

### 5th Grade FUESD Study Plan (May 4-8)

Week 7 Monday	Tuesday	Wednesday	Thursday	Friday
<p>ELA</p> <ul style="list-style-type: none"> <li>Read 30 minutes independently <a href="#">Reading Log</a></li> <li>1 Lexia/or Reading Plus Lesson</li> <li>Read <i>The Gri Gri Tree</i> pg. 754 in Treasures</li> <li><a href="#">Journal Entry</a></li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li><a href="#">Informational writing</a></li> <li><a href="#">Provided articles</a></li> </ul> <hr/> <p>ELD</p> <ul style="list-style-type: none"> <li>Week 7 ELD</li> </ul> <hr/> <p>Math</p> <ul style="list-style-type: none"> <li>1 Dreambox or ST Lesson</li> <li><a href="#">Monday Homework</a></li> <li><a href="#">Math Skills</a> -Monday</li> </ul> <hr/> <p>PE</p> <ul style="list-style-type: none"> <li><a href="#">Week 7</a></li> </ul> <hr/> <p>SEL/Leader in Me</p> <ul style="list-style-type: none"> <li><a href="#">FUESD Wellness Activity</a> - Monday</li> </ul>	<p>ELA</p> <ul style="list-style-type: none"> <li>Read 30 minutes independently <a href="#">Reading Log</a></li> <li>1 Lexia/or Reading Plus Lesson</li> <li>Read <i>The Gri Gri Tree</i> pg. 754 in Treasures</li> <li><a href="#">Journal Entry</a></li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li><a href="#">Informational writing</a></li> <li><a href="#">Provided articles</a></li> </ul> <hr/> <p>ELD</p> <ul style="list-style-type: none"> <li>Week 7 ELD</li> </ul> <hr/> <p>Math</p> <ul style="list-style-type: none"> <li>1 Dreambox or ST Lesson</li> <li><a href="#">Tuesday Homework</a></li> <li><a href="#">Math Skills</a> -Tuesday</li> </ul> <hr/> <p>PE</p> <ul style="list-style-type: none"> <li><a href="#">Week 7</a></li> </ul> <hr/> <p>SEL/Leader in Me</p> <ul style="list-style-type: none"> <li><a href="#">FUESD Wellness Activity</a> - Tuesday</li> <li>Thrively</li> </ul>	<p>ELA</p> <ul style="list-style-type: none"> <li>Read 30 minutes independently <a href="#">Reading Log</a></li> <li>1 Lexia/or Reading Plus Lesson</li> <li>Read <i>The Largest Creature on Earth</i> pg. 774 in Treasures</li> <li><a href="#">Journal Entry</a></li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li><a href="#">Informational writing</a></li> <li><a href="#">Provided articles</a></li> </ul> <hr/> <p>ELD</p> <ul style="list-style-type: none"> <li>Week 7 ELD</li> </ul> <hr/> <p>Math</p> <ul style="list-style-type: none"> <li>1 Dreambox or ST Lesson</li> <li><a href="#">Wednesday Homework</a></li> <li><a href="#">Math Skills</a>- Wednesday</li> </ul> <hr/> <p>PE</p> <ul style="list-style-type: none"> <li><a href="#">Week 7</a></li> </ul> <hr/> <p>SEL/Leader in Me</p> <ul style="list-style-type: none"> <li><a href="#">FUESD Wellness Activity</a> - Wednesday</li> </ul>	<p>ELA</p> <ul style="list-style-type: none"> <li>Read 30 minutes independently <a href="#">Reading Log</a></li> <li>1 Lexia/or Reading Plus Lesson</li> <li>Read <i>The Largest Creature on Earth</i> pg. 774 in Treasures</li> <li><a href="#">Journal Entry</a></li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li><a href="#">Informational writing</a></li> <li><a href="#">Provided articles</a></li> </ul> <hr/> <p>ELD</p> <ul style="list-style-type: none"> <li>Week 7 ELD</li> </ul> <hr/> <p>Math</p> <ul style="list-style-type: none"> <li>1 Dreambox or ST Lesson</li> <li><a href="#">Thursday Homework</a></li> <li><a href="#">Math Skills</a>- Thursday</li> </ul> <hr/> <p>PE</p> <ul style="list-style-type: none"> <li><a href="#">Week 7</a></li> </ul> <hr/> <p>SEL/Leader in Me</p> <ul style="list-style-type: none"> <li><a href="#">FUESD Wellness Activity</a> - Thursday</li> <li>Thrively</li> </ul>	<p>ELA</p> <ul style="list-style-type: none"> <li>Read 30 minutes independently <a href="#">Reading Log</a></li> <li>1 Lexia/or Reading Plus Lesson</li> <li>Finish any stories or Journal Entries from this week.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li><a href="#">Informational writing</a></li> <li><a href="#">Provided articles</a></li> </ul> <hr/> <p>ELD</p> <ul style="list-style-type: none"> <li>Week 7 ELD</li> </ul> <hr/> <p>Math</p> <ul style="list-style-type: none"> <li>1 Dreambox or ST Lesson</li> </ul> <hr/> <p>PE</p> <ul style="list-style-type: none"> <li><a href="#">Week 7</a></li> </ul> <hr/> <p>SEL/Leader in Me</p> <ul style="list-style-type: none"> <li><a href="#">FUESD Wellness Activity</a> - Friday</li> </ul>

