

Lesson 25 -The Compassion Campaign

(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.

Review Words: (loathe, bland, mentor, dilapidated, coordination, altruism, sensibility, advocacy, mistreated, compassionate)

In Storytown turn to page: **640, if you don't have your book log into Think Central**

- 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)

Loathe - feel intense dislike or disgust for. Syns: detest, despise

Loathe – means to strongly dislike someone or something or find it disgusting.



Jayson loathed anything that was green.

Loathe – (antonym) feel intense like, to enjoy... I really enjoy eating spinach!

Question of the day: (email your teacher the answer) *Have you ever planted a garden? If so, what did you plant?*

Independent Reading - 20 minutes a day, make reading fun, I included a reading BINGO chart.

Technology – for the week – iXL skills, Epic

Review Check: <https://www.purposegames.com/game/a9a55ee37f>

Fifth grade iXL (C1, C2,D1,D2,D3,D4,D5) Fourth Grade Skills (C1,D1, D2,D3,D4,D5) Sixth Grade Skills (C1, C2,C3,D1,D2,D3,D4,) Writing Fifth grade (R1,R2,R3,R4,R5)

Tuesday- Background Knowledge and Focus Skill of The Compassion Campaign

I can: use background knowledge to comprehend the story

Research:

What are ways you can make your community better? **I know one way I can make my community better is by planting trees, planting flowers that bring bees and butterflies.**

Background Knowledge: Let us know about 3 youth that have changed the world. At what age did they start, what did they do, and do they inspire you to make a change? A great article that I read was from Good Housekeeping, you don't have to use this site.

<https://www.goodhousekeeping.com/life/inspirational-stories/g5188/kids-who-changed-the-world/>

Question of the day: (email your teacher the answer) *What is a good job for a compassionate person?*

Independent Reading - 20 minutes a day. This week I'm reading something new. I tend to read at least 3 books at time. I am still reading American Street but my new book is called Rump The True Story of Rumpelstiltskin by Liesl Shurtliff. As you can tell it's a Fantasy genre that I am reading, yes, it's a chapter book. In fact, the book has 32 chapters and only 256 pages.

Technology – for the week – iXL skills, Epic

Fifth grade iXL (C1, C2,D1,D2,D3,D4,D5) Fourth Grade Skills (C1,D1, D2,D3,D4,D5) Sixth Grade Skills (C1, C2,C3,D1,D2,D3,D4,) Writing Fifth grade (R1,R2,R3,R4,R5)

Focus Skill:

Graphic Organizer to use with this week's story and video clip of Crunch, and How the Tiger got its Stripes.

YouTube:

<https://video.search.yahoo.com/search/video; ylt=AwrDQymKa45eDI0AGBv7w8QF; ylu=X3oDMTBncGdyMzQ0BHNIYwNzZWfYy2gEdnRpZAM-; ylc=X1MDOTY3ODEzMDcEX3IDMgRhY3RuA2NsawRjc3JjcHZpZANjey5DTFRFd0xqR1ZRdlUzVzc5Yi5nQ2hNall3TUFBQUFBQ29IRThGBGZyA3RpZ2h0cm9wZXRIbGZyMgNzYS1ncARncHJpZANSR2N3d0Vwb1JkdVRodWJkU1U5b3NBGG5fcnNsdAM2MARuX3N1Z2cDMARvcmlnaW4DdmlkZW8uc2VhemNoLnlhaG9vLmNvbQRwb3MDMARwcXN0cgMEcHFzdHJsAwRxc3RybAMzNARxdWVveQNtYWluJTIwaWRlbyUvMHNob3J0JTIwZmlsbSUvMHBpeGFyBHRfc3RtcAMxNTg2MzkyMTU2?p=main+ideo+short+film+pixar&ei=UTF-8&fr2=p%3As,v%3Av,m%3Asa&fr=tightropetb - id=50&vid=5213fba5c123e1b0f6039f80b86b610f&action=view>

Help Me Find the Central Message (Theme) of a story

Problem	Result:
Central Message:	Think about the way the story was resolved?

