March 18, 2020

Dear Parent/Guardians,

As you are aware, the 2019 Novel Coronavirus (COVID-19) has reached the state of New Jersey. While information regarding this virus is coming out daily, there is still much that we don’t know, but we are following the guidance of state and local health officials.

The state of New Jersey has provided guidance for school districts regarding the COVID-19 outbreak. Your child’s health, safety, and academics is of upmost importance to the Paterson Public School district. In the event that we need to close schools as a strategy to limit transmission within our community, the attached packet contains the lessons that your child must complete while at home. Given that we are unsure what the duration of a closing may entail, packets have been created to afford your child the ability to engage in remote learning at home for at least 10 days.

Please retain this packet at home in a safe location in the event that you are notified of a school closing. Should your child’s school close, each instructional day that schools are not in session, your child should complete the assignment for that day for their subjects. In the event of a closing, teachers will be accessible to students and families to answer questions about the tasks in this packet via email. All work must be completed by the students and returned to their teachers upon the reopening of schools. Student work will be graded and entered into Infinite Campus. If student work is not returned, the student will receive no credit (0) for the assignments.

In order to avoid the possibility of extending the school year and receive credit toward the 180-day attendance requirement, your child’s work submission will be utilized to calculate their attendance. Students who do not submit work will be considered absent for the days’ work was not turned in.

Please be advised that this letter serves as a guidance should schools need to close. As of today, we are open and in operation. Should a closure need to occur, you will be notified via School Messenger.

Check the Paterson Public School website daily for updates.
http://www.paterson.k12.nj.us/11_pages/corona_virus.php

Thanking you for your assistance.

Sincerely,

Eileen F. Shafer, M.Ed.
Superintendent of Schools

If you need to reach us please email us at:

lfodi@paterson.k12.nj.us
rchichester@paterson.k12.nj.us
mloebue@paterson.k12.nj.us

Paterson – A Promising Tomorrow
Together We Can
Mrs. Fodi - Grade 5 ELA

Day 1
1. Do Now- Reading Skills – Main Idea- “Life on Mars”
2. Cursive Handwriting Practice- Your Name

Day 2
1. Do Now- Reading Skills – Cause & Effect
2. Ready Reading Workbook- Lesson 19 Understanding Supporting Evidence p.340-341; 343; 344-349

Day 3
1. Do Now- Reading Skills – Inference- “Nerves”
2. Cursive Handwriting Practice- Your Name
3. Ready Reading Workbook- Lesson 20 Using Multiple Sources for Writing p. 350-358

Day 4
1. Do Now- Reading Skills- Author's Purpose
2. Ready Reading Workbook- Lesson 20 Using Multiple Sources for Writing p.359-367

Day 5
1. Do Now- Reading Skills – Compare & Contrast
2. Cursive Handwriting Practice- Your Name

Day 6
1. Do Now- Reading Skills – Main Idea “A Sleepy Story”
Day 7
1. Do Now- Reading Skills – Fact & Opinion
2. Cursive Handwriting Practice- Your Name

Day 8
1. Do Now- Reading Skills – Inference- “A New Adventure”
2. Ready Reading Workbook- Lesson 22 Comparing Topics & Themes in Stories p. 408-415

Day 9
1. Do Now- Reading Skills – Context Clues
2. Cursive Handwriting Practice- Your Name

Day 10
1. Do Now- Reading Skills – Sequencing
2. Cursive Handwriting Practice- Your Name
Main Idea

Read the paragraph below. Determine the main idea and two supporting details.

**LIFE ON MARS**

Many a movie has been made showing how humans could one day live on Mars. But is this really a possibility? Scientists have long studied how realistic an idea it is to live on Mars. There are a few problems that exist: First, the atmosphere on Mars is mostly made up of carbon dioxide, and humans need oxygen to survive. Next, while there is some gravity on Mars, it isn’t even half of the gravity on Earth. It is frigid on Mars and much too cold for humans to live. All of these difficulties have not prevented scientists from trying to figure out how to get humans to at least visit Mars.

**MAIN IDEA:**

_____________________

**SUPPORTING DETAILS:**

1. ____________________

2. ____________________

Cause & Effect

Read the paragraph below and identify at least two cause and effect relationships shown in each picture.

Inference

Look at the picture below. What are two inferences you can make based on the picture?

Nerves

Kenneth stared out at his classmates. Nerves began to overcome him, but he could hear his dad’s voice in the back of his mind, reminding him to stand tall, confident and proud. He straightened his shoulders out and stood up straight, holding his index cards at his waist, and clearing his throat. As he began to give his presentation, he looked out into the crowd and smiled. "Have you ever wondered how different plants react to different amounts of water?" he began.

