

# Alice B. Beal Elementary School



**Hi, Beal Students and Families!**

**The schedule below will help you with your daily work. Have fun learning!**

## Remote Learning Lessons for Grade: 5

### Week of June 1

#### English Language Arts



Tasks:	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Reading</b>	Read the article "Sneakers" and answer the multiple choice questions.	Reread the article "Sneakers" and answer the question: Use information in the selection to describe two different ways that Native Americans used latex.  THIS is the MUST DO.	Read the article Curiouser and curiouser: Kids' creations help them figure out how things work. Answer the multiple choice questions.	Read the story "Building a Bridge" and answer the question: What are two ways Alex helps to solve the problem facing her and Maria?	Create an invention for a problem that needs to be solved. You can use art materials, the computer or building materials.

<p><b>Word Work</b></p>	<p>Go to Flocabulary.com Enter class code P5V2RY</p> <p>Watch the video about problem and solution.</p>	<p>Go to Flocabulary.com Enter class code P5V2RY</p> <p>Complete the vocabulary cards about problem and solution.</p>	<p>Go to Flocabulary.com Enter class code P5V2RY</p> <p>Complete the read and respond video about problem and solution..</p>	<p>Go to Flocabulary.com Enter class code P5V2RY</p> <p>Complete the quiz about problem and solution..</p>	<p>Go to Flocabulary.com Enter class code P5V2RY</p> <p>Play the vocabulary game about problem and solution..</p>
<p><b>Writing</b></p>	<p>Complete the explanatory graphic organizer to create a piece of explanatory writing where you describe a problem and how it can be solved. You can use the list of problems or your own idea!</p>	<p>Use your graphic organizer to write a strong beginning for your writing piece. Try to kick it off with either a question, quotation, or a strong statement.</p>	<p>Create details That build off of each other for your Piece. Be sure to Use transition phrases to help your reader understand that you are moving to your next point.</p>	<p>Create a conclusion that gives your reader closure and closes up your piece. Reread your piece does it make sense? What can you add or take away from it to clarify it for your readers?</p>	<p>Create a piece of explanatory writing where you describe a problem and how it can be solved</p> <p><b>*****THIS IS A MUST DO</b></p>

Students who have access to i-Ready should complete at least 45 minutes and pass 1 lesson.



**Math \*\*\*\*\*COMPLETE 45 IREADY MINUTES THIS IS A MUST DO**

When solving problems on Padlet, click on the link in the box for the day and read the directions/problem to solve. Respond by clicking the + sign. **Always remember to leave your name when you are done and check back for feedback from me.** Thursday and Friday problems can be solved on a word document and shared with me. If you need help, you can send me a message on unified classroom or Class DOJO. Check IREADY for teacher assigned IREADY.



Tasks:	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Learning Activity</b> 5.G.B.3</p> <p>Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category 5G.B.4 Classify 2 dimensional figures in a hierarchy based on properties</p>	<p><b>COMPLETE IREADY TEACHER ASSIGNMENT FIRST. Classify 2 dimensional figures.</b></p> <p>Solve the Padlet Problem</p> <p><a href="https://padlet.com/facchinij/erlcrwkw4t4bw78f">https://padlet.com/facchinij/erlcrwkw4t4bw78f</a></p> <p>Remember to put your name on your Padlet responses and read the question carefully. <b>Check back to see my feedback.</b></p>	<p>Solve the Padlet Problem</p> <p><a href="https://padlet.com/facchinij/tt43hicjofekqsej">https://padlet.com/facchinij/tt43hicjofekqsej</a></p> <p>Remember to put your name on your Padlet responses and read the question carefully. <b>Check back to see my feedback.</b></p>	<p>Solve the Padlet Problem</p> <p><a href="https://padlet.com/facchinij/t9prjwpcynlh6z">https://padlet.com/facchinij/t9prjwpcynlh6z</a></p> <p>Remember to put your name on your Padlet responses and read the question carefully. <b>Check back to see my feedback.</b></p>	<p><b>MUST DO</b></p> <p>Problems to solve on a word document. Make sure to put the problem number next to each answer</p> <p>See attached</p> <p>Then share with me</p>	<p><b>MUST DO</b></p> <p>Problems to solve on a word document. Make sure to put the number next to each answer</p> <p>See attached</p> <p>Then share with me</p>
<p><b>Fluency Practice</b></p>	<p>Multiplication.com 15 minutes of division or multiplication practice</p>	<p>Multiplication.com 15 minutes of division or multiplication practice</p>	<p>Multiplication.com 15 minutes of division or multiplication practice</p>	<p>Multiplication.com 15 minutes of division or multiplication practice</p>	<p>Multiplication.com 15 minutes of division or multiplication practice</p>