Supporting Details: [What lesson or moral could you learn from the story?](#)

1. What happened to one of the characters that caused him/her to learn something?
2. What did the character(s) say or do?
3. What event(s) happened as a result?

Wednesday The Compassion Campaign

I can: identify the distinguishing characteristics of a television show.

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. Most of the characters are television news reporters. The reporters give factual information about a real-life topic.

Today's Genre is Readers' Theater.

Preview and Predict before reading.

What kinds of projects do you think these news reporters will tell about?

What might you learn from the report?

Read pages 641- 645 answer the following questions.

Pages 642-643

1. What is the meaning of the phrase *the brains behind a garden program*?
2. What did Kiyoshi do to make her community a better place?
3. How did Brent and his friends learn about an opportunity to help others in their community?

Pages 644-645

4. What did Kavi have to do to achieve her plan?
5. Do you think what Kavi did was important?
6. Judging by Jacob Stein's last line on page 645, what do you think is the author's purpose in this text? How do you know?

Question of the day: (email your teacher the answer) *What makes a person a good mentor?*

Independent Reading - 20 minutes a day. Let me tell you about Rump. This is very hilarious but sad story. It starts off with Rump and his first day of life. His mother passed away the moment she was about to tell Rump's grandmother his full name. All the grandmother got was Rump. Can you imagine having a name like Rump?

Technology – for the week – iXL skills, Epic

Fifth grade iXL (C1, C2,D1,D2,D3,D4,D5) Fourth Grade Skills (C1,D1, D2,D3,D4,D5) Sixth Grade Skills (C1, C2,C3,D1,D2,D3,D4,) Writing Fifth grade (R1,R2,R3,R4,R5)

Thursday The Compassion Campaign

I can: identify the distinguishing characteristics of a television show.

Read pages 646- 649 answer the following questions.

Page 646

7. What does Penny Baldwin mean when she says that the report on Ravi's project is a moving story?
8. What do you think is the author's purpose about rain forests? How does the author's perspective influence the text?
9. What is one difference between Sheila's project and the projects described earlier in the article?

Pages 648-649

10. Why does Felix come to the animal shelter every Saturday?
11. What do you think was the author's purpose for writing "The Compassion Campaign"?
12. What is the Theme of this selection?

Question of the day: (email your teacher the answer) *How might Felix have convinced his friends to help at the animal shelter?*

Independent Reading - 20 minutes a day, In the book Rump, I really liked one particular paragraph that is sticking with me. *"My name couldn't be changed or taken back, because in The Kingdom your name isn't just what people call you. Your name is full of meaning and power. Your name is your DESTINY."* What do you think your destiny is?

Technology – for the week – iXL skills, Epic

Fifth grade iXL (C1, C2,D1,D2,D3,D4,D5) Fourth Grade Skills (C1,D1, D2,D3,D4,D5) Sixth Grade Skills (C1, C2,C3,D1,D2,D3,D4,) Writing Fifth grade (R1,R2,R3,R4,R5)