How does Kenneth change from the beginning of the story to the end?

1. ____________________

2. ____________________
Shade in each slice of pie in the correct color to show the author’s purpose for writing the sentence(s).

Every year at Christmas, I make pecan pie with my grandmother. We measure all of the ingredients and bake it for just the right amount of time. It always comes out perfectly.

**Persuade (PINK) * Inform (BLUE) * Entertain (GREEN)**

**BONUS**

Would You Rather? Create 5 “Would you Rather” prompts. (Example: Would you rather eat beans every day or eat cabbage every day?) Write your answers to each of the prompts.

1
2
3
4
5

**Compare & Contrast FRIDAY**

Use the graphic organizer to compare and contrast the following topics.

**TOPIC**

Your two favorite restaurants

RESTAURANT #1

RESTAURANT #2

How would your graphic organizer have been different if you had been asked to compare your favorite restaurant to your least favorite restaurant?
Main Idea

Read the paragraph below. Determine the main idea and two supporting details.

**A SLEEPY STORY**

Not all bears hibernate, but those that do hibernate tend to sleep right through the cold winter months! When these mammals hibernate, a bear’s body temperature drops, and they go into a deep sleep. They occasionally wake up to go to the bathroom and have a small bite to eat, but some bears sleep all winter. Bears hibernate during winter because food is scarce. They aren’t able to find enough food to fill themselves up, so it’s important that they hibernate and don’t use all of their energy. Once spring arrives (and with it, more food), they begin to wake up and come out of their dens. Their long winter’s nap is over.

**MAIN IDEA:**

**SUPPORTING DETAILS:**

1. 

2. 

Fact & Opinion

Read each of the notes on the postcards below. Decide if the statement is a fact or an opinion, then address it to FACTUAL FREDDY or OPINIONATED OPHELIA.

<table>
<thead>
<tr>
<th>Postcard 1</th>
<th>Postcard 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Taj Mahal is made of marble and was built in the Indian city of Agra.</td>
<td>There are over 70 million gallons of water at the Georgia Aquarium.</td>
</tr>
<tr>
<td>The lights and sounds of Las Vegas make it a super cool vacation destination.</td>
<td>In the year 2016, 45 million people visited The Statue of Liberty in New York City.</td>
</tr>
<tr>
<td>Everyone should visit the Grand Canyon at least once in their lifetime.</td>
<td>Disney World is the same size as two San Franciscos put together!</td>
</tr>
</tbody>
</table>

Inference

Look at the picture below. What are two inferences you can make based on the picture?

![Picture](image)

**Inference Wednesday**

Read the paragraph below, and infer to answer the questions.

**A NEW ADVENTURE**

Today was the day! Although Derek loved his friends in New Orleans, he was excited about moving somewhere cooler and being closer to the rest of his family. He had enjoyed the family’s adventure in a different state (the delicious Cajun food may have been his favorite part), but he had never really loved it the way he did Colorado.

**WHY IS "TODAY THE DAY?"**

1. 

2. 

3. 

4. 

Use the word bank to fill in the blanks in the text below.

**WORD BANK**

<table>
<thead>
<tr>
<th>happy</th>
<th>difficult</th>
<th>lucky</th>
<th>positive</th>
<th>seek</th>
</tr>
</thead>
<tbody>
<tr>
<td>easy</td>
<td>unfortunate</td>
<td>unsure</td>
<td>assemble</td>
<td>ferocious</td>
</tr>
</tbody>
</table>

It had been a ________ journey, but the trio of friends had finally made it to the top of the mountain and were able to ________ their tent for shelter that night. It was only the first day of their adventure, but Zack, Juan, and Paul had already run into a bear family and been forced to ________ shelter when a ________ thunderstorm ripped through the area. Paul had been the most ________, of them all, soaking his shoe in a deep pile of mud only halfway up the mountain. All of the boys were optimistic, or ________, that tomorrow was going to be a better day!

Sequencing

Choose the transition words in the correct order that would best fill in the blanks in the paragraph. Then, answer the question.

Adam arrived at the doctor’s office right on time. ________, he signed in at the front desk. They asked him to take a seat in the waiting room. ________, he filled out the paperwork they gave him and waited. ________, the nurse came out to the waiting room and called his name. The nurse weighed him, took his blood pressure, and measured his height. ________, the nurse put him in his room and he waited patiently for the doctor.

A First, Next, After, Again  
B To begin, Next, Eventually, Finally  
C Next, First, Second, Then  
D To start, Finally, Then, Next

WHAT HAPPENED RIGHT AFTER THE NURSE CALLED HIS NAME?