## 5 Grado - Plan de Estudio Independiente de FUESD - 4 de mayo

Semana 7 - lunes	martes	miércoles	jueves	viernes
<p>ELA</p> <ul style="list-style-type: none"> <li>• Lee 30 minutos de forma independiente: <a href="#">registro de lectura</a></li> <li>• 1 Lexia/1 lección de Lexia</li> <li>• Leer: <i>The Gri Gri Tree</i> pg. 754 en Treasures</li> <li>• <a href="#">Journal Entry</a></li> </ul> <p>/entrada de diario</p> <p>Escritos</p> <ul style="list-style-type: none"> <li>• <a href="#">redacción informativa</a></li> <li>• <a href="#">artículos</a></li> </ul> <hr/> <p>ELD</p> <ul style="list-style-type: none"> <li>• Semana 7 ELD</li> </ul> <hr/> <p>Math</p> <ul style="list-style-type: none"> <li>• 1 lección de Dreambox o ST</li> <li>• <a href="#">Monday Homework/tarea</a></li> <li>• <a href="#">práctica de habilidades matemáticas</a> -lunes</li> </ul> <hr/> <p>PE</p> <ul style="list-style-type: none"> <li>• <a href="#">Semana 7</a></li> </ul> <hr/> <p>SEL/líder en mi</p> <ul style="list-style-type: none"> <li>• <a href="#">bienestar de FUESD</a></li> <li>• <a href="#">Actividad</a> - lunes</li> </ul>	<p>ELA</p> <ul style="list-style-type: none"> <li>• Lee 30 minutos de forma independiente: <a href="#">registro de lectura</a></li> <li>• 1 Lexia/1 lección de Lexia</li> <li>• Leer: <i>The Gri Gri Tree</i> pg. 754 in Treasures</li> <li>• <a href="#">Journal Entry</a></li> </ul> <p>/entrada de diario</p> <p>Escritos</p> <ul style="list-style-type: none"> <li>• <a href="#">redacción informativa</a></li> <li>• <a href="#">artículos</a></li> </ul> <hr/> <p>ELD</p> <ul style="list-style-type: none"> <li>• Semana 7 ELD</li> </ul> <hr/> <p>Math</p> <ul style="list-style-type: none"> <li>• 1 lección de Dreambox o ST</li> <li>• <a href="#">Tuesday Homework/ tarea</a></li> <li>• <a href="#">práctica de habilidades matemáticas</a> -martes</li> </ul> <hr/> <p>PE</p> <ul style="list-style-type: none"> <li>• <a href="#">Semana 7</a></li> </ul> <hr/> <p>SEL/líder en mi</p> <ul style="list-style-type: none"> <li>• <a href="#">bienestar de FUESD</a></li> <li>• <a href="#">Actividad</a> - martes</li> <li>• Thrively</li> </ul>	<p>ELA</p> <ul style="list-style-type: none"> <li>• Lee 30 minutos de forma independiente: <a href="#">registro de lectura</a></li> <li>• 1 Lexia/1 lección de Lexia</li> <li>• Leer: <i>The Largest Creature on Earth</i> pg. 774 in Treasures</li> <li>• <a href="#">Journal Entry</a></li> </ul> <p>/entrada de diario</p> <p>Escritos</p> <ul style="list-style-type: none"> <li>• <a href="#">redacción informativa</a></li> <li>• <a href="#">artículos</a></li> </ul> <hr/> <p>ELD</p> <ul style="list-style-type: none"> <li>• Semana 7 ELD</li> </ul> <hr/> <p>Math</p> <ul style="list-style-type: none"> <li>• 1 lección de Dreambox o ST</li> <li>• <a href="#">Wednesday Homework/ tarea</a></li> <li>• <a href="#">práctica de habilidades matemáticas</a>- miércoles</li> </ul> <hr/> <p>PE</p> <ul style="list-style-type: none"> <li>• <a href="#">Semana 7</a></li> </ul> <hr/> <p>SEL/líder en mi</p> <ul style="list-style-type: none"> <li>• <a href="#">bienestar de FUESD</a></li> <li>• <a href="#">Actividad</a> - miércoles</li> </ul>	<p>ELA</p> <ul style="list-style-type: none"> <li>• Lee 30 minutos de forma independiente: <a href="#">registro de lectura</a></li> <li>• 1 Lexia/1 lección de Lexia</li> <li>• Leer: <i>The Largest Creature on Earth</i> pg. 774 in Treasures</li> <li>• <a href="#">Journal Entry</a></li> </ul> <p>/entrada de diario</p> <p>Escritos</p> <ul style="list-style-type: none"> <li>• <a href="#">redacción informativa</a></li> <li>• <a href="#">artículos</a></li> </ul> <hr/> <p>ELD</p> <ul style="list-style-type: none"> <li>• Semana 7 ELD</li> </ul> <hr/> <p>Math</p> <ul style="list-style-type: none"> <li>• 1 lección de Dreambox o ST</li> <li>• <a href="#">Thursday Homework/ tarea</a></li> <li>• <a href="#">práctica de habilidades matemáticas</a>- jueves</li> </ul> <hr/> <p>PE</p> <ul style="list-style-type: none"> <li>• <a href="#">Semana 7</a></li> </ul> <hr/> <p>SEL/líder en mi</p> <ul style="list-style-type: none"> <li>• <a href="#">bienestar de FUESD</a></li> <li>• <a href="#">Actividad</a> - jueves</li> <li>• Thrively</li> </ul>	<p>ELA</p> <ul style="list-style-type: none"> <li>• Lee 30 minutos de forma independiente: <a href="#">registro de lectura</a></li> <li>• 1 Lexia/1 lección de Lexia</li> <li>* terminar cualquier historia o entrada de diario de esta semana</li> </ul> <p>Escritos</p> <ul style="list-style-type: none"> <li>• <a href="#">redacción informativa</a></li> <li>• <a href="#">artículos</a></li> </ul> <hr/> <p>ELD</p> <ul style="list-style-type: none"> <li>• Semana 7 ELD</li> </ul> <hr/> <p>Math</p> <ul style="list-style-type: none"> <li>• 1 lección de Dreambox o ST</li> </ul> <hr/> <p>PE</p> <ul style="list-style-type: none"> <li>• <a href="#">Semana 7</a></li> </ul> <hr/> <p>SEL/líder en mi</p> <ul style="list-style-type: none"> <li>• <a href="#">bienestar de FUESD</a></li> <li>• <a href="#">Actividad</a> - viernes</li> </ul>

## 5th Grade Reading Log Week 7

### **Monday:**

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

### **Tuesday:**

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

### **Wednesday:**

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

### **Thursday:**

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

### **Friday:**

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

\_\_\_\_\_  
\_\_\_\_\_

Journal Entry 1  
The Gri Gri Tree: from the Color of My Words  
Treasures Pages 754-771

Answer the question below using one of the sentence frames below.