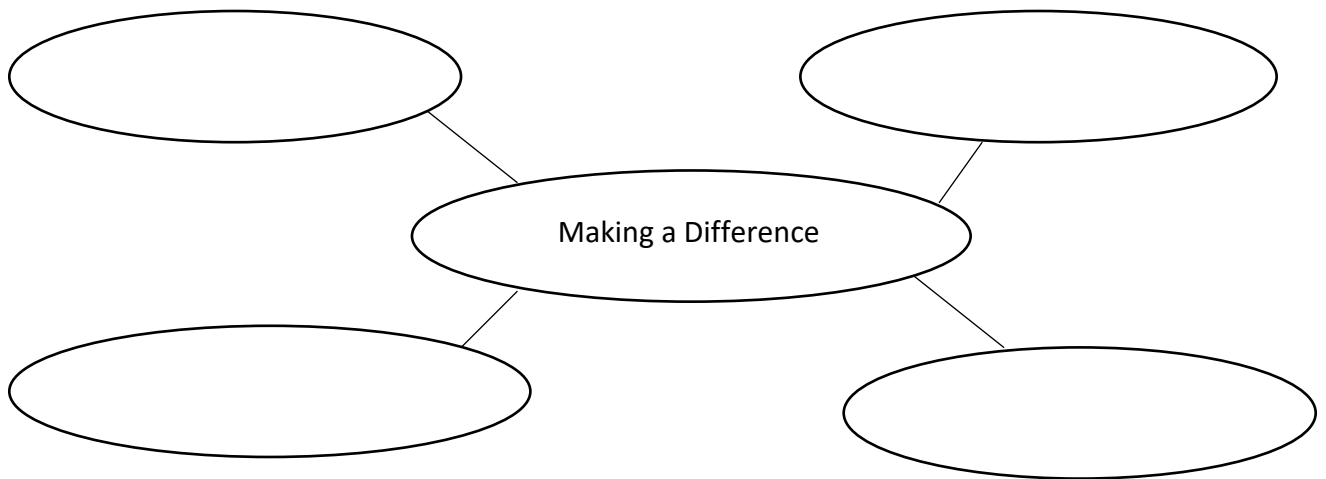
Friday: The Compassion Campaign

I can: use comprehension strategies effectively

Quick Review:

- In what way do the selections in this theme tell about communities?
- Why do you think “Chester Cricket’s Pigeon Ride” was included in this theme?
- Imagine that you could join one of the community projects you read about in this theme. Which project would you choose and why?

Fill in the bubbles: Out of all the stories we read in Theme 5, tell us how you can make a difference?



Turn to page 650 read the Folktale: How Beaver Stole Fire

The purpose for reading is to find out how Beaver stole fire and what role the trees play in the story.

Text Feature Reminders:

Characters: Many folktales have animal characters that represent human qualities. (personification)

Conflict: In many folktales, the conflict is introduced at the beginning of the story.

Explanations: Some folktales explain how things in the world came to be.

Pages 652-653

1. What is an example of personification the author uses?
2. How did Beaver discover that the trees had fire?
3. Why do you think Beaver decided to run away with the live coal?
4. Did Beaver really steal fire from the trees? Explain?

Pages 654-655

5. Why weren't the trees able to catch Beaver?
6. What do you think the author's purpose was for retelling this folktale?
7. What unusual occurrences in nature in the Grande Ronde-Snake River area does the folktale explain?

Question of the day: (email your teacher the answer) *Why are the rain forests endangered? What are some things students in your school could do to help protect the environment?*

Independent Reading - 20 minutes a day, Rump works for the King mining gold. There are pixies in the story that help the townspeople find gold, but they are very mean and love to steal gold nuggets from the townspeople. However, the mountain is barely filled with gold so they are just being mean to be mean. Rump comes home one day and finds his mother's spinning wheel. His grandmother said it needs to be chopped up for wood, but he wants something of his mother. So, she lets him keep it. At night time he starts spinning the wheel with some wool they have and all of a sudden pixies appear.

Technology – for the week – iXL skills, Epic

YouTube: <https://www.youtube.com/watch?v=rf7ascNGbcM> use the Graphic Organizer from Tuesday when watching **How Tiger Got His Stripes**

Fifth grade iXL (C1, C2,D1,D2,D3,D4,D5) Fourth Grade Skills (C1,D1, D2,D3,D4,D5) Sixth Grade Skills (C1, C2,C3,D1,D2,D3,D4,) Writing Fifth grade (R1,R2,R3,R4,R5)