Think of three words that describe how you feel when you think about each of the following topics. Your three words can be individual words or you can create a three-word phrase. Avoid too many general adjectives like “cool,” “awesome,” “radical,” and “amazing.”

**BONUS**

- THE BEACH  
- WEEKENDS  
- CHICK FIL A  
- THE PARK  
- SCHOOL  
- YOUR BFF  
- SCIENCE  
- HOMEWORK
Mrs Fodi
### Use as a Model

**Lesson 19 pgs. 339 & 342**

The author states, "Secret codes and power go hand-in-hand." Complete the chart to explain why the author thinks this and describe three pieces of evidence supporting his thinking.

<table>
<thead>
<tr>
<th>What Does the Author Think?</th>
<th>Why Does He Think This?</th>
<th>What Evidence Supports His Thinking?</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Secret codes and power go hand-in-hand.&quot;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Julius Caesar used a secret code in letters to his generals.
2. Elizabeth I had to be very clever to figure out the coded letter that was sent to her.
3. After Alain Turing cracked the Enigma code, the British knew which of their ships were targeted.

---

**Routine**

1. **Read** in p. 322
2. **Rev** each unit
3. **Enc** the help
4. **Ask**
5. **Gut**
6. **Tell**
7. **Rev**
8. **Hav**

---

**Activity**

1. Use the space below to write your answer to the question on page 339.

### The Power of Codes

**Short Response** The author states that a group with a secret code has an advantage over groups that do not. Explain how the author supports this idea. Use details from the passage in your response.

Sample response: Julian Caesar used examples from history to support his idea that a group with a secret code has an advantage over groups that do not. One example is Julius Caesar, who wrote a code to protect his plans from members of his army. It would not matter if Caesar's enemies intercepted his letters, because they would not be able to understand what they said. This gave Caesar an advantage over his enemies. A second example is the work of Alain Turing, who cracked a German code that conveyed information that was critical to the war effort. Turing's work allowed the British to know important information that the Germans did not know. These examples demonstrate how the power of codes can be used to gain an advantage in war.
Lesson 20  pgs. 353 & 358 use as a model

**BELL AND THE TELEPHONE**

Did Gray or Bell Invent the Telephone?

**Short Response**

Explain who Bell and Gray were, the main invention each man developed, and why they invented them. Use details from both passages in your response.

**MEET**

The prompt shows a way to organize your response.

Bell and Gray. In the late 1800s, people had to send letters to communicate over long distances. Thomas Edison and his friend Gray were inventors. Both wanted to invent a machine that could send messages over distances using a wire. Bell figured out that an electric bell could be used to send messages, and Gray came up with the idea of using a machine to send messages over long distances. Gray invented the telephone in 1876, and Bell patented his invention in 1877. The telephone made communication easier and faster.

Check Your Writing

Did you read the prompt carefully?
Lesson 21 pgs. 387 & 390 use as a model

**Analyzing Visual Elements in Literary Texts**

<table>
<thead>
<tr>
<th>Quotes from the Text</th>
<th>Based on the Text, How Does the Traveler Feel?</th>
<th>What Do the Pictures Add to the Meaning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;With the first gust of wind the ends of the cloak whipped about the Traveler’s body. But... the harder the wind blew, the tighter he held it to him.&quot;</td>
<td>The Traveler must feel very cold to pull the cloak around him for warmth.</td>
<td>The Traveler’s face shows pain and discomfort.</td>
</tr>
<tr>
<td>&quot;At last he became so heated that he pulled off his cloak, and, to escape the blazing sunshine, threw himself down in the welcome shade of a tree by the roadside.&quot;</td>
<td>The Traveler feels warmer and warmer until he has take off his cloak and get out of the Sun’s rays.</td>
<td>It looks like it’s hard to walk forward because the wind is blowing in his face and he is traveling on foot.</td>
</tr>
</tbody>
</table>

**Short Response** Analyze what the pictures add to the meaning of the fable. Use details from the text and the pictures to support your answer.

Sample response: The details in the first picture show the Traveler must feel very cold as he pulls the cloak around him. With the Wind blowing in his face, the Traveler holds his hat tightly, and his face clearly shows discomfort. It looks as if it is hard to walk forward into the wind. After the Sun warms the Traveler, he becomes too hot for his cloak.

A detail in the second picture shows sweat running down his face, that he is slumped under a tree suggests the heat has made him tired.
Short Response  Compare and contrast the way the events in the two stories develop similar themes. Use text evidence and your knowledge of traditional tales in your response.

