

LEARNING FROM Home

A Supplement for Fifth Grade

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INTRODUCTION



Hello! My name is Kelsey O'Banion, and I am a licensed Oregon teacher currently at home with my two young kids, Bowen, age 3.5 and Crosby, almost 2. Before kids, I earned my Masters Degree in Early Childhood Education and spent five years teaching in the Lake Oswego School District, in kindergarten, 3rd and 4th grade classrooms. I left the classroom in 2017 when Bowen was born. Since then I've kept my license active and stayed up to date with current best teaching practices, worked as an Artist in Residence and created a homeschool plan for kids 2- to 5-years old.

In this supplemental packet, I've taken a handful of Common Core Standards (CCSS) in reading, writing and math, broken them down into a simple language, and linked activities and lessons to help you practice these specific standards with your child.

This is by no means a complete list of what your child needs to know by the end of the year. This is also not an alternative to what they're learning through their school. This *is* a resource to help you better understand a handful of the standards they are expected to meet, and an opportunity for you to further challenge your child and supplement what they're learning during this time. For all of the common core state standards, please visit <http://www.corestandards.org/>



Enjoy. Have fun. You've got this!

HOW TO SET YOUR CHILD UP FOR SUCCESS

LEARNING AT HOME:

1. **Stick to a routine.** Most schools have done a great job establishing schedules for your child to help ensure they have a routine of some sort. Stick to this routine. Be prepared for that morning check-in and each lesson that follows. Your child is learning accountability and reliability, very valuable traits.
2. **Pick a location** without distractions where school will happen. Keep it stocked with all the supplies they need, and keep it in that place.
3. **Just add water...and food.** Feed yourself and feed your child before school. Everyone will be happier and more successful.
4. **We can do hard things.** Learning virtually is new for your child, it's new for your child's teacher, it's new for you, and change is *hard*. Give it time. Let everyone feel frustrated, but stay optimistic! Take breaks. Reassure everyone that you're in this together. It *will* get easier.

STATE ASSESSMENT PRACTICE:

The link below will take you to the Oregon Department of Education sample state test. While it's unknown if state testing will take place during the 2020-2021 school year, it never hurts to introduce the format to your child, and work through some practice questions together. The link will take you to a page where it asks you to "sign in," simply click the "sign in" button and select your grade level - you do not need to enter any information or create an account of any sort to take this sample test:

https://login11.cloud1.tds.airast.org/student/V470/Pages/LoginShell.aspx?c=Oregon_PT&a=student

WHAT DOES MY FIFTH GRADER NEED TO KNOW?

In 2010, Oregon adopted the [Common Core State Standards \(CCSS\)](#), along with 41 US states, the District of Columbia, and four US territories. CCSS are college- and career-ready standards and learning goals for what students should know and be able to do at each grade level. It is not a curriculum, but it is what school curriculums (determined by district) teach.

On the following pages, you will find a handful of standards for four subject areas, reading and writing in the English and Language Arts (ELA) category, math, and science. As mentioned before, this is by no means a complete list of what your child needs to know by the end of the school year. This is a resource to help you better understand *some* of the standards that your child is expected to meet, and an opportunity for you to further challenge your child within these standards and supplement what they're learning through their schooling. For a complete list of the standards, visit the [CCSS](http://www.corestandards.org/) website: <http://www.corestandards.org/>

Reading		
Common Core Standard	What does this mean? “I can” statement	What does this look like?
Reading: Literature (i.e. Fiction)		
CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	I can quote examples from a text to explain what it's about.	Use the template on page 12 to help record inferences and evidence while reading.
CCSS.ELA-LITERACY.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	I can explain how the parts of a text, chapters, scenes, or stanzas, fit together to structure a story.	Ask your child questions about what he or she is reading and have them summarize the story. Or have them summarize a story or chapter on the template provided on page 13.
CCSS.ELA-LITERACY.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes	I can compare and contrast stories within the same genre that have similar themes and topics.	Use the activity on page 14 to compare two different stories within the same genre with similar themes and topics.

