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**If possible, please use Google Chrome web Browser.**



## Grade 5 Summer Learning Plan - Days 1-20

Day	Daily Assignments	
(Day 1)	<p><b>Math: Add To Problems with Fractions</b></p> <p>Explore <b>Add To</b> problems with fractions by reading about the problem structure on pages 1 and 2 of the <a href="#">Google slide deck</a>.</p> <p>Solve Day 1, Problems 1-3 on page 5 of the slide deck. Use an open number line and/or fraction representations to solve these problems.</p> <p>Please click on the "Present" button at the top right to enlarge and view the Google Slides. Click the "ESC" button on your keyboard to return to regular view (or hover at the bottom of the screen and click "Exit" on the bar that appears). (NC.5.NF.1, NC.6.NS.4, NC.6.EE.2)</p> <p><b>Fluency: Patterns with 2's</b> Complete Fluency Practice on Multiples of 2 for Day 1 also on page 5 of the slide deck.</p> <p><b>Brain Break:</b> Tidy up while walking like a crab! Carry items on your belly across the room to put them away.</p>	<p><b>Social Studies: Historical Thinking</b></p> <p>Complete this first lesson on historical thinking. This lesson teaches you about the meaning of history. Everything you need is in this file. Please make a copy for yourself or record your answers on the document. (6.H.1)</p> <p><a href="#">Historical Thinking Lesson 1</a></p> <p><b>Brain Break:</b> Using a coloring page or blank piece of paper, quietly color on your own. Don't judge your artwork - there is no right or wrong. Try not to think of anything specific. If a thought pops in your head, let it go. Just color.</p>
(Day 2)	<p><b>Read These Two Texts:</b>  <a href="#">Ancient Greece- Gods, goddesses and heroes</a> and <a href="#">A Short History of Greek and Roman Myth: Gods, Goddesses and Heroes</a>. Provide a statement that integrates information from both texts to answer the topic/theme question. (RI.5.9) <a href="#">Handout Day 2</a></p> <p><b>Brain Break:</b> Hold the windmill pose for 3 seconds for each side and repeat. </p>	
(Day 3)	<p><b>Math: Take From Problems with Fractions</b></p> <p>Explore <b>Take From</b> problems with fractions by reading about the problem structure on pages 3 and 4 of the <a href="#">Google slide deck</a>.</p> <p>Solve Day 3, Problems 1-3 on page 5 of the slide deck. Use an open number line and/or fraction representations to solve these problems. See directions for changing slides to present mode for larger print on Day 1. (NC.5.NF.1, NC.6.NS.4, NC.6.EE.2)</p> <p><b>Fluency: Patterns with 10's</b> Complete Fluency Practice on Patterns with 10's for Day 3 also on page 5 of the slide deck</p> <p><b>Brain Break:</b> Set a timer or put on a song and see how quickly you can clean up a room in the house. Do you have a friend or sibling? Each person can pick a room to clean and race each other to finish.</p>	<p><b>Science: Making A Claim</b></p> <p>Complete this first lesson on CL-EV-R. This lesson teaches you how to make a CLAIM. Everything you need is in this file. Please make a copy for yourself or record your answers in your science notebook.. (NC 6th Science As Inquiry)</p> <p><a href="#">CL-EV-R Lesson 1</a></p> <p><b>Brain Break:</b> Without talking, eat a snack slowly. As you eat, close your eyes. Think about all the sensations, tastes, and textures you experience.</p>
(Day 4)	<p><b>Read These Two Texts:</b>  <a href="#">Ancient Greek Thinkers: Socrates and Plato Lead the Ways</a> and <a href="#">Great Thinkers of Ancient Greece: Socrates, Plato, and Aristotle</a>. Provide a statement that integrates information from both texts to answer the topic/ theme question. (RI.5.9) <a href="#">Handout Day 4</a></p> <p><b>Brain Break:</b> Hold the reverse table for 30-60 seconds, release and repeat. </p>	