Sample response: Both folk tales warn readers about what can happen when you daydream instead of focusing on the present. Both characters are greedy. In "The Peasant and the Cucumbers," the peasant gets caught stealing because he is daydreaming about having a richer life. In "The Flask of Oil," the poor man knocks over an expensive flask of oil, causing it to spill, because he is daydreaming about having a richer life. As in many other folk tales, the characters' foolish thoughts and actions lead to their downfall.

Why in what way are the men's dreams in the two stories alike?
Lesson 22 pgs. 399, 401, & 406 use as a model

**Characters, events, and themes of the stories you read.**

### "The Jealous Bluebird"

**Topic**: What can happen when wishes are made

**Characters**: Bluebird, Rabbit, Mouse

**Events**
- Bluebird tries to separate Rabbit and Mouse, who are friends.
- Bluebird tells them he will grant them each one wish.
- Rabbit wishes to travel far away.
- Mouse sees Bluebird smirking when Rabbit makes his wish.
- Mouse wishes for Rabbit to always find his way home.

**Theme**: True friends will find their way back to each other.

### "The Sad Frog"

**Characters**: Frog, Heron, Snake

**Events**
- The frog wishes she could fly, so she asks a heron to teach her.
- The heron tries to teach the frog, but the frog has no wings and cannot fly.
- A snake overhears the frog's wish to fly.
  He is wishing he can hop like the frog.

**Theme**: It is better to value your talents than to wish for someone else's.

---

### "The Flask of Oil"

**Topic**: A man dreams of having a richer life.

**Characters**: Poor man, wealthy neighbor

**Events**
- The poor man receives a valuable flask of oil, which he plans to sell.
- While talking about what he'll do with his riches, he accidentally spills the oil.

**Theme**: Don't dream about the future when you need to focus on the present.

### "The Peasant and the Cucumbers"

**Characters**: Peasant, watchmen

**Events**
- The peasant tries to steal cucumbers.
- He dreams about what will happen after he gets them.
- He accidentally shouts and gets caught.
Lesson 23 pgs. 419 & 424 use as a model

In "Tara and the Sun," Tara is on a quest. Identify story details that show the pattern of events of a quest. Then summarize Tara's quest.

Tara's goal is to keep her clan from freezing to death, so she climb
a dangerous mountain to talk to the Sun. She convinces the Sun to
give her a small piece of himself. After Tara returns with the piece
of Sun, the air warms, the herds return, and Tara saves her clan.

What are some ways that "Lonely Moon" is different from Tara's story? Describe three or more of these differences.

The boy's people are not suffering. He does not go on a quest, and
he meets the Moon, not the Sun. Both characters get a piece of a
heavenly body, but Tara's piece of the Sun helps her people by
warming the Earth. The piece of the Moon makes the Earth turn
cold.

**Short Response** Describe the similarities and differences in the
patterns of events in "Tara and the Sun" and "Lonely Moon." Include
details from both stories in your response.

Sample response: The patterns of events in the two stories are similar and different.
Both children meet a heavenly body and get a piece of it. The girl meets the Sun, while
the boy meets the Moon, and the events leading up to the meetings are very different.

The Earth is too cold, so Tara goes on a quest to convince the Sun to warm the Earth in
order to help her people. The boy only meets the Moon by accident, and the two
became friends. But because the boy keeps the Moon-stone, the Earth becomes very
cold. To unfreeze the Earth, the Moon takes back the piece of himself, and the boy does
nothing to help.
Name:

Directions for Home Instruction for Students
School 9 - Grade 5 Mathematics
Mrs. Chichester

Day 1
Success Maker - Complete one round. Use link on PPS website under Math Department
Imagine Math Facts - Spend 10 minutes on multiplication. Site Code 3412690

Task: Decimal Line Up

Day 2
Success Maker - Complete one round. Use link on PPS website under Math Department
Imagine Math Facts - Spend 10 minutes on multiplication. Site Code 3412690

Task: Who's the Fastest?

Day 3
Success Maker - Complete one round. Use link on PPS website under Math Department
Imagine Math Facts - Spend 10 minutes on multiplication. Site Code 3412690

Task: Busses Needed

Day 4
Success Maker - Complete one round. Use link on PPS website under Math Department
Imagine Math Facts - Spend 10 minutes on multiplication. Site Code 3412690

Task: Breakfast for All and Piled High

Day 5
Success Maker - Complete one round. Use link on PPS website under Math Department
Imagine Math Facts - Spend 10 minutes on multiplication. Site Code 3412690

Task: How many cubes? and Volume of Books
Day 6
Success Maker - Complete one round. Use link on PPS website under Math Department
Imagine Math Facts - Spend 10 minutes on multiplication. Site Code 3412690

Task: Ready Unit 4 - Complete Problems 1-5

Day 7
Success Maker - Complete one round. Use link on PPS website under Math Department
Imagine Math Facts - Spend 10 minutes on multiplication. Site Code 3412690