Reading Challenge

Read a short book while standing on one leg	Read with a pet. If you don't have a pet, draw a picture of your dream pet and read with it!	Read in your favorite hat and sunglasses	Read for 20 minutes like an actor with expression
Draw a picture of one of your favorite read aloud from class	Rain Reading! Search 'rain sounds' on YouTube and read!	<i>Read with a sibling, if you're an only child- call a friend!</i>	<i>Read outside under a tree...or at least read outside.</i>
Turn out all the lights at night and read with a flashlight!	<i>Read while eating your favorite food!</i>	Recreate your favorite book cover.	<i>Read with your head hanging over your bed. (don't get light-headed)</i>

Math Lesson Plans

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 (Z6-Z9 Z11-Z23) (Y4-Y5) – 4th grade (N11-N23) (O6-O8) – 6th grade (T7-T8) (W1)

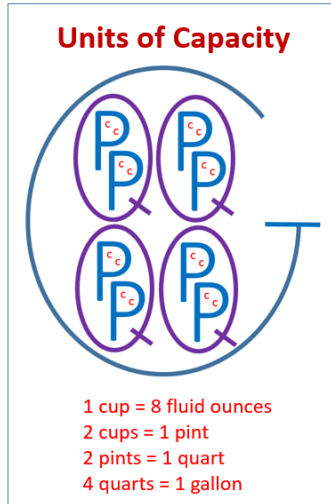
<https://youtube.com/watch?v=Hfp5j48UNoA> 10.6

<https://youtu.be/5bu14OfrbLE> 10.7

Monday

I can: *solve problems about customary and metric conversions by making a table.*

Question of the day: How can you use the strategy make a table to help you solve problems about customary and metric conversions?



Above is a model for you to use as an example.

Unlock the Problem page 427. Read the word problem and study the conversion table at the top of the page.

How many gallon containers can be filled with 120 cups of punch? How many cups make a gallon?

Now look at the chart. 1 cup is equal to $\frac{1}{16}$ of a gallon.

Each cup represents $\frac{1}{16}$ of the gallon,

***Multiply if you are converting to a smaller unit.**

***Divide if you are converting to a larger unit.**

Use this equation to complete the table and answer the question.

of cups multiplied by $\frac{1}{16}$ = the number of gallons

For example 2 cups multiplied by $1/16$ equals $2/16$, which reduces to $1/8$. So 2 cups = $1/8$ gallons

Step1: Think how many cups in 1 gallon.

16 cups = 1 gallon

1 cup = $1/16$ gallon

Step 2: Think how many quarts in one gallon.

4 quarts = 1 gallon

***Multiply if you are converting to a smaller unit.**

***Divide if you are converting to a larger unit.**

Share and Show work on the odd problems and number 6.

Tuesday

I can: *create my own conversion chart using household items.*

Look for objects around your house that are labeled with customary and metric units choose 5 and create your own conversion chart using the 5 items. This can be done in your math notebook or a plain piece of paper. Make sure to include labels for your chart.

Wednesday

I can: *convert units of time to solve elapsed time problems.*

Elapsed Time: the amount of time that passes from the beginning of an event to its end.

	Operation	
60 minutes	Divide by 60	1 hour
2 years	Multiply by 12	24 months
4 weeks	Multiply by 7	28 days
48 hours	Divide by 24	2 days
26 weeks	Divide by 7	3 weeks 5 days
263 minutes	Divide by 60	4 hours 23 minutes

Use this chart as an example when converting time.

Unlock the Problem page 431. Read the problem.

Think: The minute hand moves from one number to the next in 5 minutes.

So How many minutes are there in 1 hour? $60 = 1$ hour

Step 1: Convert minutes into hours and minutes. Think 200 minutes divide by 60.

200 divided by 60 = 3 Hours and 20 minutes. **The whole number is the total hours and the remainder is the minutes.**

Step 2: Compare using <, >, or =.

Think you are comparing 200 minutes to 4 hours. Now that you have converted 200 minutes into hours. You are able to answer the question.

3 hours and 20 minutes is less than 4 hours.

The battery did not last as long as the computer company claims.