Reread page 768. Explain what everyone finds out about Ana Rosa citing details from the text.

Sentence Frame

Everyone finds out that Ana Rosa \_\_\_\_\_ because in the text it said  
" \_\_\_\_\_ "

When Ana Rosa \_\_\_\_\_ everyone found out that she was  
\_\_\_\_\_ because in the text it said " \_\_\_\_\_ "

Journal Entry 2  
The Gri Gri Tree: from the Color of My Words  
Treasures Pages 754-771

Answer the question below using one of the sentence frames below.

Compare and contrast characters. How would you describe Ana Rosa's feelings about nature (the trees, sea, animals and mountains) compared to her family feelings about nature?

Sentence Frame

Ana Rosa feels \_\_\_\_\_ about nature because in the text it said " \_\_\_\_\_ ", however her family feels \_\_\_\_\_ about nature because " \_\_\_\_\_ ."

Ana Rosa feels \_\_\_\_\_ about nature, but her family feels \_\_\_\_\_ about nature because in the text it said " \_\_\_\_\_ ".

Journal Entry 3  
The Largest Creature on Earth  
Treasures pages 774-777

Answer the question below using one of the sentence frames below.

How are baleen whales different from toothed whales? Use evidence from the text to support your answer.

Sentence Frames

Baleen whales are different because \_\_\_\_\_ whereas toothed whales \_\_\_\_\_.

Baleen whales are different from toothed whales. To begin, baleen whales \_\_\_\_\_ but, toothed whales \_\_\_\_\_. In addition, baleen whales \_\_\_\_\_ however, toothed whales \_\_\_\_\_.

Journal Entry 4  
The Largest Creature on Earth  
Treasures pages 774-777

Answer the question below using one of the sentence frames below.

Study the graph on page 775. What are the differences in weight and length between blue and sperm whales?

Sentence Frame

Blue whales weigh \_\_\_\_\_ and are \_\_\_\_\_ long, whereas sperm whales are \_\_\_\_\_ and \_\_\_\_\_ are \_\_\_\_\_ in length.

Blue whales weigh \_\_\_\_\_, but sperm whales are \_\_\_\_\_ tons. Blue whales can be \_\_\_\_\_ long, however sperm whales are \_\_\_\_\_ long.

## Endangered Animal Informational Writing

You will choose ONE ENDANGERED ANIMAL to research. The link below provides you with a list to choose from. Remember, choose ONE.

[https://www.worldwildlife.org/species/directory?direction=desc&sort=extinction\\_status](https://www.worldwildlife.org/species/directory?direction=desc&sort=extinction_status)

By clicking on an animal from this link, the link will provide you with ONE source of information. You will need THREE total sources, so you will need to do an internet search to find TWO other sources.

You may use ONE video about your animal as one of your sources.

When your research is complete (THREE sources, notes taken), you will then be moving on to forming your main idea and beginning your writing.

These are the ideas you should consider to guide your writing for your **body paragraphs**:

- Average lifespan (how long does it usually live?)
- General description (size, physical features)
- Is it a reptile, bird, fish, mammal, etc.?
- What features does your animal have? (feathers, warm-blooded)
- Habitat – where do they live and why do they live there?
- Predators- what predators do they have? How do they defend themselves?
- Causes of Near Extinction- explain why the animal is in danger
- Conservation Efforts – what is being done to help preserve your animal

**YOU MAY NOT BE ABLE TO FIND ALL THIS INFO. THAT'S OKAY.**



**You need Four Paragraphs:**

- 1. A short introduction and main idea (central idea)**
- 2. Body paragraph**
- 3. Body paragraph**
- 4. Short conclusion**

**Follow these steps to complete your assignment:**

- 1. Research and Note-taking (see the Note-taking page)**
- 2. Open a google doc and write your first and last name, your animal, and your teacher's name.**
- 3. Write an eye-catching introduction with a main (central) idea. (Use the Introduction Frame if you need help)**
- 4. Construct your body paragraphs (at least two) explaining the information you researched (see the previous page with the bullet points for what info you should try to include).**
- 5. Make sure to include transitions in your writing (see the Frames and Transitions page)**
- 6. Write a short conclusion (see the Conclusion Frame for help).**
- 7. Edit your work using the Information/Explanatory Writing Rubric to guide you.**

**A MODEL of informational writing (on a different topic) has been included towards the end of this document. You may use the model to remind yourself of what informational writing should look like.**

## Frames and Transitions

### Introduction Frame:

It is (evident, clear, obvious) that (your animal) is in (significant, critical) danger of \_\_\_\_\_. It (they) \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

**Example:** It is evident that space hydras are in significant danger of becoming extinct on our planet. It is hunted by humans, has many natural predators, and its habitat is being destroyed.

### Conclusion Frame:

(To sum up, Overall, In conclusion, Finally) it is (clear, evident, obvious) that (your animal) is facing \_\_\_\_\_. It (they) \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

**Example:** Finally, it is clear that the space hydra is facing extinction. It is over-hunted, its habitats are being wiped out by humans, and too many predators are reducing the space hydra's numbers.

### Transitions to add information to your body paragraphs:

Additionally,  
Furthermore,  
For instance,  
For example,  
Also,  
In addition,

**Remember: sprinkle the transitions in your body paragraphs. Don't overuse them.**

## Informational Writing Rubric

Name\_\_\_\_\_

1. Central (Main) Idea	1	2	3	4
2. Relevant Facts and Details	1	2	3	4
3. Maintain Formal Style (no "you")	1	2	3	4
4. Wrap up with a conclusion	1	2	3	4
5. Spelling	1	2	3	4
6. Sentence Structure and Wording	1	2	3	4
7. Transitions	1	2	3	4

Try not to use the word "you", and don't talk to the reader. Stay formal, meaning just present the facts.