and topics.		
Reading: Informational Text (i.e. Non-Fiction)		
CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	I can identify and give details to explain the main idea of a text. I can summarize the text with these details.	Use the template on page 15 to help your child record the main idea and the details to support it.
CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	I can find similarities and differences between multiple texts on the same event or topic, and the points of view that are represented.	Read at least two different texts on the same topic or event and discuss the similarities and differences.
Reading: Foundational Skills		
CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	I can use strategies to figure out a word I'm unfamiliar with.	Work on prefixes and suffixes, break apart words into syllable segments, and read irregularly spelled words. 15 ways to help teach prefixes and suffixes: https://minds-in-bloom.com/15-ways-to-teach-prefixes-and-suffixes/
CCSS.ELA-LITERACY.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	I can read fluently and accurately with intonation, correct myself when I make mistakes, and understand what I'm reading.	Read, read, read! Have your child read alone, aloud, to the mirror, to his or her toys, to the family pet, just keep reading!

Writing

Common Core Standard	What does this mean? "I can" statement	Activity
<p>CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>I can write an opinion piece with reasons and details to support my opinion.</p>	<p>Opinion writing prompts:</p> <ol style="list-style-type: none"> 1. Write about your favorite food. 2. Write about your favorite place. 3. Write about the best sport. 4. Write about your favorite movie. 5. Write about your favorite animal. <p>Opinion writing template on page 17.</p>
<p>CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>I can write a paper to inform someone or explain something, and provide details and facts to support my topic.</p>	<p>Expository writing prompts:</p> <ol style="list-style-type: none"> 1. Write about an animal. 2. Explain three ways people can be kind to each other. 3. Choose an important tool in your home and explain why it's important. 4. Think about one of your best friends and explain why you like him or her. 5. Think about something you're really good at. Explain how to do that, to someone who doesn't know how. <p>Expository writing template on page 18.</p>
<p>CCSS.ELA-LITERACY.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>I can write a story with at least two events, details in order, and a conclusion. (e.g. first, next, then, last.)</p>	<p>Narrative writing prompts:</p> <ol style="list-style-type: none"> 1. Write a story about the best day ever. 2. Write a story about a time you got hurt. 3. Write a story about a time when you learned something new. 4. Write a story about a time you were scared. 5. Write a story about your earliest memory. What happened? <p>Narrative writing template on page 19.</p>
<p>CCSS.ELA-LITERACY.W.5.6 With some guidance and support</p>	<p>I can revise and edit my writing with the help of a</p>	<p>Edit your child's writing (within reason, spelling, uppercase and lowercase letters,</p>

<p>from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>peer or an adult.</p>	<p>ending punctuation.).</p>
<p>CCSS.ELA-LITERACY.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>I can do research on a topic to learn more before I write about it.</p>	<p>Let your child choose a topic they're interested in and encourage them to research the topic: a sport, an animal, a location, a hobby, etc. Research can be done through different mediums, books, magazines, interviews, the internet (please discuss how to be safe on the internet), etc.</p>

Math

Common Core Standard	What does this mean? "I can" statement	Activity
<p>CCSS.MATH.CONTENT.5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p>	<p>I can read, solve, and write expressions using the order of operations, including symbols like parentheses, brackets, and braces.</p>	<p>Order of Operations (PEMDAS): https://www.pinterest.com/pin/38984353012067757/?nic_v2=1a4MLVSjz Order of Operations Song: https://numberock.com/lessons/order-of-operations/</p>
<p>CCSS.MATH.CONTENT.5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<p>I can correctly add, subtract, multiply, and divide decimals to hundredths, using the correct strategies. I can explain why I used the chosen strategy in written form.</p>	<p>Decimals Practice: https://www.khanacademy.org/math/cc-fifth-grade-math/imp-place-value-and-decimals Adding and Subtracting Decimals: https://www.k5learning.com/free-math-worksheets/fifth-grade-5/decimals-addition-subtraction Multiplying Decimals: https://www.k5learning.com/free-math-worksheets/fifth-grade-5/decimals-multiplication Dividing Decimals: https://www.k5learning.com/free-math-worksheets/fifth-grade-5/decimals-division</p>
<p>CCSS.MATH.CONTENT.5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p>	<p>I can use what I know about division to divide fractions by whole numbers or whole numbers by fractions.</p>	<p>Dividing Fractions: https://www.mathsisfun.com/fractions_division.html Dividing Fractions Video: https://www.youtube.com/watch?v=4lkq3DgvmJo&ab_channel=mathantics</p>
<p>CCSS.MATH.CONTENT.5.MD.C.3 Recognize volume as</p>	<p>I can understand that solid</p>	<p>Volume Practice and Worksheets:</p>