**\*\*\*\*MUST DO! IREADY MINUTES** Students need to complete at least 45 minutes and **pass 1 lesson**

---

*Read the article. Then, answer the questions.*

## **Sneakers!**

by Patrick Joseph

Look down at your feet. What are you wearing on them? Odds are the answer is sneakers. Sneakers are everywhere. But how much do you know about this popular footwear? How were sneakers invented? What are they made of? And why are they called “sneakers” anyway?

### **Rooted in Rubber**

The story of sneakers started about 500 years ago. That’s when European explorers in Central and South America noticed Native Americans playing with an unusual ball. The ball was made from a milky, white liquid that oozed out of the cahuchu (ka OO choo) tree. The liquid, known today as latex (LAY tex), hardened as it dried.

Native Americans had practical uses for latex too. They spread the sticky liquid on their feet. Once it dried, it formed a very thin “shoe” that protected their feet from water. They also made waterproof bottles with latex.

When explorers brought latex samples back to Europe in the early 1700s, scientists started searching for their own ways to use it. In 1770, an English chemist named Joseph Priestley discovered that the gummy stuff could rub out pencil marks. People dubbed it “rubber,” and the name stuck.

### **The Right Stuff**

By the early 1800s, manufacturers in the United States and Europe had found many uses for rubber. They used the stretchy, waterproof stuff for raincoats, hoses, elastic bands, and more. But rubber wasn’t very good for making most things. It got too brittle in the cold and too sticky in the heat.

That changed in 1839. An inventor named Charles Goodyear mixed rubber and a smelly yellow chemical called sulfur. Then he accidentally spilled the mixture onto a hot stove. The resulting glop stayed firm and stretchy whatever the temperature. It was called vulcanized (VUL can ized) rubber, named after Vulcan, the Roman god of fire.

### **Sneaking Around**

A few years later, manufacturers teamed vulcanized rubber soles, or shoe bottoms, with a tough fabric called canvas. The result was comfortable, lightweight shoes. Up until then, almost everyone wore leather shoes with hard soles that clomped loudly with each step. The new rubber-soled shoes were very quiet. You could easily sneak around in them, so people started calling them “sneakers.”

At first, sneakers weren’t very popular. For one thing, they were expensive. And people were more excited about using vulcanized rubber to make tires for bicycles—and, later, cars. But in 1916, a rubber company introduced a simple sneaker called Keds. Its price was low, so many people could afford a pair. Keds were a huge success.

A year later, another company called Converse created the first basketball sneaker. The All Star model featured rubber soles that kept players from slipping on the court. They also had canvas tops that went up around the ankle for good support. Sneakers were off and running.

### **Stepping Up Design**

It wasn't until the fitness craze of the 1970s that many people started taking sneakers seriously, though.

Track coach Bill Bowerman was one of these people. He realized that if he could create lighter sneakers, his runners would save energy. In fact, shaving just one ounce off the shoes would help. The runner's legs would lift 200 fewer pounds over the course of a mile. That could help his athletes win races.

One day in 1971, inspired by his breakfast, Bowerman poured liquid rubber into his wife's waffle iron, and let it harden. The experiment ruined the waffle iron. But it resulted in the first "waffle soles." These were lighter than flat soles because of all the notches in the waffle pattern. Plus they gave better traction, or grip. A new model for sneaker soles hit the pavement.