Avoid run-on sentences. Make sure each sentence is complete.

## Article #1-

# Rhino poaching on the decline in South Africa



Source: <https://www.worldwildlife.org/stories/rhino-poaching-on-the-decline-in-south-africa>

Illegal killings of rhinos in South Africa are on the decline. In 2019, poachers killed 594 rhinos, down from 769 in the year prior, according to South Africa's Department of the Environment, Forestry, and Fisheries.

This encouraging news is a result of combined efforts of government, private, community, and non-governmental organization partners.

Although the reduction in poaching numbers is a positive sign, rhinos remain under threat from organized crime syndicates and the lessening availability of suitable places to live in the long-term.

"Law enforcement efforts alone cannot address the complex social and economic drivers behind the long-term threats to our rhinos," said Dr. Jo Shaw, senior manager, wildlife program, WWF-South Africa. "What is required is a commitment to a holistic approach which considers the attitudes, opportunities, and safety of people living around protected areas. The role of corruption, inevitably associated with organized crime syndicates, must also be addressed."

The illegal wildlife trade spans nations. Demand for rhino horn from some Asian countries, mainly China and Vietnam, drives this unlawful trade.

WWF works to stop poaching with new technology and helping local governments and communities protect rhinos. We also tackle the illegal trade of and demand for rhino horn through market monitoring, research and advocacy, collaborating with online and transport companies to help them identify and remove rhino and other illegal wildlife products, and strengthening local and international law enforcement efforts.

## Article #2-

**CR** STATUS  
Critically Endangered

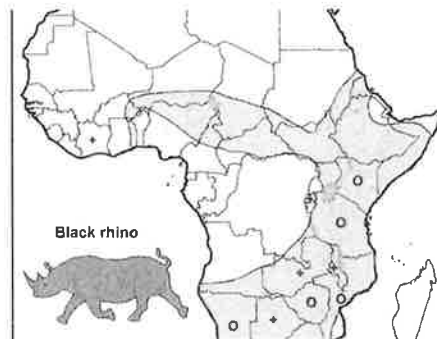
**POPULATION**  
More than 5,500

**SCIENTIFIC NAME**  
*Diceros bicornis*

**HEIGHT**  
5.2 feet

**WEIGHT**  
1,760 - 3,080 pounds

**HABITATS**  
Semi-Desert Savannah, Woodlands, Forests, Wetlands



© Rhino Resource Center  
Population distribution of the Black Rhino (Click for larger view)

Source: <https://www.worldwildlife.org/species/black-rhino>

Black rhinos are the smaller of the two African rhino species. The most notable difference between white and black rhinos are their hooked upper lip. This distinguishes them from the white rhino, which has a square lip. Black rhinos are browsers rather than grazers, and their pointed lip helps them feed on leaves from bushes and trees. They have two horns, and occasionally a third, small posterior horn.

Populations of black rhino declined dramatically in the 20th century at the hands of European hunters and settlers. Between 1960 and 1995, black rhino numbers dropped by a sobering 98%, to less than 2,500. Since then, the species has made a tremendous comeback from the brink of extinction. Thanks to persistent conservation efforts across Africa, black rhino numbers have doubled from their historic low 20 years ago to between 5,042 and 5,455 today. However, the black rhino is still considered critically endangered, and a lot of work remains to bring the numbers up to even a fraction of what it once was—and to ensure that it stays there. Wildlife crime—in this case, poaching and black-market trafficking of rhino horn—continues to plague the species and threaten its recovery.

## Article #3-

Source: <https://www.worldwildlife.org/species/black-rhino>

WWF launched an international effort to save wildlife in 1961, rescuing black rhinos—among many other species—from the brink of extinction. Thanks to persistent conservation efforts across Africa, the total number of black rhinos grew from 2,410 in 1995 to more than 5,000 today.

To protect black rhinos from poaching and habitat loss, WWF is taking action in three African rhino range countries: Namibia, Kenya, and South Africa. Together, these nations hold about 87% of the total black rhino population.

### **TACKLING WILDLIFE CRIME**

Poaching is the deadliest and most urgent threat to black rhinos. WWF is working with government agencies and partners in Namibia, Kenya, and South Africa to support law enforcement agencies, develop and build on innovative tech solutions, and equip and train rangers to stop poachers.

- In Namibia, WWF is leading a consortium of national NGOs to help implement the country's ambitious law enforcement strategy to combat wildlife trafficking. WWF also supports the Namibian government in its effort to update its plan to grow black rhino populations, in part by moving rhinos from parks with significant populations to others that historically held rhinos but currently do not—a process known as translocation. We're also taking other security measures to protect both black and white rhinos, such as DNA sampling.
- In Kenya, WWF works with rangers to stop poaching in high-risk areas. We help provide the proper training and technology to catch and deter poachers. WWF is also supporting the development of Kenya Wildlife Service's forensic lab and a DNA

### **EXPANDING BLACK RHINO RANGE**

Over time, habitat loss has led to isolated, high-density rhino populations. These populations have slow growth rates, which can cause numbers to stagnate and eventually decline. They also raise the risk of disease transmission. To ensure a healthy and growing black rhino population, rhinos from high-density areas must be moved to low density areas with suitable habitat. WWF is supporting these efforts and partnering with government agencies and other NGOs to establish new black rhino populations.

database called RhoDIS, which will be used to analyze DNA in criminal investigations to connect a poached animal with horn being sold.

- In South Africa, WWF trains law enforcement agencies to address wildlife trafficking challenges. TRAFFIC, the world's largest wildlife trade monitoring network, has played a vital role in bilateral law enforcement efforts between South Africa and Vietnam. This has gone hand-in-hand with written commitments to strengthen border and ports monitoring as well as information sharing in order to disrupt the illegal wildlife trade bring perpetrators to justice.



