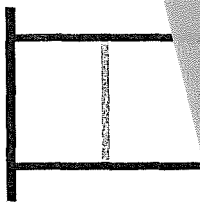
MEASURE 1



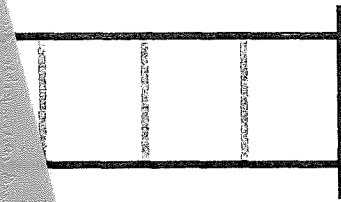
MEASURE 2



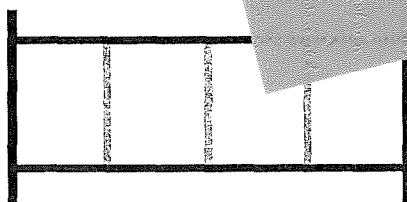
MEASURE 3



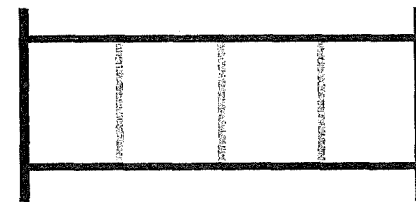
MEASURE 4



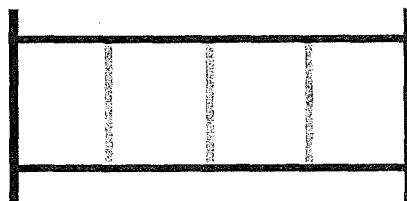
MEASURE 5



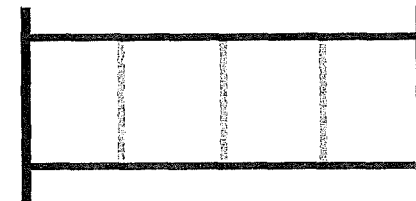
MEASURE 6



MEASURE 7



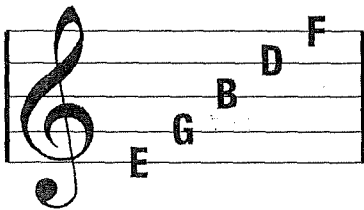
MEASURE 8



My Mnemonic

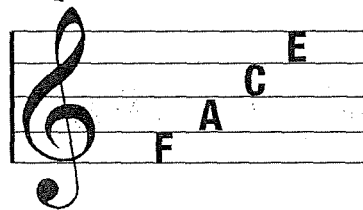
Mnemonics are memory devices sometimes used as a shortcut to remembering something important. Like "Every Good Boy Does Fine" is used for remembering the lines of the staff. Try creating your own picture or phrase to help you remember the lines and spaces of the staff.

Lines of the Staff



("Every Good Boy Does Fine")

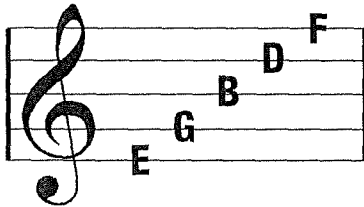
Spaces of the Staff



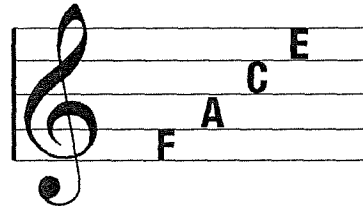
("FACE")

Create Your Own Mnemonic!