Task: Ready Unit 4 Complete Problems 6-12

Day 8
Success Maker - Complete one round. Use link on PPS website under Math Department
Imagine Math Facts - Spend 10 minutes on multiplication. Site Code 3412690

Task: Grid Giggles

Day 9
Success Maker - Complete one round. Use link on PPS website under Math Department
Imagine Math Facts - Spend 10 minutes on multiplication. Site Code 3412690

Task: Drawing on the Grid: Night

Day 10
Daily:
Success Maker - Use link on PPS website under Math Department
Imagine Math Facts - Site Code 3412690

Task: Granny's Balloon Trip
Decimal Line-up

1. Ordering tenths.

   3.7  2.3  1.6  0.9  1.2

   a. Place the decimal numbers on the number line below. Add whole numbers as needed to the number line.

   0  1  2  3  4

   b. Next, order the decimals from least to greatest.

   _______ _______ _______ _______ _______

   c. Explain how you know the decimal numbers are placed and ordered correctly.

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

2. Ordering hundredths.

   2.53  2.19  2.46  2.02  2.85

   a. Place the decimal numbers on the number line below. Add benchmark numbers as needed to the number line.

   2  2.5  3
b. Next, order the decimals from least to greatest.


c. Explain how you know the decimal numbers are placed and ordered correctly.


3. Ordering decimals.

a. Write five decimals that you will be able to place on the number line below.


b. Next, place the decimal numbers on the number line below. Add benchmark numbers as needed to the number line.


c. Order the decimals from least to greatest.


d. Explain how you know the decimal numbers are placed and ordered correctly.


Who's the Fastest?
CCSS: 5.NBT.3a; 5.NBT.3b

Performance Task:
During class, Ms. Johnson tested students' reaction times. Sarah's reaction time was 3.937 seconds and Elly's reaction time was 3.075 seconds.

Part A: Who had the fastest time? Record the comparison of the two reaction times using the >, <, or = symbol.

Part B: Justify your conclusion by writing the decimals in expanded form and explaining how this helps you decide who is the fastest.
Busses Needed
CCSS: 5.MBT.7

Performance Task:
1,495 students across the district are going to the Cox Convention Center to listen to a guest speaker.
Each school bus will hold 65 students. How many busses will be needed?

Part A: Write an equation for the word problem.

Part B: How many busses will be needed? Solve the problem. Be sure and show your work.
Breakfast for All

You have been asked to create the packaging for a new kind of cereal. The manufacturer wants three different sized boxes:

1. A standard sized cereal box
2. A mini sized box that is half as tall, half as wide, and half as deep as the standard size
3. A super sized box that is three times as tall, three times as wide and three times as deep as the standard size.

Using grid paper, draw a possible design for each box. Label the dimensions and calculate the volume.

Which box do you think would be the best seller? Write your answer on the lines below and tell why you think so.
Georgia Department of Education
Common Core Georgia Performance Standards Framework
Fifth Grade Mathematics • Unit 7

Name ___________________________________________ Date ____________________________

**Toy Box Designs**

You are designing a toy box for child's bedroom. The toy box needs to be able to hold 20 cubes of toys. What might the dimensions be?

1. Draw and label two possible designs for the toy box.

2. Explain which design would work best in a child's bedroom and give reasons to support your choice.

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Mathematics • Grade 5 • Unit 7: Volume and Measurement
Georgia Department of Education
Dr. John D. Barge, State School Superintendent
July 2013 • Page 85 of 106
All Rights Reserved
How Many Cubes?

This problem gives you the chance to:
- work with volume

Steve fills Box A and Box B with one centimeter cubes.

1. How many cubes can Steve fit into Box A?
   Explain how you figured it out.

2. How many cubes can Steve fit into Box B?
   Show your calculations.
3. Which of the two boxes can hold more cubes?

4. Here is another box.

   How many centimeter cubes can this box hold?

   Find the measurements of a different box that holds the same number of cubes as this box.

   ________ cm long ________ cm wide ________ cm high
Piled High

Find the volume of each box. Then write your answers in the book below.

A. Volume =

B. Volume =

C. Volume =

D. Volume =

E. Volume =

F. Volume =

G. Volume =

H. Volume =
Volumes of Books

Find the volume. Then write the letter of the matching answer on the line.

1. 6 in. x 30 in. x 8 in. =

2. 5 in. x 27.2 in. x 10 in. =

3. 4.5 in. x 35 in. x 12 in. =

4. 8 in. x 28 in. x 11 in. =

5. 6 in. x 26 in. x 9 in. =

6. 5.5 in. x 22 in. x 9 in. =

7. 7 in. x 24.5 in. x 12 in. =

How many words are in Webster's Dictionary? The letters of your answers will form the answer to the riddle.

