(materials needed for this week- reading notebook, Storytown, a device to watch YouTube/do iXL, pencil, book of your choosing or Epic)

I can: have a robust vocabulary.

(ignited, potentially, squinting, tranquility, cramped, jettisoned)

In Storytown turn to page: 750-751, if you don’t have your book log into Think Central

- Read the story that is shown and write down the vocabulary words, the definition along with their synonyms.
- put the definition in our own words,
- draw a picture of the word’s meaning,
- write a sentence with the word,
- and write the opposite meaning of the word (Antonym)
  1. Ignited – catch fire or cause to catch fire. Syns: explode, inflame. Antonym: extinguish, go out

Ignited – When something is ignited, it is lit or made to burn.

In order to start the grill, you must ignite the charcoal, to warm up everything up!

The ranger brought a fire extinguisher to put out the fire that was left by a careless camper.

Question of the day: (email your teacher the answer) What is the best reason you can think of for exploring outer space?

Independent Reading - read for at least 20 minutes a day!
Technology – for the week – iXL skills, Epic

Literary Devices Fifth grade: Commas, (QQ1, QQ2, QQ3, QQ4, QQ5, QQ6) Fourth Grade Skills (SS1, SS2, SS3, SS4, SS5,SS6) Sixth Grade Skills (JJ1, JJ2, JJ3, JJ4, JJ5)
Tuesday - Background Knowledge and Focus Skill of “The Man Who Went to The Far Side of The Moon”

**I can:** use background knowledge to comprehend the story.

Research: Mount Everest – (fill in the graphic organizer below)

<table>
<thead>
<tr>
<th>10 facts about the Moon:</th>
<th>5 Facts about Apollo 11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FOCUS SKILL** - Since you will be reading about the Moon and Apollo 11, let’s do a fun fact about the Great Barrier Reef!

**Complete the Fact/Opinion Chart Below**

**Hint: Opinion Signal Words**

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Adverbs</th>
<th>Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>best</td>
<td>beautifully</td>
<td>I think that</td>
</tr>
<tr>
<td>worst</td>
<td>gracefully</td>
<td>I believe</td>
</tr>
<tr>
<td>beautiful</td>
<td>cleverly</td>
<td>I know</td>
</tr>
</tbody>
</table>

**I can:** distinguish between facts and opinions

*Remember* (Take away from this section) **Pages 748-749**

**Fact** – is a statement that can be proven by evidence. (photograph, dates, visuals…etc.)

**Opinion** – is a thought, feeling, or belief about something. (key words: best, worst, should, must, I think, I believe)

*Reading an author’s opinions helps you understand his or her feelings about the topic.*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Fact or Opinion?</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Great Barrier Reef is the world’s largest coral reef.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Great Barrier Reef is off the coast of Australia.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Crown of Thorns Starfish is an enemy of coral reefs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I think everyone should work together to protect the coral reefs. All coral reefs are beautiful.

**Question of the day:** (email your teacher the answer) *What picture comes to mind when you think of the word *tranquility*?*

**Independent Reading** - read for at least 20 minutes a day!

**Technology** – for the week – iXL skills, Epic

**Literary Devices**
- Fifth grade: Commas, (QQ1, QQ2, QQ3, QQ4, QQ5, QQ6)
- Fourth Grade Skills (SS1, SS2, SS3, SS4, SS5, SS6)
- Sixth Grade Skills (JJ1, JJ2, JJ3, JJ4, JJ5)

**Wednesday** - “The Man Who Went to The Far Side of The Moon”

**I can:** identify the distinguishing characteristics of a biography.

Setting a purpose for reading: Good readers set a purpose for reading, based on the genre and what they think the story will be about. In this biography you will learn about Michael Collins and Apollo 11. A question you may have while reading is, “What role he had on the mission, and why he was the one who went to the far side of the moon.”

Today’s Genre is a biography.

As you read, look for:

- Opinions and personal judgments based on facts.
- Events presented in time order.

Read pages 752-759 answer the following questions.

**Pages 754-755**

1. Neil Armstrong’s heart beats 156 times as he lands the lunar module. Is this statement a fact or an opinion? (think can this be proven)

2. Why do you think Michael Collins is orbiting the moon in a spacecraft instead of walking on the moon like the other astronauts?

3. Which job on the mission would you prefer – Neil Armstrong’s or Michael Collins’s? Explain?
4. Why is this launch different from the ones that have come before it?

5. What does the author mean when she says “the Earth releases its grip on the rocket”?

6. Is it fact or the author’s opinion that after the launch “everything is back to normal again for everyone, except for three people”? How do you know?