## **PROTECTING AND MANAGING KEY POPULATIONS**

WWF supports annual aerial population surveys at key sites such as Etosha National Park in Namibia. The surveys are critical for evaluating breeding success, deterring poachers, and monitoring rhino mortality. WWF is also working with partners to develop and implement cutting-edge technologies in Namibia, South Africa, and Kenya to closely monitor key populations. When paired with boots on the ground, innovative solutions like electronic identification and tracking tags, radio collars, drones, and camera traps provide us with the data we need to make important decisions for black rhino populations going forward. We install new thermal and infrared camera and software systems that can identify poachers from afar and alert park rangers of their presence.

## **ENGAGING COMMUNITIES**

Community support and engagement is a cornerstone of WWF's work, particularly in Namibia. Hand-in-hand with our Namibia partners, we assist communities to set up conservancies and help to foster the knowledge, skills, and capacity required to

successfully govern their conservancies and manage their wildlife resources. These communal lands are now home to Africa's largest remaining free roaming black rhino population.

Community engagement will also play a role in South Africa, where we are looking to conserve black rhino through community governance, training, and identification of alternative livelihood opportunities.



## Note-Taking Page

Source #1 Notes:

Source #2 Notes:

Source #3 Notes:

## 5th Grade Homework - Trimester 1

Trimester 1, Week 7

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

### Monday: Addition and Subtraction to the Millions

Find the sum or difference. Show your work on separate paper.

$$\begin{array}{r} 1. \quad 1,530,624 \\ - \quad 82,970 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 7,683,107 \\ - \quad 4,520,946 \\ \hline \end{array}$$

$$3. \quad 4,313,804 + 8,224,960 =$$

$$4. \quad 6,412,553 + 94,873 =$$

5. Farmer Dave grew 195,604 carrots in 2014. In 2015, he grew 8,763,455 carrots. How many more carrots did he grow in 2015?

### Tuesday: Equivalent Fractions

Write a fraction equivalent to the given one.

$$1. \quad \frac{2}{5} = \frac{4}{\quad}$$

$$2. \quad \frac{7}{8} = \frac{14}{\quad}$$

$$3. \quad \frac{1}{6} = \frac{2}{\quad}$$

$$4. \quad \frac{2}{7} = \frac{\quad}{14}$$

$$5. \quad \frac{1}{2} = \frac{3}{\quad}$$

### Wednesday: Two-Digit Multiplication

Find the product. Show your work on separate paper.

$$\begin{array}{r} 1. \quad 82 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 37 \\ \times 25 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 52 \\ \times 30 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 43 \\ \times 15 \\ \hline \end{array}$$

5. We are going on a trip. We have 35 students. Each student needs 12 snacks. How many snacks do we need to bring in all?

### Thursday: Single Digit Division

Find each quotient.

$$1. \quad 32 \div 2 =$$

$$2. \quad 36 \div 6 =$$

$$3. \quad 25 \div 5 =$$

$$4. \quad 16 \div 4 =$$

5. 246 apples can be packed in boxes of 6 apples each. How many boxes can be packed with 6 apples each?

# WRITING DECIMALS

LEVEL 1

Name: \_\_\_\_\_ Date: Week 7-Monday

Write the numbers in the different ways as required by each question.

1. Write 6.53 in number name form and expanded form.

Number Name Form:

type and type

type

typeths

Expanded Form:

$6 \times \text{type} + 5 \times \text{type}$

$+ 3 \times \text{type} =$

2. Write fifty-two thousand, one hundred twelve and three hundredths in base-ten numeral form.

Base-Ten Numeral Form:

# # , # # # . # #

3. Write 320,506.031 in expanded form.

Expanded Form:

$3 \times \text{type}$

$+ 2 \times \text{type}$

$+ 5 \times \text{type} + 6 \times \text{type}$

$+ 3 \times \text{type} + 1 \times \text{type} =$

4. Write  $9 \times 1/10 + 7 \times 1/100 + 5 \times 1/1000$  in base-ten numeral form and expanded form.

Base-Ten Numeral Form:

type . type type type

Number Name Form:

type type

type type

typeths

5.NBT.2

# WRITING DECIMALS

LEVEL 2

Name: \_\_\_\_\_ Date: Week 7-Tuesday

Write the numbers in the different ways as required by each question.

1. Write 97.523 in number name form and expanded form.

Number Name Form:

type

Expanded Form:

type

2. Write seventy-six thousand, five hundred and eleven thousandths in base ten numeral form and expanded form.

Base-Ten Numeral Form:

type

Expanded Form:

type

3. Write 716,003.721 in expanded form and number name form.

Expanded Form:

type

Number Name Form:

type

4. Write  $7 \times 100,000 + 3 \times 100 + 4 \times 10 + 9 \times 1/100 + 3 \times 1/1000$  in base-ten numeral form and expanded form.

Base-Ten Numeral Form:

type

Number Name Form:

type

# COMPARING DECIMALS

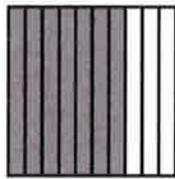
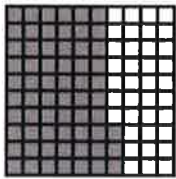
LEVEL I

Name: \_\_\_\_\_ Date: Week 7-Wed.

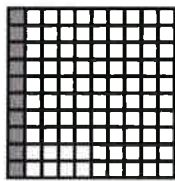
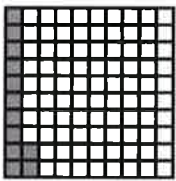
Use the models to help you compare the decimals using  $<$ ,  $>$ , or  $=$ .

1.

0.63 type 0.7

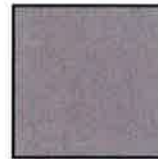
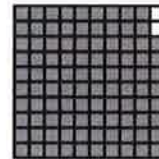
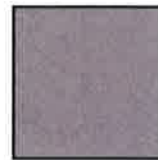
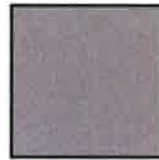


0.12 type 0.10



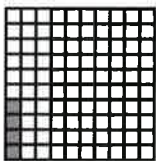
2.

