

# Grade: 5th

## Week: 5 (4/27-5/4)

### READING or iStation – 30 Minutes Every Day

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- Choose TWO activities per day to complete.
- Check off each activity once you have completed it.

Math	Science/Social Studies	Writing	PE	Music
<p>Read, write, and compare decimals to thousandths.</p> <p><a href="https://docs.google.com/document/d/1Y7nK-ronyA00zk_YkLQqGbmmaSIHGICm6toXaVuDJas/e/dit?usp=sharing">https://docs.google.com/document/d/1Y7nK-ronyA00zk_YkLQqGbmmaSIHGICm6toXaVuDJas/e/dit?usp=sharing</a></p>	<p><b>Dworshak Dam:</b></p> <p>Watch this mini documentary about Dworshak Dam <a href="https://youtu.be/0DJ1cxsoS0k">https://youtu.be/0DJ1cxsoS0k</a></p> <p>Write down 5 facts you learned. Then create an informational paragraph about Dworshak. Submit this to your teacher.</p>	<p><b>Narrative Writing:</b></p> <p>Use one of these <a href="#">picture</a> prompts to <a href="#">create</a> a <a href="#">narrative</a> story. (Click on the links for the pictures.)</p> <p>Your <a href="#">narrative</a> piece should have a strong lead, descriptive middle, and meaningful ending.</p>	<p><a href="https://drive.google.com/file/d/1KudvNVq8M1Kh8zC0vLU9hrqYh28rsZDG/view?usp=sharing">https://drive.google.com/file/d/1KudvNVq8M1Kh8zC0vLU9hrqYh28rsZDG/view?usp=sharing</a></p>	<p><b>Concept: Pitch/Melody direction:</b></p> <p>The theme this week is pitch direction. A collection of pitches is called a melody. Some melodies go up, some go down and some melodies stay the same. Please do one, or both of the activities listed below.</p> <ol style="list-style-type: none"> <li>1. After watching the video, create a melody map like the one in the video, using a song of your choice. Your melody map should follow the direction of the pitches. When creating your map, you can draw it on paper, use household items, or use a drawing app on your mobile device. Be sure and send the name of the song with your melody map example to your teacher. <a href="https://www.youtube.com/watch?v=O_XKi_DaPsc">https://www.youtube.com/watch?v=O_XKi_DaPsc</a></li> <li>2. Make a paper airplane and then follow its course using high and low sounds with your voice. Draw a roller coaster and then trace the roller coaster with your finger. Sing the path of the roller coaster using high and low pitches. You may use this demonstration video, if necessary: <a href="https://www.youtube.com/watch?v=54noZe-0B1c&amp;t=20s">https://www.youtube.com/watch?v=54noZe-0B1c&amp;t=20s</a></li> </ol>
<p>Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p><a href="https://docs.google.com/document/d/1770BTejTkXGYmBWFdu-PAyx_GQyUmcTrw3g6DyQDRCA/edit?usp=sharing">https://docs.google.com/document/d/1770BTejTkXGYmBWFdu-PAyx_GQyUmcTrw3g6DyQDRCA/edit?usp=sharing</a></p>	<p><b>We the People:</b></p> <p>You can make a copy of the doc to share your work with your teacher or record your work on paper to turn in as a picture.</p> <p><a href="https://docs.google.com/document/d/1plsqtAEYYaAIz095h1nl4GHX-FDegqZl0-07H-KyY/edit?usp=sharing">https://docs.google.com/document/d/1plsqtAEYYaAIz095h1nl4GHX-FDegqZl0-07H-KyY/edit?usp=sharing</a></p> <p>Copy of Constitution: <a href="https://www.archives.gov/founding-docs/constitution-transcript">https://www.archives.gov/founding-docs/constitution-transcript</a></p>	<p><b>Opinion Writing:</b></p> <p>Many U.S. high school graduations have been cancelled due to the virus. Write a 5 paragraph opinion essay on whether you believe that this is the right action. Guiding questions:</p> <p><a href="https://docs.google.com/document/d/1cHoD9Jz0Fjn1ajMtlziRV3Ni6CXihJi4SSJcKJBYyQ4/edit?usp=sharing">https://docs.google.com/document/d/1cHoD9Jz0Fjn1ajMtlziRV3Ni6CXihJi4SSJcKJBYyQ4/edit?usp=sharing</a></p>		

<p>Mixed operation word problems.</p> <p><a href="https://docs.google.com/document/d/1CReHpX1Gep0jP1ZQGR3o6EmhKMWWyZXZZMudYd7Lb5Q/edit?usp=sharing">https://docs.google.com/document/d/1CReHpX1Gep0jP1ZQGR3o6EmhKMWWyZXZZMudYd7Lb5Q/edit?usp=sharing</a></p>	<p><b><u>Know Your Rights</u></b>  The Bill of Rights are the first 10 amendments to the US Constitution. You can make a copy of the doc to share your work with your teacher or record your work on paper to turn in as a picture.</p> <p><a href="https://docs.google.com/document/d/1qjP2JU-PpN0pMF89BT6cUSF9ripmPNHLXVvH_EjAoog/edit?usp=sharing">https://docs.google.com/document/d/1qjP2JU-PpN0pMF89BT6cUSF9ripmPNHLXVvH_EjAoog/edit?usp=sharing</a></p> <p>Bill of Rights Videos:  <a href="https://youtu.be/ZGf88GATHtI">https://youtu.be/ZGf88GATHtI</a></p> <p><a href="https://youtu.be/yYEFm5dLMQ">https://youtu.be/yYEFm5dLMQ</a></p> <p><a href="https://youtu.be/tlt6R1KD4E0">https://youtu.be/tlt6R1KD4E0</a></p>	<p><b>Poetry Writing:</b></p> <p>Take your paper and pencil to the outdoors for 10-15 minutes. Sit and use your 5 senses to write observations. From these observations, write a poem of your choice. Add a simile or metaphor. There are so many ways to write poems so this gives you the freedom to be creative.</p>	<p><b>Band:</b>  <u>Choice 1:</u> With your instrument play each note that you know going from the lowest sound to the highest sound. Then play from the highest sound to the lowest. For a new challenge, use page 46-47 in your band book to see how high and low you can play. What new high and low notes did you learn on your instrument?</p> <p><u>Choice 2:</u> What songs did you play through where the melody went up, ascending? What songs did you play through where the melody went down, descending?</p> <p><b>Orchestra:</b>  <u>Warm up activity:</u>  <u>Violins and Violas</u> - starting with your lowest string and play the following finger pattern. Open, 1, 2, 3. Then change to the next string and keep the same pattern until you are on your highest string. Do this both pizzicato and arco.  <u>Cellos</u> - start on your lowest string and play the following finger pattern. Open, 1,3,4. Then change to the next string going higher and keep the same pattern until you are on your highest string. Do this both pizzicato and arco.</p> <p><u>Choice 1:</u>  What songs did you play through where the melody went up, ascending? What songs did you play through where the melody went down, descending?</p> <p><u>Choice 2:</u>  Most songs have parts that go up, ascending, and parts that go down, descending. Find a section in a song that is ascending and a part that is descending. Change some of the measures around and see if you like it better with the sound going up first or down first. Which version did you like better and why? Why do you think the composer uses sounds that go up, ascending and down, descending, in a song?</p>
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