7. According to the Chart on page 758, what must the command and service module do before it travels to the moon?

8. Is it a fact or an opinion that everything the astronauts put down would float away without Velcro? How do you know?

9. Why is the return trip quicker?

**Question of the day:** (email your teacher the answer) *Why do you think astronauts have to study math, physics, and meteorology?*

**Independent Reading** - read for at least 20 minutes a day!
**Technology** – for the week – iXL skills, Epic

**Literary Devices** Fifth grade: Commas, (QQ1, QQ2, QQ3, QQ4, QQ5, QQ6) Fourth Grade Skills (SS1, SS2, SS3, SS4, SS5, SS6) Sixth Grade Skills (JJ1, JJ2, JJ3, JJ4, JJ5)

**Thursday** -“The Man Who Went to The Far Side of The Moon”

**I can:** identify the distinguishing features of expository nonfiction.

10. Do you think calling the checklist the “fourth passenger” makes sense? Explain.

11. What are some ways in which being in space is different from being on land?

12. Why do you think the astronauts are not able to sleep?

13. Why is Neil Armstrong the first astronaut to step on the moon?
14. Who is the person who has no chance of catching Neil and Buzz on TV?

15. How does Michael Collins feel about not getting to walk on the moon?

16. Is it a fact or an opinion that Michael Collins did not have the best seat on Columbia? Explain?

Pages 764-765
17. What words does the author use to help readers imagine what the astronauts feel like on the trip home?

18. Why does Michael Collins write what he does on the wall of Columbia?

19. Why do you think Michael Collins tends to his roses at night?

20. What things are important to Michael Collins? How do you know?

Question of the day: (email your teacher the answer) What is it like to travel to the far side of the moon?

Independent Reading - read for at least 20 minutes a day!
Technology – for the week – iXL skills, Epic

Literary Devices Fifth grade: Commas, (QQ1, QQ2, QQ3, QQ4, QQ5, QQ6) Fourth Grade Skills (SS1, SS2, SS3, SS4, SS5, SS6) Sixth Grade Skills (JJ1, JJ2, JJ3, JJ4, JJ5)

Friday - “The Man Who Went To The Far Side Of The Moon”

I can: identify types of question-answer relationships

Turn to page 766, Think Critically, Questions 1, 3, and 4

1. Look at the chart on page 758. What happened right after Neil Armstrong and Buzz Aldrin climbed back into the spacecraft?

3. While Collins was alone on the far side of the moon, he thought about his family and the darkness around him, and he took pictures of himself. If you had been in that situation, how would you have spent your time?

4. At the beginning of the selection, the author tells readers that one-fifth of the world watched the moon landing on television. Is this statement a fact or an opinion? What was the author’s purpose for including it?
I can: identify the distinguishing characteristics of a time line.

- A **time line** includes dates and give information about events in the order in which they happened.
- **Captions and graphics** on a time line help inform readers about the events on the time line and when they occurred.

On page 768 – they use the Acronym NASA, which stands for National Aeronautics and Space Administration.

Hints while reading:

- A decade is a period of ten years, for example 1960-1969 or 1990-1999.
- To write a date, first write the month, then the day, and then the year. Here are three ways you can write a date: April 3, 1981, 4/3/81, or 4-3-81.

On page 772 answer question number 2.

2. Compare the ways the authors of “The Man Who Went to the Far Side of the Moon” and “The Space Race” organized their information.

**Question of the day:** (email your teacher the answer) *Give one fact and one opinion about Michael Collin’s job on the mission.*

**Independent Reading** - read for at least 20 minutes a day!

**Technology** – for the week – iXL skills, Epic

**Literary Devices** Fifth grade: Commas, (QQ1, QQ2, QQ3, QQ4, QQ5, QQ6) Fourth Grade Skills (SS1, SS2, SS3, SS4, SS5,SS6) Sixth Grade Skills (JJ1, JJ2, JJ3, JJ4, JJ5)
Writing

I can: write a friendly letter using the correct format/template.
For writing, write a traditional friendly letter, not an email, not a text...but an actual letter to someone, anyone! It could be a teacher, a friend, a family member...just have fun with your letter.
Friendly Letter Format

heading: Check to make sure you have the correct information on the correct line. It should be on the right side of the paper. See below.
first line - street number and street name
second line - town or city, state and ZIP code
third line - the date

greeting or salutation: Dear So-and-so, (remember your comma!)