S. 1,890 in.³
O. 2,058 in.³
J. 1,440 in.³
W. 1,089 in.³
U. 1,360 in.³
T. 1,404 in.³
T. 2,464 in.³

© The Mailbox® • Teacher's Helper® • TEC48031 • June/July 2007
Solve the problems.

Which expression can be used to find the volume, in cubic centimeters, of the solid shown? Choose all that apply.

A $(3 \times 4 \times 5) + (3 \times 5 \times 9)$
B $(3 \times 5 \times 6) + (5 \times 4 \times 3)$
C $(9 \times 5 \times 3) + (3 \times 5 \times 7)$
D $(7 \times 5 \times 3) + (6 \times 5 \times 3)$
E $(3 \times 4 \times 7) + (6 \times 5 \times 4)$

A maintenance worker is replacing worn rope on 6 flagpoles. The worker needs 40 feet of rope for each flagpole. At the hardware store, rope is sold by the yard. How many yards of rope does the worker need to buy for all 6 flagpoles? (1 yard = 3 feet)

Show your work.
The figure shown is built from unit cubes.

Part A
What is the volume of the figure, in cubic units? Explain.

Part B
Carmen builds a different rectangular prism using the same number of unit cubes as in the figure above. Describe what Carmen's figure could look like.

A rectangular tool chest has a length of 6 feet, a width of 3 feet, and a height of 2 feet. What is the volume of the tool chest?

Show your work.
A greenhouse worker recorded the amount of water remaining in different watering cans after plants were watered. The list below shows the amount of water remaining in each watering can, in gallons.

\[
1\frac{1}{2}, \quad 2\frac{1}{8}, \quad 2\frac{1}{8}, \quad 1\frac{5}{8}, \quad 1\frac{1}{2}, \quad 1\frac{3}{8}, \quad 1\frac{1}{4}, \quad 2\frac{1}{2}
\]

**Part A**
Create a line plot of the data.

**Water Remaining in the Watering Cans**

![Line plot showing the amount of water remaining in the watering cans.]

**Part B**
Sofia says that if the water remaining in the watering cans is combined and then split equally among all the watering cans, each watering can would contain \(1\frac{3}{4}\) gallons of water. Is Sofia correct? Explain.

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
How many centimeters are equivalent to 50 meters?

1 meter = 100 centimeters

A 0.05 centimeter
B 500 centimeters
C 5,000 centimeters
D 50,000 centimeters

Kyle has a storage box in the shape of a rectangular prism. The box has a square base with sides that are 3 feet long. The height of the storage box is 6 feet. What is the volume of Kyle’s storage box?

Show your work.

Cecilia used unit cubes to make the figure shown.

What is the volume of Cecilia's figure? Explain your answer by describing the number of layers and number of cubes.
Rectangular prism A is 10 inches long, 2 inches wide, and 4 inches tall.
Choose Yes or No to tell whether each rectangular prism described below has the same volume as rectangular prism A.

a. 2 inches long, 5 inches wide, 8 inches tall □ Yes □ No
b. 3 inches long, 4 inches wide, 7 inches tall □ Yes □ No
c. 4 inches long, 4 inches wide, 5 inches tall □ Yes □ No
d. 6 inches long, 5 inches wide, 3 inches tall □ Yes □ No

Enrique has a recipe for fruit punch that uses 12 cups of pineapple juice. He wants to triple the recipe for a family party.

1 quart = 4 cups  
1 gallon = 4 quarts

Part A
How many quarts of pineapple juice does Enrique need for the party?

Show your work.


Part B
How many gallons of pineapple juice does Enrique need for the party?

Show your work.
1. The volume of a rectangular prism is 125 cubic centimeters. Its square base has sides that are 5 centimeters long. What is the height of the rectangular prism?
   A. 5 centimeters
   B. 25 centimeters
   C. 100 centimeters
   D. 625 centimeters

2. Jason has partially filled a box with unit cubes to find its volume. He needs 5 layers of cubes to fill the box. How could you use Jason’s method to find the volume of the box? How could you use the volume formula to find the box’s volume? Are the answers the same? Explain.

   Show your work.
Grid Giggles

Under each blank is an ordered pair. Use the ordered pair to find the correct point on the grid. Write the letter from that point in the blank. When you're done, you will have spelled out the answer to this riddle:

Why did the algebra teacher send back the box of peaches he got in the mail?