1.98 type 2

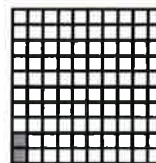
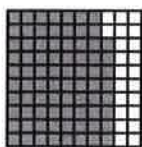


3.

0.4 type 0.04

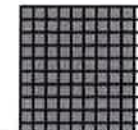
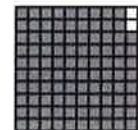
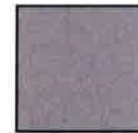


0.78 type 1.02



4.

3.98 type 3.9





# COMPARING DECIMALS

LEVEL 2

Name: \_\_\_\_\_ Date: Week 7-Thursday

Read the directions to complete the tasks in each box.

1. Compare the decimals using  $<$ ,  $>$ , or  $=$ . Write or draw models to prove your thinking.

1,523.98 type 1,524

type

2. Compare the decimals using  $<$ ,  $>$ , or  $=$ . Write or draw models to prove your thinking.

0.623 type 0.6

type

3. Write to explain how 0.6 and 0.600 are equivalent decimals.

type

4. Name three decimals that could complete the below comparison statement.

$0.3 < ?$

type

## ESL at Home 3-5 Weeks 1-2

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
Choose any TV show or movie. Write the title, characters, setting, beginning, middle, and end.	Use things you can find in your house to invent something new. Illustrate and label it. Write about how you would use this invention to solve a problem.	Write a letter to your teacher about what you did today. Use words like first, next, then, last, and finally.	Find something in your house that starts with every letter of the alphabet. Example: <b>A:</b> airplane toy <b>B:</b> bread	Choose something in your house to use as a measuring tool, like a water bottle or a spoon. Measure 10 things with that tool and make a list. <b>Example:</b> My bed is 12 water bottles long.
Monday	Tuesday	Wednesday	Thursday	Friday
Find 30 objects in your home. Sort them into lists. Example: things that are red, things that are plastic, things that are magnetic.	Roll up three pieces of paper to make tubes. Stand them up. See how many things you can stack on top of the tubes. Make a list of all the things you were able to stack.	Create a scavenger hunt for your family. Hide things around your house, then write clues to help them search.	Write acrostic poems to describe each member of your family (even your pets!) Example: <b>M</b> - magical <b>A</b> - ambitious <b>X</b> - eXcellent	Think of two characters from two different books or shows. Write a story about what might happen if they met each other.

## ESL en Casa 3-5 Semanas 1-2










usar una hoja de libreta para completar las actividades. Hacer uno por día.

Lunes	Martes	Miercoles	Jueves	Viernes
Escoge un programa de television y crear una lista de titulo, personajes, lugar, comienzo, medio y fin.	Usar cosas que puedas encontrar en tu casa para inventar algo nuevo. Dibujalo y etiquetalo. Escribe como este invento va hacer de ayuda.	Escribir una carta a tu maestro de como estuvo tu dia. Usar palabras como: primero, siguiente, despues , ultimo y finalmente.	Encontrar cosas en casa que empiecen con las letras del abecedario Ejemplo: <b>A:</b> anillo <b>B:</b> basura	Escoge algo en tu casa para usar de herramienta para medir, como una botella de agua o una cucharra. Medir 10 cosas con tu herramienta y hacer una lista. <b>Ejemplo:</b> Mi cama mide 12 botellas de agua de largo.
Lunes	Martes	Miercoles	Jueves	Viernes
Encontrar 30 cosas en tu casa. Acomodarlos por listas. Ejemplo: cosas que son rojas, cosas que son de plastico, cosas que tienen iman.	Enrollar 3 pedazos de papel para hacer tubos. Paralas y mira cuantas cosas puedes poner encima. Hacer una lista de todo lo que pusiste encima.	Crear una busqueda de tesoros para tu familia. Esconde cosas alrededor de tu casa y escribe pistas para que los demas los encuentren.	Escribe poemas acrostico de toda tu familia diciendo cosas buenas (hasta de tus mascotas)! Ejemplo: <b>M</b> - magico <b>A</b> - asombroso <b>X</b> - eXcelente	Piensa en dos diferentes personajes de distinos libros o peliculas. Escribe una historia de como pudieran llegar a conocerse.












# ***TIC TAC TOE #1***

Find some tokens and complete three games with a family member if you can!  
(Or, videochat a friend and challenge them to a game!)

T i c  T a c  T o e	20 Arm Rotations 	8 Straddle Jumps 	12 Standing Toe Touches 	F I T N E S S
	Hold a Sit & Reach for 15 Seconds 	10 Curl Ups 	15 Sec. Butterfly Stretch 	
	10 Push Ups 	Hold a Plank for 15 Seconds 	15 Mountain Climbers 	

# ***TIC TAC TOE #2***

Find some tokens and complete three games with a family member if you can!  
(Or, videochat a friend and challenge them to a game!)

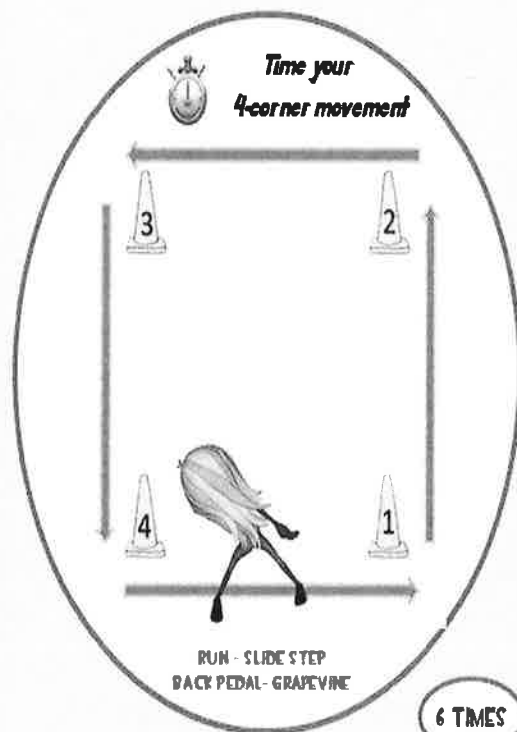
<b>T i c  T a c  T o e</b>	<b>20 Sec. Wall Sit</b> 	<b>Hold a Plank for 15 Seconds</b> 	<b>Tricep Stretch for 12 seconds</b> 	<b>F I  T N  E  S  S</b>
	<b>8 Reachers</b> 	<b>Runners Stretch for 15 Sec</b> 	<b>8 Burpees</b> 	
	<b>12 Skier Jumps</b> 	<b>7 Star Jumps</b> 	<b>10 Lunges</b> 	

# CHALLENGE COURSES

Choose one to complete or alternate  
between the two!