introduction: This part is intended to get the person to want to continue reading and to give the person an idea as to why you’re writing. You would usually start out talking about the person to whom you’re sending the letter (it’s polite). Then you might want to give some information about you and why you’re writing. This can all go in one paragraph, or, if it’s too long and doesn’t “go” in one paragraph, make the decision to separate it.

body: This is the main part of the letter. It gets to the point of why you’re writing. Change paragraphs and indent each time you change the topic you’re talking about. This is the longest part of the letter.

conclusion: Wrap it all up. Be clever.

closing: Choose an appropriate closing, and sign your name. Make sure this lines up with the heading. Only the first word is capitalized.

signature: Usually in cursive.
Math
Materials needed Go Math book, Go Math Practice book, device to look up YouTube, iXL, Khan Academy. Think Central – Carmen Sandiego game, Prodigy iXL skills – 5th grade (Q1-Q5) – 6th grade (R1-R7)

Introduction to Ratios
https://www.youtube.com/watch?v=LLNaxctU8JE

Equivalent Ratios

Intro to Rates

For this week’s lesson we are studying ratios. Ratios are comparisons of two numbers that depend on a multiplicative relationship. They can be written in various ways such as a fraction, with a colon, or the word “to” between the two numbers. Often students see ratios as another way to write a fraction (a part-whole relationship) but ratios can also be written as a part-part comparison. A rate is a comparison that involves two different units. We often think about miles per gallon or price per pound as rates.

Monday: I can create a table using ratios by figuring out multiplicative relationships.
What is the multiplicative relationship in the ratio table below? Write your own set of ratios and see if a family member can figure out the multiplicative relationship.

<table>
<thead>
<tr>
<th>Green Counters</th>
<th>15</th>
<th>30</th>
<th>45</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yellow Counters</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
</tr>
</tbody>
</table>

Once you have created your own ratio email the multiplicative relationship to your teacher.

Tuesday: I can draw a picture to explain equivalent sets of ratios.

Draw pictures of red and blue counters showing equivalent sets of ratios. For example, we have equivalent ratios of red to blue counters as 6:4 or 3:2.
**Wednesday:** *I can use rates to determine unit rate.*

Create a list of all the different rates that we use. Write down some actual numbers for some of the rates you listed and find the unit rate. For example, the store is selling 3 bottles of hand sanitizer for $9. The rate is 3 bottles for $9 and the unit rate is $3 for 1 bottle.

When you are creating your list think about items that is normally on your household grocery list. You can also think about your favorite snack that you buy from the store. Once you have found the unit price give the total unit price for three or four items.

**Thursday:** *I can create a word problem using distance, rate and time.*

**Formula for distance is D= r x t. (Distance = rate x time)**

Create a word problem involving distance, rate, and time. For example, last week Natalie drove 540 miles to visit her grandparents and she drove an average of 60 miles per hour. **How long was Natalie driving?**

**Friday:**
Choose one of the lessons from above and pick one to create on your own!

Be sure to email your teacher with your creation.
Science

Make sure all of third, fourth and fifth grade iXL are completed!

I can: Create a balanced ecosystem.
create an ecosystem

Suggestions

• This project does not require any outside research.
• Before students begin, they must know about producers, types of consumers, and decomposers.

Materials

Project 1: poster
Project 2: computer or stapled paper
Project 3: medium sized shallow box

Objective

I can create a balanced ecosystem.

Ideal Unit

Ecosystems
CREATE AN ECOSYSTEM

Climate and Environment

Plants and their Roles

Animals and their Roles

© 2014 The Science Penguin
CREATE AN ECOSYSTEM

Your challenge is to create an ecosystem.

Requirements

- You will create an ecosystem with animals and plants of your choice. You can create new types of plants and animals or use organisms that already exist.
- The ecosystem must be balanced. For example, you must have plants. Otherwise, animals can’t get oxygen. Also, animals must have plants and other animals they can eat for energy.
- Your ecosystem must have producers, herbivores, carnivores, and decomposers.
- Include appropriate shelters for the animals.
- Before you begin, make a list of organisms, their roles (such as producer or carnivore) and shelters (for animals). Also describe the climate and environment of your ecosystem.

Your Project Options

1. Make a poster showing a map of where the animals and plants live. Describe your animals, their diets, and their shelters. Describe your plants and their needs. Explain how they interact to maintain a balanced ecosystem.

2. Use a computer program or paper/pencil to make a book describing the animals’ needs and plants’ needs. Be sure to explain how they interact to maintain a balanced ecosystem.

3. Create a three-dimensional map of your ecosystem in the bottom of a box. Describe your animals, their diets, and their shelters. Describe your plants and their needs. Explain how they interact to maintain a balanced ecosystem.