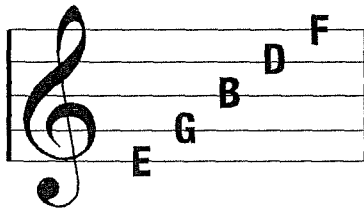
Lines of the Staff



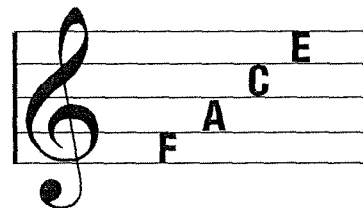
Spaces of the Staff



Lines of the Staff



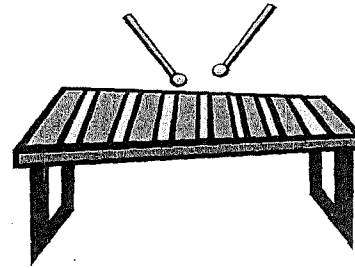
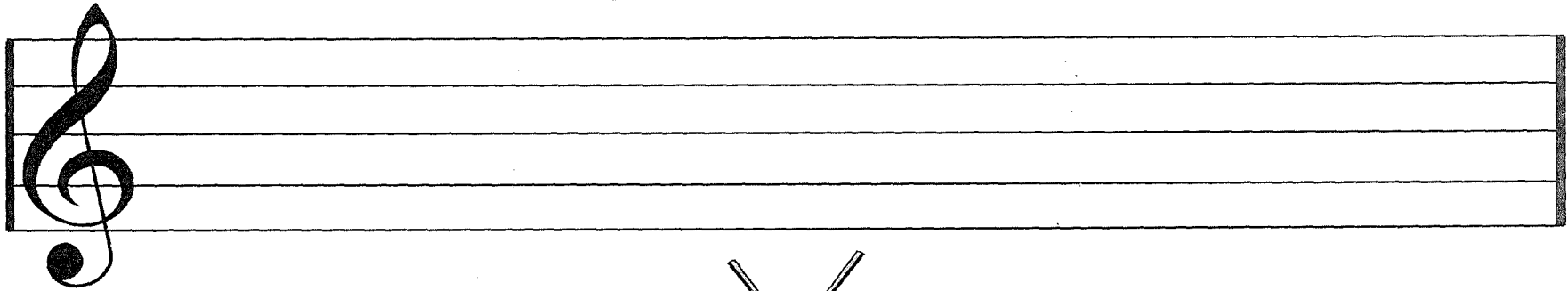
Spaces of the Staff



Playing Patterns

Using only the notes F, G, A, C, D, F in the **TREBLE CLEF**, create a 4 note repeating pattern and write it on the staff below. Practice playing it again and again to a steady beat. Get together with your classmates and play all your different pieces together. How does it sound? How can it be improved?

My 4 Note Pattern



Remember, use only F, G, A, C, D, F (Treble Clef)



Find **THAT** Note

Draw notes in the correct positions on the staff, then label them.

1st Space

2nd Line

5th Line

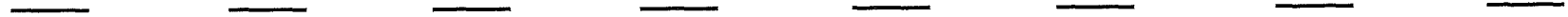
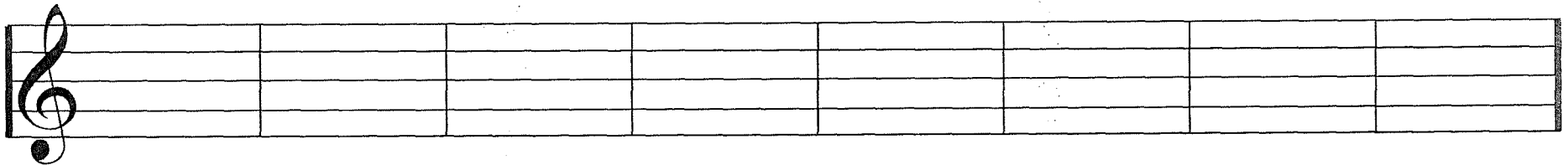
3rd Space

4th Line

2nd Space

1st Line

4th Space



Fill in the Names of the Notes!

Art Challenge

Challenge #4: Observational Drawing

MATERIALS

- Paper
- Pencil
- Other drawing tools, such as colored markers or pastels (optional)
- Eraser (optional)

INSTRUCTIONS

- Set your paper and art materials down in front of the item you want to draw.
- Sketch the outline of what you see on the paper. Think of simple shapes! Does that apple look like a circle? Does that flower face look like an oval with a rectangle on top? Look back and forth from the object to your paper, as you draw what you see.

Above and Beyond:

- Once you have the big picture outlines of your drawing subject on paper, you can begin to add details, patterns, and colors, background as desired. Get creative!
- Choose a theme for your observational drawing: favorite things, music, food, flowers, items that make you feel at home... come up with something creative
- Show layering and perspective in your drawings (what does it look like when an object is in front of another. When an object is further away, does it get smaller or larger visually?)