(You could use cardboard boxes for cones and number them!)

## FOUR CORNER DRILL



Start at cone 1- Run Forward to cone 2.  
Slide step facing out to cone 3.  
Back pedal to cone 4.  
Grapevine step back to cone 1.

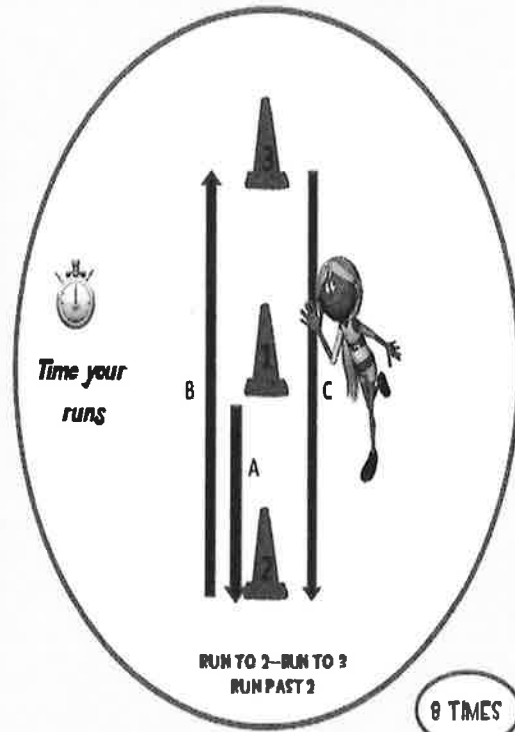
1

CONES AND POLYSPOTS



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## TURN AND SPRINT



Start at cone 1 in an "athletic stance."  
A. Run Forward to cone 2.  
B. Turn quickly and run to cone 3.  
C. Turn and sprint past cone 2.

2

CONES AND POLYSPOTS



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# ***HOKEY POKEY AEROBICS***

***(SING ALONG WITH FAMILY MEMBERS)***

## ***HOKEY POKEY AEROBICS (WITH FAMILY MEMBERS)***

Hokey Pokey Song by Maximo - Sing while doing the corresponding movement:

- Put your right foot in (lunge forward on the right leg)
- Put your right foot out (return to standing position)
- Put your right foot in and shake it all about (lunge forward on right leg and lightly bounce up in down in lunge position)
- Do the Hokey Pokey and turn yourself around (do jumping jacks while turning in a circle)
- Repeat above but do the opposite for the left leg.
- Continue to sing while working the following body parts
- Right arm and left arm (in-extend arm at the elbow, out-flex arm at the elbow, shake- bicep curls)
- Head (in-slowly touch chin to chest, out-back to starting position, shake- slowly side to side)
- Right hip and left hip (in-side jump in, outside jump out, shake- jump side to side)
- Whole self (in- forward jump, out- backward jump, shake-jump in and out)
- Finish with "Do the Hokey Pokey and turn yourself around, that's what it's all about!"

Variation(s) - Each time you turn yourself around you can incorporate different movements:

- Hopping on one foot - Leg squats
- Running in place

# Week /

## Social Emotional / Leader in Me

### Habit focus: Put first things first

Having a planner helps you know your schedule for the week and allows you to plan ahead. Use this weekly planner and type in your assignments for the week!

	ELA	Writing	ELD	Math	SEL/LIM	PE
Monday 5/4						
Tuesday 5/5						
Wed. 5/6						
Thursday 5/7						
Friday 5/8						



## Assignments for Week 7:

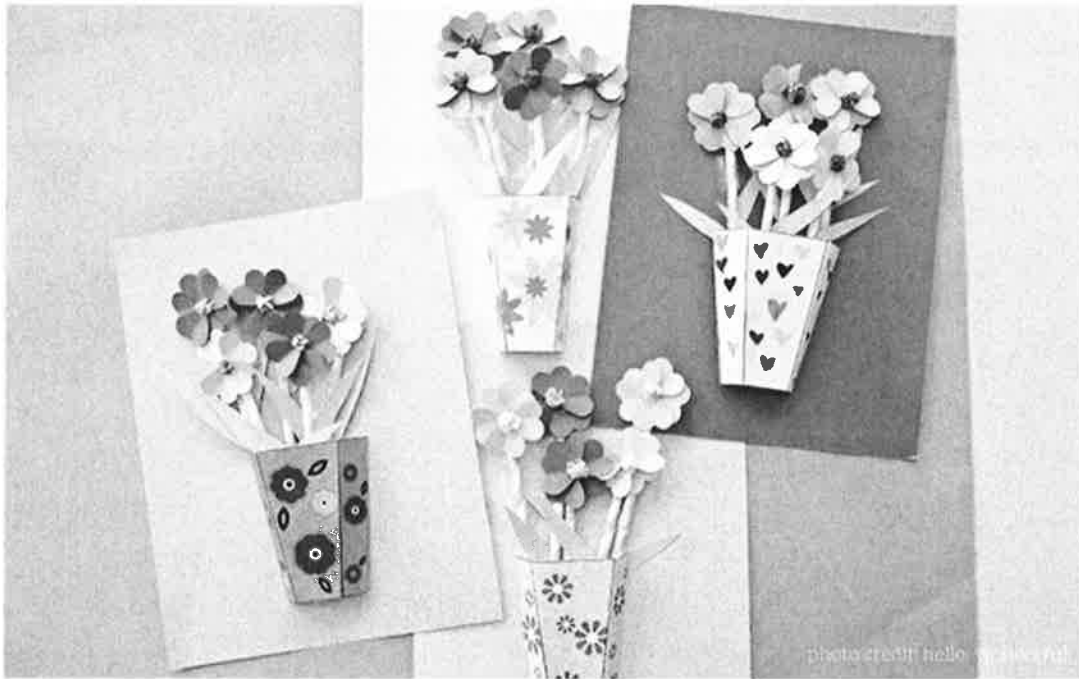
- Monday (Be Proactive) - Complete your planner on slide 1
- Tuesday (Communicate another's worth) - Make someone special a card
- Wednesday (Communicate another's worth) - Craft gift
- Thursday (Communicate another's worth) - Game night
- Friday (Sharpen the Saw) - Collect jokes