**ANSWER:**

(2, -3) (3, 3) (-5, -2) (1, 1) (-1, 1) (-2, 3) (3, 3) (4, 1) (3, 3)

(4, 1) (1, 1) (3, -5) (5, -3) (-3, -3) (3, -5) (3, 3) (-3, -3) (3, 3) (3, -5)

(-3, -5) (1, 1) (-4, 1) (-3, -3) (-2, 3) (-3, -5) (3, 3) (1, 1) (-3, -3) (-2, 3)
The graph below shows the amount of money a zoo collects at the gate from the given number of people in each group.

How much will zoo admission cost for a group of

1. 3 people?  
2. 6 people?  
3. 8 people?  
4. 11 people?  
5. 13 people?  
6. 14 people?

How many people are in a group if the zoo admission for them is

7. $7.50?  
8. $10.50?  
9. $4.50?  
10. $9.00?  
11. $3.00?  
12. $12.00?
Day 9

Drawing On The Grid: Night

Draw an unbroken line between each point listed, when you see the red X lift up your pencil and start a new line.
Granny's Balloon Trip

This problem gives you the chance to:
• represent data using tables and graphs

On her eightieth birthday, Sarah’s granny went for a trip in a hot air balloon.

This table shows the schedule of the trip.

<table>
<thead>
<tr>
<th>Time</th>
<th>2:30</th>
<th>3:00</th>
<th>3:30</th>
<th>4:00</th>
<th>4:30</th>
<th>5:00</th>
<th>5:30</th>
<th>6:00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height above the ground in yards</td>
<td>0</td>
<td>150</td>
<td>250</td>
<td>350</td>
<td>500</td>
<td>250</td>
<td>100</td>
<td>0</td>
</tr>
</tbody>
</table>

1. Finish labeling the axes and draw a line graph to show the balloon trip.
The Coordinate Plane

There are six points plotted on the coordinate plane. You can use coordinates to name their location. For example, the coordinates (6, 4) name the location of Point $A$. Sometimes the coordinates are called an ordered pair. Use the coordinate plane for Exercises 1–9.

1. The $x$-axis and the $y$-axis of the coordinate plane meet to form a right angle. Circle the labels for the $x$- and $y$-axes, and circle where they meet, the origin.

2. Start at the origin. To reach Point $A$, move ______ units to the right of the origin and ______ units up.

3. Describe how to reach Point $H$ starting at the origin.


4. What are the coordinates of Point $H$? (________, ________)

5. Explain why a point's coordinates are sometimes called an ordered pair. (HINT: Think of the meaning of the word order.)

Write the coordinates for each point.

6. Point $E$ ________

7. Point $G$ ________

8. Point $M$ ________

9. Point $J$ ________

Name the point at each location.

10. $(0, 4)$ ________

11. $(7, 5)$ ________

12. $(2, 3)$ ________

13. $(1, 6)$ ________
Directions for Home Instruction for Students
School 9 – Grade 5 Social Studies and Science
Mrs. LoBue
mlobue@paterson.k12.nj.us

Day 1 – Social Studies
   Studies Weekly #17 American Indians and American Immigrants
   2. Complete ‘I Can Read Informational Text’ worksheet using the article “New People Come to a New Country”

Day 2 – Science
   Studies Weekly Life Science Week 1
   1. Read p. 1 “Welcome, Life Scientists!” and p. 2-3 “Diversity of Life”
   2. Complete ‘I Can Read Informational Text’ worksheet using the article “Diversity of Life”

Day 3 – Social Studies
   Studies Weekly #17 American Indians and American Immigrants
   1. Read the rest of the passages on pages 2-3
   2. Complete p. 4 – Crossword and Activity: Charting American Immigrants

Day 4 – Science
   Studies Weekly Life Science Week 1
   1. Read the rest of the passages on pages 1, 2-3
   2. Complete p. 4 – Crossword and Activity: Practice Being a Life Scientist!

Day 5 – Social Studies
   Studies Weekly #23 Changes in Industry and Transportation
   1. Read p. 1 “A New Era for a Reborn Nation” and p. 2-3 “Industry, Communication and Transportation Take the Nation into a New Country”
   2. Complete ‘I Can Read Informational Text’ worksheet using the article: “Industry, Communication and Transportation Take the Nation into a New Country”

Day 6 – Science
   Studies Weekly Life Science Week 2
   1. Read p. 1 “Worlds Under Your Nose” and p. 2-3 “Cells and Microbes”
   2. Complete ‘I Can Read Informational Text’ worksheet using the article: “Cells and Microbes”
Day 7 – Social Studies
   Studies Weekly #23 Changes in Industry and Transportation
   1. Read the rest of the passages on pages 1, 2-3
   2. Complete p. 4 – Crossword and Activity: Main Idea and Details