<p>an attribute of solid figures and understand concepts of volume measurement.</p>	<p>figures have volume and how volume can be measured.</p>	<p>https://www.math-salamanders.com/5th-grade-volume-worksheets.html Volume Lesson: https://betterlesson.com/lesson/596487/discovering-volume-part-1</p>
<p>CCSS.MATH.CONTENT.5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>	<p>I can use graphs by graphing points in the first quadrant of a coordinate plane, to show real-world and mathematical problems.</p>	<p>Graphing Practice: https://www.math-aids.com/Graph/ More practice: https://www.commoncoresheets.com/Volumem.php</p>

Science

Focus	Activity
Physical Sciences	Balloon air pressure experiment (pressure): https://www.darcyandbrian.com/balloon-air-pressure-science-experiment/ Ice Cream in a Bag: https://www.sciencebuddies.org/stem-activities/ice-cream-bag
Life Sciences	Build a Terrarium: https://climatekids.nasa.gov/mini-garden/ Animal Tracking: http://rainorshinemamma.com/animal-tracking-with-child-beginners-guide/
Earth and Space	NASA Science at Home (lots of activities!): https://science.nasa.gov/get-involved/nasaathome
Engineering and Design	Make a pinhole camera (and other great activities!): https://spaceplace.nasa.gov/classroom-activities/en/ Series and Parallel Circuits: http://click2sciencepd.org/sites/default/files/serpar.pdf?pdf=serpar.pdf Hour of Code: https://hourofcode.com/us/learn

INFeRence & EVIDence

An **inference** is something you think based on what you know. While reading, think about what you're learning and the evidence that you're finding in the text to confirm your inferences.

Example: **I think** August is feeling uncomfortable on his first day of school in the lunchroom, **because** I read on page 4, "I could tell I was being stared at without even looking up. I knew that people were nudging each other, watching me out of the corners of their eyes. I thought I was used to those kinds of stares by now, but I guess I wasn't."

INFeRence

EVIDence

I think _____



Because _____

INFeRence

EVIDence

I think _____



Because _____

INFeRence

EVIDence

I think _____



Because _____

SAME AND DIFFERENT: COMPARING TEXTS

Story 1

Title: _____

Author: _____

Story 2

Title: _____

Author: _____

Write a sentence about what was **the same** in the stories, and draw a picture to go with it.

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Write a sentence about what was **different** in the stories, and draw a picture to go with it.

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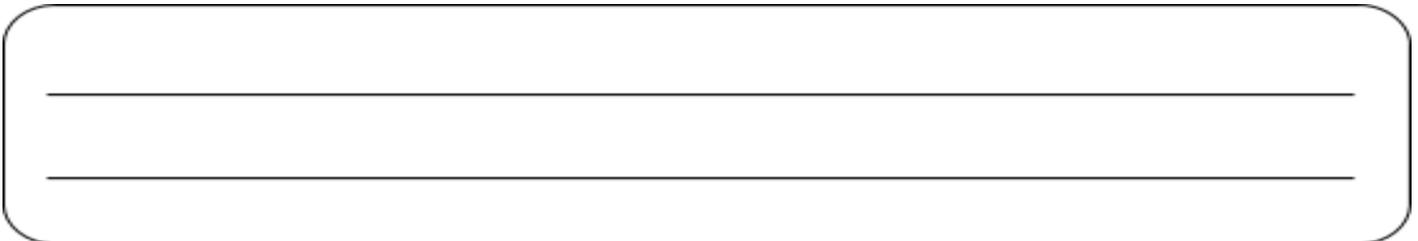
MAIN IDEA & DETAILS

Use the spaces below to record the main idea and three details to support it.