### **Modern Wonders**

Today, sneakers are big business. In 2000, people in the United States spent more than \$15 billion on them. That means they purchased more than 405 million pairs. Modern sneaker designs jump far beyond the first canvas-and-rubber model.

Whether you wear sneakers to play sports or for fashion flair, the choices today are endless. So the next time you get a new pair of sneakers, take a good look at how they're made. Think about what goes into them and all the history behind them. Then slip them on and take off!

Sneakers! The All-Stars of Footwear "Sneakers" by Patrick Joseph, National Geographic for Kids, March 2002, pp. 12–14. Used by permission of National Geographic Image Collection. Artwork: Taken from the Clip Art Collection of Art Explosion, copyright © 1995–2002. Nova Developments Corporation and its licensors. All rights reserved. USA.

1 Charles Goodyear accidentally discovered rubber. Which statement shows the cause of that accident?

(A) He added some raised notches and a waffle pattern.

(B) He poured hot rubber onto a waffle iron to harden.

(C) He let white liquid latex cool and harden as it dried.

(D) He dropped rubber mixed with sulfur on a hot stove.

2 How did rubber get its name?

(A) People were excited about using it to make bicycle tires.

(B) European explorers found Native Americans playing ball.

(C) An inventor mixed hot latex with a chemical called sulfur.

(D) An English scientist discovered that it erased pencil marks.

3 Vulcanized rubber is different from rubber used in Europe in the 1700s. Which statement supports this idea?

- (A) Vulcanized rubber makes clothing waterproof.
- (B) Vulcanized rubber can rub out pencil marks.
- (C) Vulcanized rubber gets sticky in hot weather.
- (D) Vulcanized rubber stays stretchy in cold weather.

4 Why did Bill Bowerman want to change the sneaker?

- (A) He wanted to be a part of the fitness craze.
- (B) He wanted to make a shoe for basketball.
- (C) He wanted to help his track team run faster.
- (D) He wanted to make a quieter running shoe.



5 "These were lighter than flat soles because of all the notches in the waffle pattern. Plus they gave better **traction**, or grip. A new model for sneaker soles hit the pavement." What word helps define the word **traction** ?

- (A) grip
- (B) sneakers
- (C) lighter
- (D) soles

6 What was the first thing manufacturers did that made many people begin to buy sneakers?

- (A) They made waffle soles for traction.
- (B) They made a simple, low-cost sneaker.
- (C) They made lightweight shoes that helped people run faster.
- (D) They made sneakers that kept basketball players from slipping.

# Curiouser and curiouser: Kids' creations help them figure out how things work

By Washington Post, adapted by Newsela staff on 03.06.17

Word Count **595**

Level **800L**



Heidy Umanzor, age 11, tinkers with the inner workings of an alarm clock. Photo from: Washington Post by Ann Cameron Siegal.

Do you ever think, "What makes that work?" Heidy Umanzor does. She is 11 years old and lives in Mount Vernon, Virginia. Curiosity prompted Heidy to take apart a battery-operated alarm clock.

"It looked simple when I opened the back, but then I found lots of wires and gears," said Heidy. First, she figured out which ones controlled the clock's hands and alarm. Then, she "wanted to learn how they put all those itty-bitty gears together."

## **A Maker Is Anyone Who Designs And Produces Something**

If that sounds like you, you may enjoy going to a Maker Faire. A "maker" is anyone who designs and produces something. Maybe it's for art, a hobby or a business. Many makers began by taking things apart, studying the pieces, then trying to put them back together.

Maker Faires have many hands-on activities for the whole family. You can build a tower out of spaghetti or learn about drones and robots. You can discover magic with magnets or use tools in

the "take-apart" zone.

## **Makers Of All Ages Showed Off Their Inventions**

The fourth annual Maker Faire recently took place in Reston, Virginia. More than 120 makers of all ages showed off their inventions. Let's meet three of them.