Please watch the YouTube video for this lesson before completing Share and Show questions.

How many minutes are in 1 hour? 60 mins

How many minutes are in $\frac{1}{2}$ (half-hour) of an hour? 30 mins

How many minutes are in $\frac{1}{4}$ (quarter hour) of an hour? 15 mins

<https://youtu.be/5bu14OfrbLE>

Share and Show 1-16 Evens

Thursday:

I can: *convert units of time to solve elapsed time problems.*

Many people volunteer in their neighborhoods and communities to improve government and society. This is one way that citizens can go beyond basic civil responsibilities to improve their community.

Suppose that you worked 420 minutes cleaning your local park. How many hours did you spend cleaning?

Your task is to complete a chart either of the time you have spent doing homework or community work since we have been out of school. The chart should include what you were doing and how long. If the time spent is in hours then convert to mins, if time spent is in mins then tell me the number of mins needed to complete an hour. The chart should have at least 3 days.

If you have spent 1 hour each day for 3 days doing homework then that equals 90 mins. (This is just an example)

Friday:

I can: *convert customary and metric units using my favorite recipe.*

Choose one of your favorite foods to eat and find an online recipe. Most of the time when we find recipes online we have to change the recipe to reach the desired serving size. Find the recipe and tell me the current measurements for the serving size given. Then change the serving size to fit your household and make the conversions.

For example:

One of my favorites foods is chocolate chip cookies.

The recipe I used called for 5 dozens, which is way too much so I converted the recipe to make 1 dozen.

5 Dozen	One Dozen
1 cup of butter	$\frac{1}{4}$ cup of butter
2 large eggs	1 large egg
2 $\frac{1}{4}$ cups of all- purpose flour	$\frac{1}{4}$ all- purpose flour
1 teaspoon of salt	$\frac{1}{4}$ teaspoon of salt

This is just an example of how to make the conversions for your favorite food!

Science and Social Studies

Monday, April 13 – SCIENCE

Content Standard:SC.5.11 Space Systems: Earth's Stars and Solar System **SC.5.11.3** Gather and analyze data to communicate understanding of space systems: Earth's stars and solar system.


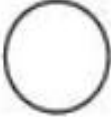










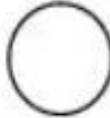
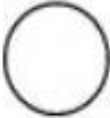
Learning Target/Goal(s): I can create a model of objects beyond the atmosphere.

AND I can engage in academic conversation to discuss my model using sentence stems and questions.

Let's Review 3rd Grade Skill – around 7:30-8:00 each night, go out and stand in a spot where you can **observe** the moon. On the chart below record what the moon looks like. Don't forget to add the date and time. You'll want to do this every day, same spot, around the same time for at least ten days.

After you have finished the ten days, email me a picture of your chart to myra.hudson@ops.org and I will send you something special in the mail 📬.

Moon Record Chart

Sun	Mon	Tue	Wed	Thurs	Fri	Sat
						
Date _____ Time _____	Date _____ Time _____	Date _____ Time _____	Date _____ Time _____	Date _____ Time _____	Date _____ Time _____	Date _____ Time _____
						
Date _____ Time _____	Date _____ Time _____	Date _____ Time _____	Date _____ Time _____	Date _____ Time _____	Date _____ Time _____	Date _____ Time _____

Activity with technology: IXL

6th grade C.4, GG.1-3 (good), 7th grade C.4, GG.1-3 (better), 8th grade C.4, GG.1-3 (best)

Review Sites:

Watch or stream News Channel Nebraska for Teacher TV:

<https://metro.newschannelnebraska.com/watch> Monday through Friday: 9 -11 AM -Elementary Education

TV: <https://metro.newschannelnebraska.com/watch>

Solar System Exploration: <https://solarsystem.nasa.gov/planets/saturn/overview/>

Tuesday, April 14 – SOCIAL STUDIES

Content Standard: SS 5.1.1 Students will describe the foundation, structure, and function of the United States government. **SS 5.1.1.a** Explain the historical foundation that led to the formation of the United States constitutional government (e.g. early state constitutions, Declaration of Independence, and the Articles of Confederation)

Learning Target: I will be able to identify the contributions of individuals during the period of the American Revolution.