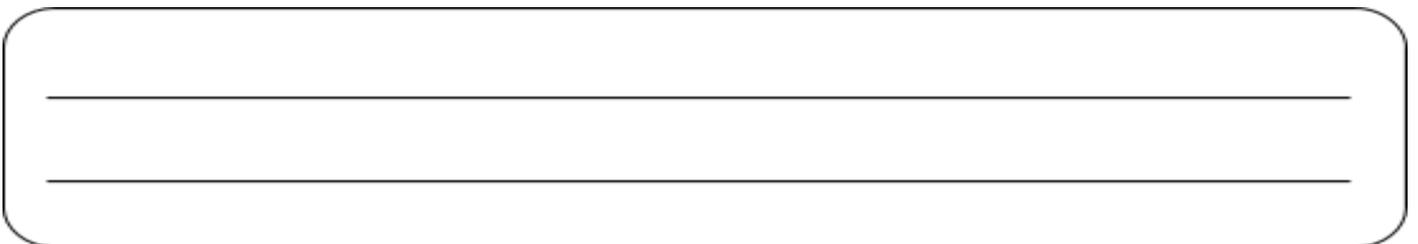
MAIN IDEA



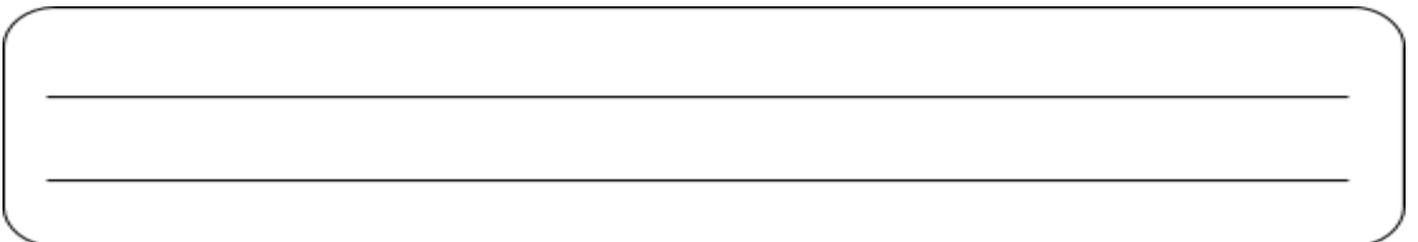
DETAIL 1



DETAIL 2



DETAIL 3



FUN READING BINGO!

Read to complete your BINGO card! Spend at least 10 minutes on each square. When you finish a square, color it in!

B	I	N	G	O
Read in your pajamas	Read to a pet or a stuffed animal	Read poetry Title:_____	Read to someone younger than you.	Read in a blanket or couch fort
Read outside	Read with socks on your hands!	Read a book with a number in the title	Read a magazine Title:_____	Read under a table
Read a picture book	Read a chapter book Title:_____	Read by the light of a flashlight	Read in the kitchen	Read a book for the second time Title:_____
Read a book with a color in the title	Read a non-fiction book Title:_____	Read about something on the internet	Read with your clothes on backwards!	Read on the floor
Read on a big pile of pillows	Read to yourself in the mirror	Read to someone older than you	Read in your bed before you go to sleep.	Read in the car (the car can be turned off)

OPINION WRITING

Opinion writing **tells your opinion**. Be sure to **list reasons** for your opinion.

MY OPINION (EXAMPLE: I THINK...)

REASON 1:

REASON 2:

REASON 3:

ENDING SENTENCE (EXAMPLE: THAT'S WHY...)

EXPOSITORY WRITING

Expository writing explains or gives information. Be sure to share facts about your topic.

TOPIC SENTENCE (EXAMPLE: TODAY I WILL TELL YOU ABOUT...)

FACT 1:

FACT 2:

FACT 3:

CONCLUSION (EXAMPLE: NOW YOU KNOW ALL ABOUT...)

NARRATIVE WRITING

Narrative writing **tells a story**. It **describes** an experience or an event.

Tell: who, what, where, when, why, how.

INTRODUCTION (EXAMPLE: THE BEST DAY EVER WAS...)

FIRST...

NEXT...

THEN...

FINALLY...

CONCLUSION (EXAMPLE: IN THE END...)