### **Alana Hogarty's "Gear Heart" Pendant**

When Alana Hogarty was eight years old, she discovered Nova Labs, the nonprofit group that runs Maker Faire in Reston. Its maker space offers hands-on creative opportunities for kids. At Nova Labs, Alana designed an acrylic "gear heart" pendant with gears that turn. She then used a laser cutter to make one. Grown-ups supervised and guided her work.

Alana is now 10 years old and learning the art of soldering (pronounced SAH-der-ing). This is the process of permanently joining two pieces of metal, and it is often used when making jewelry or electronics. Alana's goal? "I want to be a plastic surgeon."

### **Ryan Gray's "Paleobot"**

Years ago, Ryan Gray found a rock with strange circles and lines in it. He learned it was a crinoid, the exoskeleton of a sea creature that died out long ago. Ever since, Ryan has been hooked on paleontology, the study of fossils.

Ryan also loves robotics. The 12-year-old combined both interests to invent something called a "paleobot." It's a fossil-finding robot made from gears, metal and plastic. Ryan programmed the paleobot with photos and information about fossils. When the paleobot passes over an object, its camera detects whether it's a fossil or not. When it recognizes a fossil, it will say the name.



Ryan's goal: "I would like to find something no one has found before."

### **Alec Agayan's 3-D Printer**

Alec Agayan of Herndon, Virginia, saw his first 3-D printer at science camp. He was fascinated that the printer could melt plastic to make anything.

So Alec created one using Legos, gears and his knowledge of programming. He has used Legos for other inventions, including a coin-operated candy machine and a safe. The safe was even key-card- and password-protected.

Now the 12-year-old is working on a science class project. He is building a small generator that can run a refrigerator and stove during a power outage.

Alec has some advice for other would-be makers. Whether you make something simple or complicated, "if you start with an idea but think it is impossible, just try it," he said. "And have patience."

## Quiz

1 Read the summary below. Choose the answer that BEST goes into the blank to complete the summary.

Alana, Ryan and Alec like to learn about how things work. \_\_\_\_\_ They shared their creations at a Maker Faire in Virginia.

- (A) Paleontology is the study of fossils, and kids can learn how to find a crinoid, which is the fossil of a sea creature that died out a long time ago.
- (B) The fourth Maker Faire in Reston, Virginia, is a place where kids who are just interested in robots and drones can have a chance to meet 120 other kids who have the same interests.
- (C) Nova Labs is a nonprofit group that focuses on helping children design and create their own jewelry with laser cutters and soldering machines.
- (D) Alana made an acrylic heart-shaped pendant with gears that turn, Ryan made a robot that finds fossils and Alec used Legos to make a 3-D printer that makes things out of melted plastic

2 Which of the following are two main ideas of the article?

1. Many kids who go to Maker Faires want to be doctors.
2. Several kids have used their curiosity to build new creations.
3. The Maker Faire is a place where people of all ages can go to learn new things and show inventions.
4. Heidy Umanzor, from Virginia, likes to take apart alarm clocks and look at all the small parts.

- (A) 1 and 3
- (B) 2 and 4
- (C) 1 and 4
- (D) 2 and 3

3 What effect did science camp have on Alec Agayan?

- (A) When he went to science camp, he became interested in 3-D printers.
- (B) When he went to science camp, he built a small generator.
- (C) When he went to science camp, he started to build with Legos.
- (D) When he went to science camp, he learned how to build a safe.

4 According to the article, how did Ryan Gray become involved with building his "paleobot"?

- (A) He discovered an interesting- looking fossil.
- (B) He went to science camp in Reston, Virginia.
- (C) He learned about the paleobot at the Maker Faire.
- (D) He worked on a small generator for a project.

# Building a Bridge

by R. Howard



Summer vacation had just begun, and Alex and Maria were ready to spend all day outside. They decided to walk to the neighborhood park, where there was a river that they liked to swim in when it was particularly hot. Alex and Maria began to sweat as they walked, even though their house was only ten minutes away from the park's entrance.