Directions: Using the articles from last week, do the following activity.

Article: *Loyalists, Fence-sitters, and Patriots in the American Revolution*

Persons in the Article

Loyalists — those who remained loyal to England and King George
Patriots - whom wanted independence from England
On the Fence – couldn't make up their mind what they wanted

Activity: Write a fictional narrative that is based on a person, event, or idea from the text. Use your chosen detail as the starting point for telling a story that is meant to entertain, inform, or persuade your reader.

Remember: A 5th grade paragraph should have between 5 and 7 sentences.

Activity with technology: IXL 4th grade-B.1-8 (good), 5th grade-G.1-8 (best), 7th grade-KK.1-10 (excellent), 8th grade-K.1-10 (superior) – Please finish these! You will receive a new list next week.

Where to learn: youtube (review): American Revolution for Kids | Facts on the Revolutionary War ~6:28 long <https://youtu.be/2grJzGzjio>

Wednesday, April 15 - SCIENCE

Content Standard:SC.5.11 Space Systems: Earth's Stars and Solar System **SC.5.11.3** Gather and analyze data to communicate understanding of space systems: Earth's stars and solar system.

Learning Target/Goal(s): I can create a model of objects beyond the atmosphere.

AND I can engage in academic conversation to discuss my model using sentence stems and questions.

Last week, you were given a list of 173 Science vocabulary to match to their meaning/definition. Let's see how well you did. This week, we are going to reveal the first 60 answers. If you did not have the correct answer, go back and change them – **but** keep going. and finished the rest. The next 60 answers will be sent next week.

1. Rain, sleet, snow, and hail are all examples of: **precipitation**
2. As the lava solidified, it create **igneous** rocks.
3. A quality or characteristic belonging to a person: **acquired trait**
4. An animal spending the winter in a dormant state: **hibernate**
5. After you have collected your data you should now do what? **data analysis**

6. The student **population** at Miller Park Elementary is over 500 students.
7. Plants in the desert have changed over time to survive: **adaptation**
8. The sun is a **star** that gives off light.
9. What is it called when an animal no longer exists on our planet: **extinct**
10. **apparent** is how something looks

11. Any preserved remains or impression of a once living thing from the past: **fossil**
12. Slowly moving mass of ice: **glacier**
13. The muscle that pumps blood: **heart**
14. Fossil fuel is what type of resource? **nonrenewable resource**
15. In tug-of-war, both teams created a **balanced force**, so no one won.

16. Ice cube melts then evaporates. This process contains the **States of Matter**
17. Windmills, and Solar Panels are examples of: **renewable resource**
18. We can't play outside today due to the air quality: **pollution**
19. A solid substance that occurs naturally, example quartz: **mineral**
20. Even using a microscope, one cannot see through the tiny **opaque** creatures.

21. An animal moving from one region to another due to the seasons: **migrate**
22. History of life documented by fossils: **fossil record**
23. A phase change where a liquid goes to a gas: **evaporation**
24. Gases surrounding the Earth-ex. Oxygen: **atmosphere**
25. Mom bought a new **convection** oven so the warm heat could circulate around the food.

