



Grade: 5

Please refer to the directions below. If you find your child is exceeding the 'Estimated Duration' noted in the far right column, please bring closure to the activity. Students will have three school days to turn in all completed work.



Put a check next to the activities your child completed. Provide an adult signature once requirements have been met for all subjects.

Adult Signature: _____ Date: _____

Subject	Directions and Activities	Estimated Duration
English Language Arts	<ul style="list-style-type: none"> • <u>ALL students do this:</u> <i>Students will read their current independent reading book, small group, or other book for 30-45 minutes. Student records the page they started on and ended on, and it <u>must be signed by a parent</u>.</i> • <u>Students will then choose ONE of the following options to complete/turn in to teacher (choose an option you have not previously completed):</u> <p><u>Option A:</u> (Offline) If student is reading a fictional book, he/she will write a one paragraph summary which includes all of the major story elements in a plot diagram. Story elements to include: exposition (setting/characters/conflict), rising action, climax, falling action and resolution.</p> <p><u>Option B:</u> (Offline) If student is reading nonfiction text, he/she will write a one paragraph summary which will identify the main idea of the pages they read along with at least 5 supporting detail sentences.</p> <p><u>Option C:</u> (Offline) Choose one of Lit. Circle jobs from your small group packet, or complete one of the tasks below:</p> <ul style="list-style-type: none"> * Create 5 questions for a group to discuss regarding the passage you read. Provide your own thoughtful responses to each question. *Record 3 unknown or challenging vocabulary words from the passage you read. Look up the meanings for each of these words and provide the page number and sentence in the text where it was found. *Research a topic presented in the text. Record a paragraph of background information that would help students better understand the context of the story. *Research the author of your book. Summarize your findings on their life, inspiration for writing, or other titles which they have authored. 	<p>30-45 minutes</p> <p>45 minutes</p>
Math	<p><u>Each student select TWO activities to complete from previous days to turn in to teacher- be sure to include at least one you did not complete before. The previous activities are listed below:</u></p> <ul style="list-style-type: none"> • <u>Measurement/charts/fractions:</u> Student will choose a favorite recipe in a recipe book, from a family member or an online recipe. They will write the original ingredients, then double them, triple them and halve them. For a bonus, take a third of them. Student will make a chart to show data. Charts may be handwritten or typed on a computer. Be sure to record accurate measurement units. • <u>Problem Solving/Algebra/Algorithm Applications:</u> Student will write two word problems and solve them. Student should use variables for any unknown value. Student should show all steps involved to solve the problem as well as use a pictorial representation, if applicable. It should be neatly done. This may be handwritten or typed on a computer. 	<p>90 minutes for both activities</p>

Problem Solving – whole number operations: Student will create a minimum of three multiplication (minimum of two digit x two digit) and three long division problems (minimum is one digit divisor and three digit dividend). Student will show all of his/her work, then he/she may check with a calculator (if available). Student may challenge themselves to more difficult problems, however.

- **Geometry** – Student will find objects at home which models 2D and 3D geometric shapes he/she has studied: prism, cylinder, pyramid, sphere, cone, cube, square, rectangle, rhombus, parallelogram, trapezoid, triangle, pentagon, etc. Student should make a chart with at least 5 shapes and items listed in their house that represent that shape.
- **Number sense/expressions** – Student will choose a number (Ex. 8) and develop at least 10 expressions which represent this number. (For example, $(7 \times 6 - 2 \times 9) \div 3$ represents the number 8 when solved.) Student should remember order of operations (parentheses first, then exponents, then multiplication/division from left to right, and lastly addition/subtraction left to right). Student also needs to include at least 3 math symbols per expression (+, -, x, \div).
- **Computational fluency** – Become a math fact whiz! Choose the 5 multiplication or division basic math facts (0-12) that you struggle with the most. Develop a game to practice these facts. It can be as simple as a memory game or flash cards. (i.e. If $7 \times 8 = 56$ causes you trouble, make a flash card with 7×8 on one side and 56 on the back.) Be creative if possible. Practice these facts using your game.
- **Graphing** – Develop a question in which you collect from 6-10 pieces of data (i.e. How much snow can I measure every half hour? How many siblings do 8 of my friends have? What is the favorite season of my family members? How did I spend my FID Day?) Tally the results on a table. Then, convert to a graph which best represents your data (i.e. line graph, bar graph, pictograph, circle/pie graph, etc.) Graph can be done by hand or on the computer (Excel).
- **Geometry** – Be a mathematical artist! Draw a detailed picture which includes at least 8 two-dimensional or three-dimensional geometric shapes you have studied. Record the shapes in a key format on the back of your picture. Bring to class to see if your friends can find your shapes ☺
- **Problem Solving/Algebra/Algorithm Applications** - Student will write or type two word problems using fractions, decimals or percent and solve them showing all steps. Student should use variables for any unknown value. Student should show **all steps** involved to solve the problem as well as use a pictorial representation, if applicable. It should be neatly done.

Science/ Social Studies	<p><u>Each student should choose ONE option:</u></p> <p><u>Social Studies/Science: Strengthen your skills!</u> Study your current social studies or science study guide by making flash cards with questions on one side/answer on the other, or by placing questions on one card/answers on the other and playing a matching/memory game. Choose the most difficult concepts for you.</p> <p><u>Current Events/S.S./Science:</u> Find a current news article involving either a science concept or a world/state/local issue in either the newspaper or on TV and write a two paragraph response. Paragraph one should summarize the article/report and paragraph two should explain your views on the issue.</p> <p><u>Social Studies:</u> Study your states and capitals. Create a 10 question quiz for a classmate based on what you studied.</p>	30 minutes
Special	<p>Your student should complete the assignment for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Art <input type="checkbox"/> Music <input type="checkbox"/> PE/Health <input type="checkbox"/> Library <input type="checkbox"/> Counseling <p>Find this assignment at www.carlisleschools.org/FIDspecials</p> <p>Or</p> <p>Refer to the work which was sent home in hard copy.</p>	30 minutes
Reading Or ELD Support	<p>If your child receives additional reading instruction, please practice the “regular” nightly homework or spend 15 minutes reading together.</p> <p>ELD students have been given language practice work for FID by their ELD teacher.</p>	15 minutes