Websites with examples:

https://www.artyfactory.com/still-life/still_life_pencil.html - advanced still life with pencil

<https://artfulparent.com/observational-drawing-for-kids/> - observation drawing for kids

<https://www.arthistorykids.com/blog/2017/9/25/observational-drawing-for-younger-kids> - observational drawing activities

<https://www.youtube.com/watch?v=zeOv3DJ-l6U>- marble still life drawing

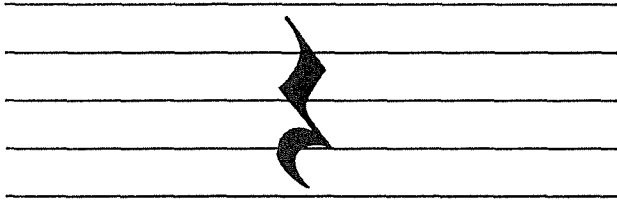
<https://www.youtube.com/watch?v=UbVt0PCODrA>- Folk Art still life

UNIT 1

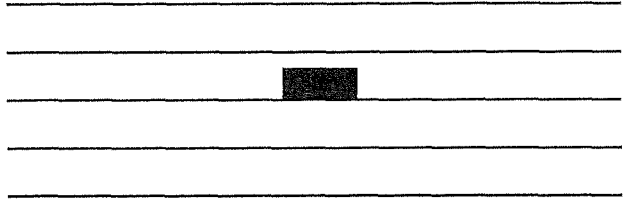
Episode 10 - Notes & Rests Worksheet #1 - FLASH CARDS

Name _____

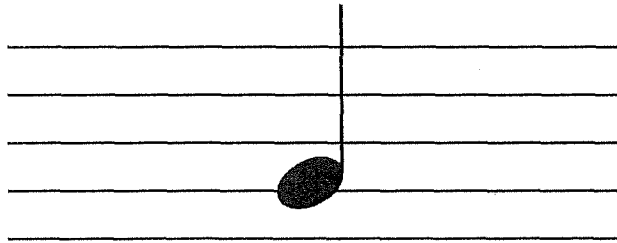
1



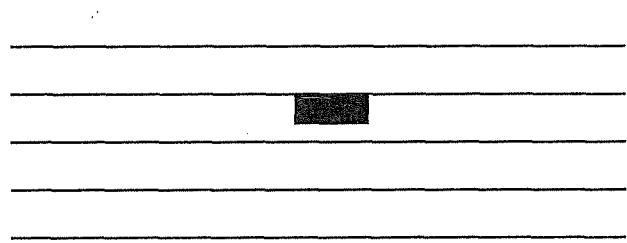
2



3



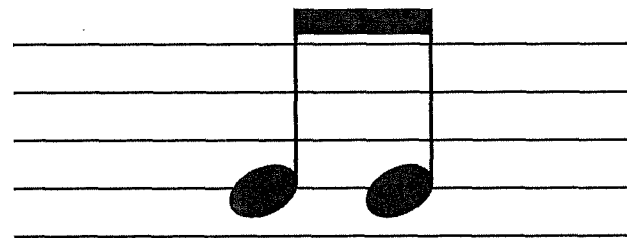
4



5



6



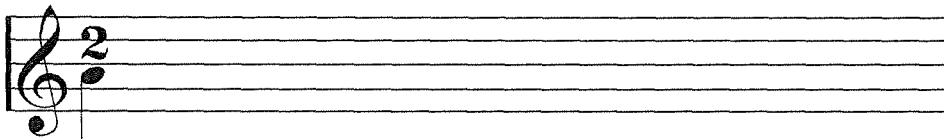
Meter Madness

After splitting up into groups, come up with a combination of notes that could go into the measures below based on the **METER SIGN** for each measure. Count carefully and remember the **METER SIGN** gives you a clue to how many beats are in each measure.