Day 8 – Science
   Studies Weekly Life Science Week 2
   1. Read the rest of the passages on pages 1, 2-3
   2. Complete p. 4 – Crossword
   3. In your Science notebook: Draw, label and color 1 animal cell and 1 plant cell. (use this week’s SW to help you or search the internet)

Day 9 – Social Studies
   200 Years of American History
   1. Using the given timeline answer questions 1-10
   2. Complete questions 1-7 changing the false statements to true statements
   3. Complete 1-7: Use the stated fact and write a question to match

Day 10 – Science – Article: “Are You What You Eat?”
   1. In your Science notebook complete the ‘Smart Word Practice’ questions
   2. Read the article
   3. Answer Skill Check question #1
   4. Answer ‘Smart Word Check’ questions
   5. Complete ‘Write About It’
   6. Answer Skill Check question #2
200 Years of American History

Answer the following questions in complete sentences, using the timeline to help you. Remember to write all your answers in the past tense. The first one is done for you.

1. When did the United States enter the Vietnam War?
   The United States entered the Vietnam War in 1961.

2. When did Texas join the United States?

3. When did Thomas Jefferson purchase Louisiana from France?

4. When did Alaska and Hawaii become states?

5. When did women get the right to vote nationwide?

6. When did the Civil War begin?

7. When did the Great Depression begin?

8. When did Washington become president?

9. When did World War II end?

10. When did railroads link the east and west?
Affirmative and Negative

A  The time line on the facing page will show you that the following statements are false. Change these statements to true by changing the affirmative to the negative. The first one is done for you.

1. The Civil War began in 1864. The Civil War didn’t begin in 1864.

2. Women were able to vote nationwide before 1920.

3. Texas became a republic in 1845.

4. The Civil War lasted ten years.

5. Korea puts the first man on the moon.

6. The Korean War came before World War II.

7. Thomas Jefferson was the first president of the United States.

B  The following statements are answers to questions. Write the question under each answer. The first one is done for you.

   When did George Washington become president?

2. The Revolutionary War lasted for eight years.
   How long?

3. Alaska and Hawaii became states in 1959.
   When?

4. The United States entered World War II because the Japanese bombed Pearl Harbor.
   Why?

5. The Civil War began at Fort Sumter in South Carolina.
   Where?

   What?

7. Texas was an independent republic from 1836 to 1845.
   How long?
You’re not feeling well. You go to the doctor. She listens carefully as you describe your symptoms. She doesn’t give you medicine, though. Instead, she gives you a list of foods to eat. Would that surprise you? It happens in China. The Chinese use something called “food therapy.” They believe that eating certain kinds of food helps you stay healthy.

An Ancient Idea

Food therapy has been around for a long time. About 2,000 years ago a man wrote a book about it. The book says, “Food and medicine are the same sauce.” That means that food can be used as medicine. The book divides food into five “tastes.” It explains how each taste affects a different part of the body.

The tastes are sweet, sour, bitter, pungent (PUN-jint) and salty. The easiest way to understand the tastes is to think of examples. Many fruits, like peaches, taste sweet. Lemons have a sour taste. Bitter is a taste many people don’t like. Grapefruits can taste bitter. Pungent foods have strong smells and tastes. Some cheeses are pungent. They stink!
How Food Therapy Works

Each taste affects one part of your body. For example, sweet food can help the stomach. That doesn’t mean candy, though. If your stomach isn’t feeling well, you could eat sweet foods like apples or honey. Sour food acts on the liver. Foods that are bitter help out the heart. Salty food affects the kidneys. If you have a cough, you should try pungent food. It affects the lungs.

There are also hot and cold foods in food therapy. The Chinese believe that there are two energies in the body. One is cool, or yin. The other is hot, or yang. Paying attention to these energies is essential, or important, to keeping your body healthy.

You can stay healthy by eating foods that balance the two energies. So, if you have a cold, you need something hot. Hot foods are spicy—like fresh ginger or pepper. A fever needs something cool. If you have a fever, you should eat a banana or a cold slice of watermelon.

Eating Healthy Everywhere

Food therapy is not as popular in the United States as it is in China. However, eating for health has become popular in the United States. These days, many Americans are interested in the health benefits of food. They eat carrots because they think they’re good for the eyes. They drink green tea because they believe it helps prevent cancer.

What do you eat when you have a cold? If you eat chicken soup, you’re not alone. Though you may not know it, you’re following Chinese food therapy. In China, many people believe that a hot, steaming bowl of chicken soup is just the thing to cure a cold.

According to Chinese food therapy, you can stay healthy by eating healthy foods.
I can read informational texts.

Title: ____________________________
By (name): _______________________