# Tuesday



Think of someone special in your life who means a lot to you. Write down some reasons that you value them. Make them a card and share why they are important to you on the inside!

# Wednesday



Draw or make something for someone important to you (try to pick someone new). When you give your gift to them, tell them why you made it!



# Thursday



Plan a game night for your family.

Think of a few games that everyone would enjoy playing and pick a date where everyone will be home! Tell each family member why you enjoy spending time with them.

## Sharpen the Heart

**HABIT 7: SHARPEN THE SAW** reminds you to sharpen your heart. One way to keep your heart sharp is to build relationships. Another way is to laugh.

### RESEARCH SAYS...

One study showed that 5-year-olds laugh about 300 times a day. In contrast, the typical adult laughs only 17 times a day.

### LAUGHTER:

- Helps you think creatively.
- Reduces stress.
- Relaxes you.
- Connects you with others.
- Releases endorphins, which make you feel better.
- Promotes healing.

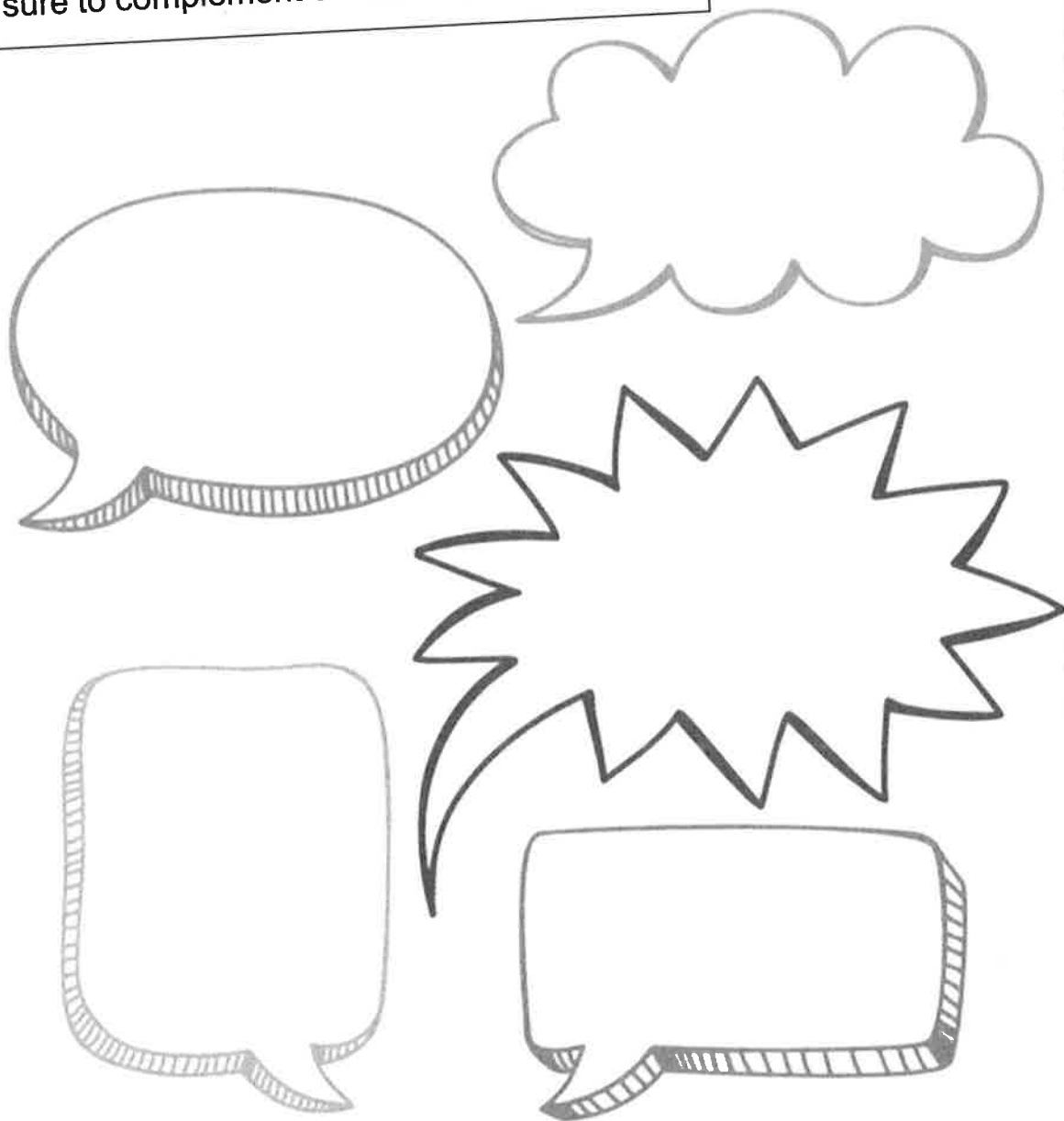
Write the funniest joke you know

SHARE IT  
WITH A  
FRIEND.

# Friday, pg. 2

Starting a collection of funny jokes is a great way to keep laughter in your life.

Ask your family or someone in your house to share a funny joke. After they share, make sure to complement or thank them!



## ACCOUNTABILITY PARTNER CHECK

In one week, meet with your Accountability Partner to check your progress on collecting jokes.