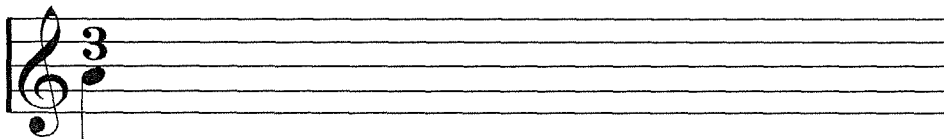
Note/Rest Bank



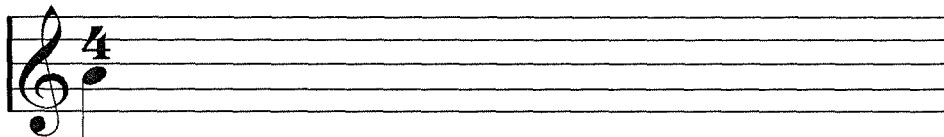
Measure #1



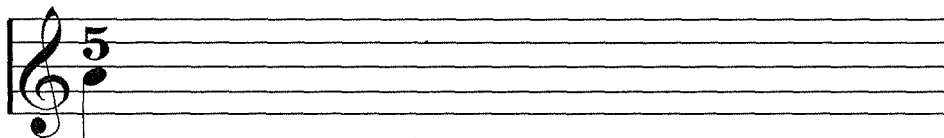
Measure #2

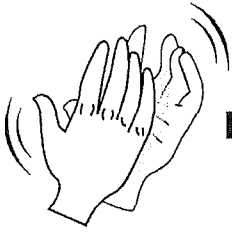


Measure #3



Measure #4



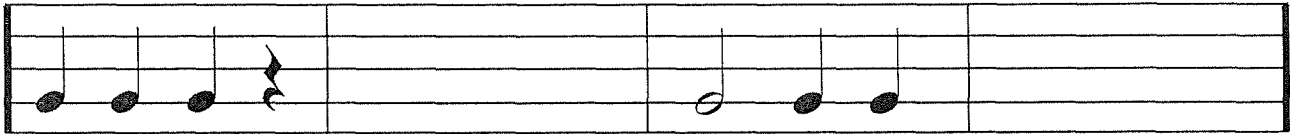


Clap a Rhythm

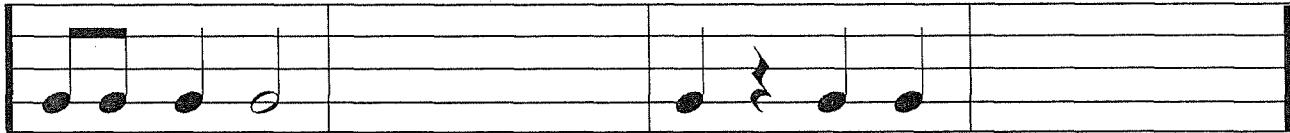
Fill in the empty measures with your own notes and rests so they add up to four beats. Use whole, half, quarter, and eighth notes and rests. Then clap your rhythm.

Rhythm #1

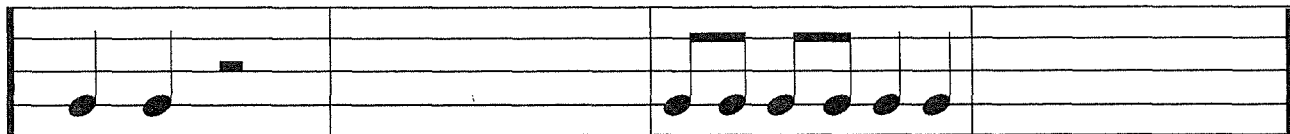
Fill in the empty measures!



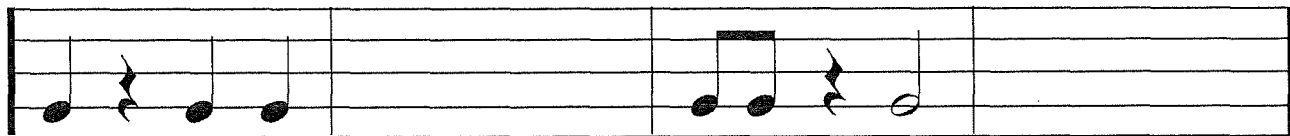
Rhythm #2



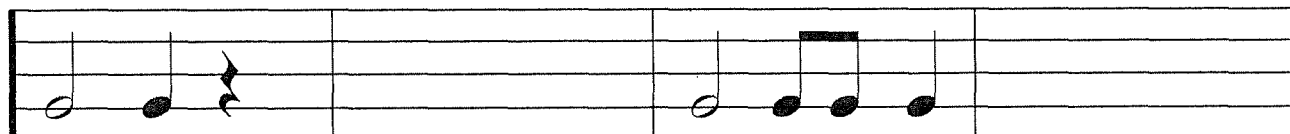
Rhythm #3



Rhythm #4



Rhythm #5



Spot the Mistakes

The measures below contain mistakes. There may be too many beats or not enough beats. Find each mistake and correct it by crossing out beats or adding beats.

