Health Related School Closure

Student Packet

Teacher Name:

Ms. Fodi: LFodi@paterson.k12.nj.us
Ms. Chichester: RChichester@paterson.k12.nj.us
Ms. Lobue: MLobue@paterson.k12.nj.us
Ms. Collazo: ECollazo@paterson.k12.nj.us
Ms. Chapman: JChapman@paterson.k12.nj.us

Grade Level: 5

Course: Math, English Language Arts, Science, Social Studies

School: School #9

Phase/Days: Phase 4, days 31-40

Student Name:
Health Related School Closure

Student Packet

Teacher Name: _________________________

Grade Level: ___________________________

Course: ________________________________

School: ______________________________

Phase/ Days: _______________________

Student Name:
Directions to the student:

Grade 5 Students,
We need each of you to do your part in remote learning. That means each day you should be completing your daily assignments for all classes and leaving a comment in each Google Classroom. Feel free to ask a question, leave a positive comment about an assignment or simply say the assignment is completed. This will have a positive impact on your class participation grade. Google Classroom is available as a free app on your phones and is simple to use. Please encourage your classmates to participate if you are in touch with them, too! We look forward to hearing from each of you!

“Remote work is the future of work.” — Alexis Ohanian, Reddit

Mrs. Fodi, English Language Arts  lfodi@paterson.k12.nj.us
Mrs. LoBue, Science/Social Studies  mlobue@paterson.k12.nj.us
Mrs. Chichester, Mathematics  rchichester@paterson.k12.nj.us

Mrs. Fodi ELA Student Directions  - For each lesson I will post in Google classroom the model exemplars and a Brainpop or a fun brain teaser.
Day 31 - Ready Reading Workbook Lesson 14 p. 234-241
Day 32 - Ready Reading Workbook Lesson 14 p. 242-249
Day 33 - Ready Reading Workbook Lesson 15 p. 266-272
Day 34 - Ready Reading Workbook Lesson 15 p. 273-279
Day 35 - Ready Reading Workbook Lesson 16 p. 280-286
Day 36 - Ready Reading Workbook Lesson 16 p. 287-293
Day 37 - Ready Reading Workbook Lesson 17 p. 294-300
Day 38 - Ready Reading Workbook Lesson 17 p. 301-307
Day 39 - Ready Reading Workbook Lesson 18 p. 320-327
Day 40 - Ready Reading Workbook Lesson 18 p. 328-335

Mrs. Chichester Math Student Directions
Daily: SuccessMaker – Complete one round. Use the link on the PPS website under the Math Department.
Imagine Math Facts – Spend 10 minutes on multiplication. You may move onto division. Site Code 3412690
Day 31 - Ready Practice  Fraction Sums and Differences Games pages 181-185
Day 32 - Ready Practice fluency practice page 379
Day 33 - Ready Practice Unit 2 Practice pages 183-184
Day 34 - Ready Practice page 380 fluency practice
Day 35 - Ready Practice page 380 fluency practice - Use the even equations from page 380 and create real world word problems
Day 36 - Ready Practice Unit 2 Performance Task pages 185-186
Day 37 - Ready Practice page 382 fluency practice
Day 38 - Ready Practice Unit 2 Vocabulary Review pages 187-190
Day 39 - Ready Practice Unit 2 Vocabulary Review pages 190-192
Day 40 - Ready Practice page 383 - For odd problems, create a real world word problem.
Mrs. Lobue Science and Social Studies Student Directions

Day 31 - Social Studies - State Project

Choose any state within the United States that you would like to know more about. Suggested websites: www.ducksters.com - www.50states.com - https://kids.nationalgeographic.com/explore/states/

1. Research and list the following facts about your state: state capital, the year it became a state, state abbreviation, nickname, current population, state tree-mammal-fish-flower-insect-bird

Day 32 - Science - State Project

1. Research and describe the following: the state's natural resources and land formations. (1-2 paragraphs)

Day 33 - Social Studies - State Project

1. Research and describe the following: How the state got its name (1 paragraph)

Day 34 - Science - State Project

1. Research and describe the following: the state's wildlife (what are common animals can be found in your state) (1-2 paragraphs)

Day 35 - Social Studies - State Project

1. Research and tell about 3 famous people that were born in the state you choose for your research. Include when that person was born and what they are famous for. (1-2 paragraphs for each)

Day 36 - Science - State Project

1. Research and describe the following: If the state you choose is known for farming (agriculture), tell and give details about what crop is mostly grown. (For example, Florida is known for growing oranges) If the state you choose is known for mostly industry tell and give details about what it manufactures. (For example Michigan is known for the automobile industry) (1-2 paragraphs)

Day 37 - Social Studies - State Project

1. Draw the state flag and describe it

Day 38 - Science - State Project

1. Research a famous Scientist born in the state you choose and tell about their contributions to Science (1-2 paragraphs)

Day 39 - Social Studies - State Project

1. Research and choose 5 fun/interesting things you can tell about your state. For example, you can drive through a giant redwood tree in California!

Day 40 - Science/Social Studies - State Project

1. Write about why you choose the state you did. Be sure to include some things you learned and tell if you would like to visit it someday and why. (2 paragraph minimum)
# State Project Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>95</th>
<th>85</th>
<th>75</th>
<th>65</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of</strong></td>
<td>Information clearly relates to the main topic. It includes several supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. No details and/or examples are given.</td>
<td>Information has little or nothing to do with the main topic.</td>
</tr>
<tr>
<td><strong>Information</strong></td>
<td>All information is accurately documented</td>
<td>Most information is accurately documented</td>
<td>Some information is accurately documented</td>
<td>Most of the information is not accurate</td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td>All flag and information is extremely neat, accurate and adds to the reader's understanding of the topic.</td>
<td>All flag and information is neat, accurate and adds to the reader's understanding of the topic.</td>
<td>All flag is somewhat neat and accurate and sometimes adds to the reader's understanding of the topic.</td>
<td>All flag is not neat, accurate OR does not add to the reader's understanding of the topic.</td>
</tr>
<tr>
<td><strong>Illustration</strong></td>
<td>All paragraphs include an introductory sentence, explanations or details, and a concluding sentence.</td>
<td>Most paragraphs include an introductory sentence, explanations or details, and a concluding sentence.</td>
<td>Paragraphs included information but were typically not constructed well.</td>
<td>Paragraphing structure was not clear and sentences were not typically related within the paragraphs.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>No grammatical, spelling or punctuation errors.</td>
<td>Almost no grammatical, spelling or punctuation errors.</td>
<td>A few grammatical spelling, or punctuation errors.</td>
<td>Many grammatical, spelling, or punctuation errors.</td>
</tr>
<tr>
<td><strong>Paragraph</strong></td>
<td>All paragraphs include an introductory sentence, explanations or details, and a concluding sentence.</td>
<td>Most paragraphs include an introductory sentence, explanations or details, and a concluding sentence.</td>
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