When they got to the river, they saw that it was too shallow to swim in. The rocks that made up the bed of the river were even poking out of the water in some places, glistening in the sun. Alex and Maria were frustrated. On the other side of the river, about fifty yards away, and in a welcoming courtyard, there was a fountain spewing water in beautiful arcs.

"We should go play in the fountain," Maria said.

"How will we get there?" asked Alex.

They thought for a moment. They knew if they walked upriver, they would eventually come to a walkway that crossed the river, but it was so hot, and they were eager to get to the fountain.

Maria looked around the grassy riverbank and noticed a few logs and branches lying close to

the water. "We could build a bridge!" she said. She ran over to a thick tree branch that looked long enough to be placed across the river. Together, she and Alex hefted the branch onto their shoulders and walked it to the water. Here, they stopped. How would they get the branch across?

Maria suggested throwing it down into the water and seeing if it reached the other side. That seemed imprecise to Alex - what if the branch did not reach the other side of the river, and got stuck or swept away by the water? Then they would be unable to walk all the way across the river.

Maria wondered if they could measure the distance from the riverbank they stood on to the other shore. They put the log carefully down and decided to test the distance with lighter, thinner branches. They found a few wispy branches by the spot where they had first found the log, and they tied the branches together using their hair bands.

On their first attempt, they tied two branches together and went back to the river to test the length. The branches barely reached the center of the swirling water. After tying two more branches together to the initial branches, Alex and Maria were able to get the thin makeshift model bridge to touch the far bank.

"Hooray!" Maria said. "Now we know how long the log needs to be."

They set the tied branches on the ground next to the log. The log was luckily the exact length of the tied branches. Now Alex and Maria had to figure out how to make sure the log was secure on both sides of the bank before they walked across it to reach the other side of the river.

"I know!" Alex said. She began to gather thinner branches, like the ones they had tied together, which were pliable and easy to bend. She twisted them together into a tight bundle, then laid them horizontally across the edges of the log. Then she and Maria hauled some of the stones out of the river and placed them on the branches on either side of the log. In this way, they were able to stabilize the log-at least on one side-in order to run across.

When Alex and Maria got to the other side of the river, they secured the other side of the log with more branches and rocks, and looked back at their handiwork. It had been a good day's work, but now they were free to enjoy the cool water in the fountain.

Name \_\_\_\_\_ Date \_\_\_\_\_

### Writing Prompts – Problem Solution Essay

- Unable to get the lid off of a jar
- Unable to fall asleep at night
- Unable to figure out a math problem
- Unable to remember facts for history class
- I keep falling when I ride my bike
- Unable to write in cursive well
- Unable to read a clock or tell time
- Unable to save enough money to buy a toy
- Unable to talk your parents into a later bedtime
- I just can't swing my foot as high as my best friend
- All my friends are faster than me in foot races.
- Unable to eat more than two sandwiches at one time
- I just can't remember and recite the alphabet backwards
- I have a lot of trouble when I multiply big numbers
- I just can't do a cartwheel
- Unable to make a basket in basketball
- I can't make a pot with clay in art class. It keeps breaking!
- I have no idea where to begin when drawing an elephant
- Unable to ride a skateboard without falling off
- I just can't seem to be able to wink my eye
- Unable to remember to feed the dog
- I type at way to slow of a pace
- My two dogs don't play well together



Name:

Date:

# INFORMATIONAL WRITING GRAPHIC ORGANIZER:

Plan your informative piece by filling out the graphic organizer.

Topic Sentence

Idea 1

Details/Evidence

Idea 2

Details/Evidence

Idea 3

Details/Evidence

Concluding Sentence



Thursday June 4 MUST DO

1. Create a tree diagram using the categories from most general to most specific.

Triangles

Polygons

Right Triangle

2. Explain why your order makes sense by explaining what attributes the figures share.

Friday June 5 MUST DO

1. Create a tree diagram using the categories from most general to most specific.

Parallelograms

Rectangles

Quadrilaterals

2. Explain why your order makes sense by explaining what attributes the figures share.