Note/Rest Bank

○ = 4 beats ♩ = 2 beats ♪ = 1 beat ♫ = ½ beat — = 4 beats — = 2 beats } = 1 beat 7 = ½ beat

Can you spot the mistakes?

#1

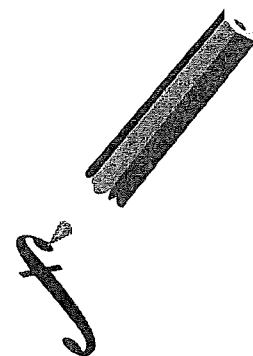
#2

#3

#4

My Dynamic Story

Below is a story for you to fill in the blanks with the appropriate dynamic word. Use the best word in the list below that fits the sentence. Then, write your own DYNAMIC sentences!



Dynamic Word List

forte piano fortissimo sforzando pianissimo crescendo decrescendo

Sometimes, my parents tell me I'm too _____. They say, "Use your _____ voice inside the house." When my baby brother cries, it can be _____. When he is sleeping, my mother tells me to be _____.

I like to go to the ball game for fun. When our team is about to score, there is a _____ of cheers. When the other team is about to score, there is often a _____ of cheering.

Create your own sentence using the words "forte" or "piano".

Create your own sentence using the words "crescendo" or "decrescendo".



BAND

Mrs. Beecher's Website

<https://sites.google.com/hpcsd.org/beecherband/home>

Please check my website for announcements, recordings of our concert music, and other fun music resources! Remember to practice at least 15 minutes a day and continue to fill out your practice chart.

NYSSMA - If you signed up to perform a NYSSMA solo please continue working on your three memorized scales and your solo! Check the NYSSMA tab on my website for recordings of your solo.

Listen to your favorite instruments!

<https://sites.google.com/hpcsd.org/hydeparkmusic/listen-to-the-instruments>

Practice Note Reading

<https://www.musictheory.net/exercises/note>

****Tip**** Use the settings wheel in the upper right hand corner to change the notes that you'd like to practice, or click "challenge mode" to set a time limit!

NY Philharmonic Kidzone

<https://www.nyphilkids.org>

****Requires Adobe Flashplayer to run but has many fun music games and activities!**

MUSIC

[PBS Kids Music Games](#)

<https://www.classicsforkids.com>

A website with music games, music to listen to and fun facts about composers

For Grades 3 - 5

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

Log in using your school google account. Make sure you use the padlock at the top to Allow Flash.

<http://www.music8kids.com>

http://www.music8kids.com/html/play_bw.php#.UowwDWQwzrE

CHORUS

Mrs. Ely's website

<https://sites.google.com/hpcsd.org/ely-music>

5th Grade Band

1. **Please continue to fill out your practice chart!** Remember, you should be practicing at least 15 minutes 5 days a week!
2. When you return to school, I will be checking your practice charts and asking each of you to play a section from your book and band music.
3. Please use this opportunity to wash your mouthpiece and throw away old/used reeds.
 - Flutes: do NOT put your mouthpiece underwater. Use a clean cloth to wipe off the mouthpiece, and a swab to use with your cleaning rod inside your instrument.
 - Clarinet/alto saxophone players scrub your mouthpiece and ligature with hot soapy water, then dry. Be very careful not to drop your mouthpiece!
 - All Brass players: Scrub your mouthpiece with hot soapy water, then dry.
 - Percussionists: Use a disinfectant wipe to wipe down all sticks/mallets. Do not use these wipes on the head of your drum.
4. Think of a 20 second segment from your music to sing or hum when you wash your hands! :)

PRACTICE GOALS:

5. EXPECTATIONS: Listen to the recording if possible and practice using dynamics (loud versus soft). Keep a steady beat and increase the tempo at measure 18.
6. OLYMPIA: Remember to practice "passing the baton" and connecting sections! Don't breathe on the barlines.
7. AFRICAN ADVENTURE: Short and separated notes! at measure 12!

NYSSMA Students:

- Practice 3 memorized scales
- If possible, use my website and the internet to listen to different recordings of your solo. Practice your solo and write in any necessary notes so that you are ready to work on it when we return to school!