26. Flowing water creates this type of energy: **hydroelectric**
27. You must do this during your experiment when collecting your data: **observation**
28. What something is made of, what all physical things are made: **matter**
29. A gas that naturally occurs in the ground: **natural gas**
30. How much salt is dissolved in water: **salinity**

31. When I **pull** the door, it comes towards me.
32. Only a snowflake can do this: **sublimation**.
33. An individual animal, plant or single celled life form: **organism**
34. A crab has this type of outer covering protecting its body: **exoskeleton**
35. A flat surface with one-end higher than the other. **incline plane**

36. The parts of the Earth where life exists: **biosphere**
37. When you arrange in categories by characteristics: **classify**
38. The path of a planet traveling around a star (sun). **orbit**
39. The first element, water, is created when the skies release moisture and it falls to the earth in the form of **rain, sleet, hail, or snow**.
40. The geological timeline is also called the: **fossil record**

41. The baby turtle's **instinct** is to crawl toward the water.
42. The dependence between plants and animals is called: **interdependent**
43. A bar that has an incline plane wrapped around it. **screw**
44. This can be inside or outside the body to protect the organs: **skeleton**
45. The Lakers and Celtics have a healthy **competition** on the court.

46. Water which collects on a cold surface, like ice tea in a glass outside during the summer: **condensation**
47. The ability to do work: **energy**
48. **Full, New, Crescent**, and **Half** are different types of moon phases.
49. A great deal of variety: **diverse**
50. A large body of water used for a water supply: **reservoir**

51. The atmosphere, lithosphere and hydrosphere make up the: **geosphere**
52. A body of rock which holds natural ground water? We have one in Ogallala NE: **aquifer**
53. Eye color you **inherit** from your parents.
54. The **sun's position** determines if my shadow will be long or short.
55. How your blood flows through your body is called: **circulation**

56. When water is heated, the molecules move faster and the water boils this is an example of **cause & effect**.
57. Mom wanted an **explanation** as to how her favorite vase was broken.
58. Minerals, forests and water are all examples of a **natural resource**
59. A force that pulls all objects toward the each other is called **gravity**
60. All the waters on Earth: **hydrosphere**

Activity with technology: IXL

6th grade C.4, GG.1-3 (good), 7th grade C.4, GG.1-3 (better),
8th grade C.4, GG.1-3 (best)

Review Sites:

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Thursday, April 16 – SOCIAL STUDIES

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Learning Target: I will be able to identify the contributions of individuals during the period of the American Revolution.

Directions: Using the articles from last week, do the following activity.

Article: *George Washington crosses the Delaware*

Activity: Write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response.

Remember: A 5th grade paragraph should have between 5 and 7 sentences.

Activity with technology: IXL 4th grade-B.1-8 (good), 5th grade-G.1-8 (best), 7th grade-KK.1-10 (excellent), 8th grade-K.1-10 (superior) – Please finish these! You will receive a new list next week.

Where to learn: youtube (review): The American Revolutionary War for Kids: Learn About the Revolutionary War for Children – Free School ~8:12 long
<https://youtu.be/BWtW0gmh3kg>

Friday, April 17 - SCIENCE

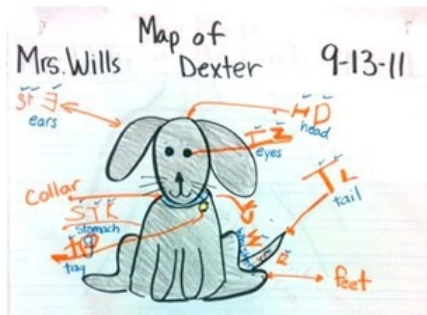
Content Standard: SC.5.11 Space Systems: Earth's Stars and Solar System **SC.5.11.3** Gather and analyze data to communicate understanding of space systems: Earth's stars and solar system.

Learning Target/Goal(s): I can create a model of objects beyond the atmosphere.

AND I can engage in academic conversation to discuss my model using sentence stems and questions.

Anticipatory Set: Prior to our quarantine, we have been talking about the Earth's systems. Can you name them and give an example of what they are? Today I want you to focus on the sphere that contains gas and water, and it surrounds the Earth. Which sphere is it? Atmosphere. We will be looking at things beyond the atmosphere.

Directions: I want you to imagine what you might see in outer space! Draw a picture of what you imagine and LABEL it. Here is an example of a picture that have been labeled.



Activity with technology: IXL

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