Name _____

MARCH 2020

PRACTICE UNTIL YOU'RE PROUD!

Write the number of minutes
practiced in each box.
Parents/guardians must sign before
each lesson!

Please practice *at least 15 minutes, 5 days a week!*

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13 NO SCHOOL	14
15	16	17	18	19 Early Release	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

Parent/Guardian
Signature

Assignment &
Weekly Goal

5th Grade

Home Resources

Websites

- Math Antics (www.mathantics.com)
- Gregtangmath (www.gregtangmath.com)
- Xtramath (www.xtramath.org)
- Math Playground (www.mathplayground.com)
- Puzzle Playground (www.puzzleplayground.com/c/puzzle)
- IXL Math (www.ixl.com/math/)
- Splash math (www.splashlearn.com)
- Prodigy (www.prodigygame.com)

Fluencies

Multi digit multiplication

Count by ...	SKIP COUNTING
2	2 4 6 8 10 12 14 16 18 20 22 24
3	3 6 9 12 15 18 21 24 27 30 33 36
4	4 8 12 16 20 24 28 32 36 40 44 48
5	5 10 15 20 25 30 35 40 45 50 55 60
6	6 12 18 24 30 36 42 48 54 60 66 72
7	7 14 21 28 35 42 49 56 63 70 77 84
8	8 16 24 32 40 48 56 64 72 80 88 96
9	9 18 27 36 45 54 63 72 81 90 99 108

Hit the Target

Players 2

Materials: Deck of cards, face cards worth ten, Ace worth 1 or 11.

How to Play: Lay out five cards face up. Then choose one additional card to be the target number. You may add, subtract, multiply or divide to hit the target number. Try to use all five cards, but you must use at least 2 cards. Winner takes the cards in the equation, plus the target number.



Target number is



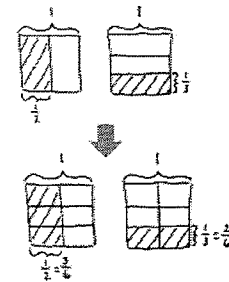
A player could choose: $5 - 2$ or $8 - 5$
or $10 - 5 - 2$ or $5 \times 2 - 7$ Look for more ways!

Math Practice at Home

- Talk about the calendar with your child. Look forward to and countdown to special events such as vacations, birthdays, and holidays. Count the weeks and days to an event, and determine which day it will fall on.
- Talk about how money relates to fractions and decimals, for example: 2 quarters equal $\frac{1}{2}$ a dollar and 0.5
- Skip counting
- Help develop time skills by incorporating an analog clock into their schedule.
- Bake with your child. Have them read recipes and measure ingredients.
- Use sheets of paper to fold and create different fractions.

Games

- Battleship
- Blockus
- Dominos
- Mobi
- Monopoly
- Racko
- Set
- Sequence
- Uno
- Yatzee!

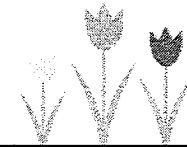


$$\begin{aligned} & \frac{1}{2} + \frac{1}{3} \\ &= \frac{3}{6} + \frac{2}{6} \\ &= \frac{5}{6} \end{aligned}$$

Greg Tang's Level 5 Spring Math Challenge

Name _____

Parent Signature _____



START

FINISH

Instructions:

1. Go to: gregtangmath.com
2. Click the buttons at the top to go to Books and Games.
3. Mark off each square on the game board as you complete the activity.
4. Try to get to the finish line by
5. May 10th!



Play
NumTanga
Level 5 & 6
for 10 minutes

Play
Kakooma
Play + & X
for 10 minutes

Play
Place Value
Decimals
3-place (Hard)
for 10 minutes

Play
SatisFraction
Calculate/Multiple
(Hard)
for 10 minutes

Play
Missing
Divide Combo
(Hard)
for 10 minutes

Play
Expresso
+ - x ÷
(Insane)
for 10 minutes

Play
How Much
How Many
for 10 minutes

Read
Math
Potatoes

Play
BreakApart
Division
(Partials)
for 10 minutes

Play
Standard
Algorithms
All + & -
for 10 minutes

Notes:

- Have someone older, like Mom or Dad, help if you need it.
- If the games are too easy, move to a harder level!