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(Day 5)	<p><b>Math: Add To Problems with Decimals</b></p> <p>Explore Add To problems with decimals by referring back to the problem structure on pages 1 and 2 of the <a href="#">Google slide deck</a>.</p> <p>Solve Day 5, Problems 1-3 on page 6 of the slide deck. Use an open number line and/or fraction representations to solve these problems. See directions for changing slides to present mode for larger print on Day 1. (NC.5.NBT.7, NC.5.NF.1, NC.6.NS.3, NC.6.EE.2)</p> <p><b>Fluency: Patterns with 5's</b> Complete Fluency Practice on Patterns with 5's for Day 5 also on page 6 of the slide deck.</p> <p><b>Brain Break:</b> Do 10 arm circles (forward and backward), 10 shoulder shrugs (forward and backward), and 10 standing trunk rotations (hands on hips or straight out to side).</p>	<p><b>Social Studies: Historical Thinking</b></p> <p>Complete this second lesson on historical thinking. This lesson teaches you about the differences between primary sources and secondary sources. Everything you need is in this file. Please make a copy for yourself or record your answers on the document. (6.H.1)</p> <p><a href="#">Historical Thinking Lesson 2</a></p> <p><b>Brain Break:</b> Sit comfortably and close your eyes. As you breathe slowly, think of the top 10 words that describe who you are. Picture those words written in your mind.</p>
(Day 6)	<p><b>Read These Two Texts:</b> <a href="#">Theseus and Monitaur</a> and <a href="#">Arachne the Weaver</a>. Provide A statement that compares and contrasts different stories in their approach to themes or topics. (RL.6.9)</p> <p><a href="#">Handout Day 6</a> <b>Brain Break:</b> Hold the head-to-knee pose for 30-60 seconds, release and repeat for each side.</p> 	
(Day 7)	<p><b>Math: Take From Problems with Decimals</b></p> <p>Explore <b>Take From</b> Problems with decimals by referring back to the problem structure on pages 3 and 4 of the <a href="#">Google slide deck</a>.</p> <p>Solve Day 7, Problems 1-3 on page 6 of the slide deck. Use an open number line and/or fraction representations to solve these problems. See directions for changing slides to present mode for larger print on Day 1. (NC.5.NBT.7, NC.5.NF.1, NC.6.NS.3, NC.6.EE.2)</p> <p><b>Fluency: Patterns with 5's</b> Complete Fluency Practice on Patterns with 5's for Day 7 also on page 6 of the slide deck.</p> <p><b>Brain Break:</b> Put on your favorite song, lie down, close your eyes, and listen to the entire song. How did you feel after the song ended?</p>	<p><b>Science: Looking for Evidence</b></p> <p>Complete the second lesson on CL-EV-R. This lesson teaches you how to find EVIDENCE for a CLAIM. Everything you need is in this file. Please make a copy for yourself or record your answers in your science notebook. (NC 6th Science As Inquiry)</p> <p><a href="#">CL-EV-R Lesson 2</a></p> <p><b>Brain Break:</b> Sit up straight in a comfortable position. Relax your abdomen muscles. Slowly breathe in, filling your lungs with oxygen. Hold at the top and slowly release your breath until your lungs are empty. Continue 10 times.</p>
(Day 8)	<p><b>Read These Two Texts:</b> <a href="#">The Golden Touch</a> and a previously read myth. Provide A statement that compares and contrasts different stories in their approach to themes or topics. (RL.6.9) <a href="#">Handout Day 8</a></p> <p><b>Brain Break:</b> Hold the balancing table pose for 60 seconds on each leg and repeat.</p> 	

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## Grade 5 Summer Learning Plan - Days 1-20

Day	Daily Assignments	
(Day 9)	<p><b>Math: Add To and Take From Problems Mixed</b>            Explore <b>Add To</b> and <b>Take From</b> Problems with decimals and fractions by referring back to the problem structures on pages 1-4 of the <a href="#">Google slide deck</a>.</p> <p>Solve Day 9, Problems 1-5 on page 7 of the slide deck. Use an open number line and/or fraction representations to solve these problems. See directions for changing slides to present mode for larger print on Day 1. (NC.5.NBT.7, NC.5.NF.1, NC.6.NS.3, NC.6.NS.4, NC.6.EE.2)</p> <p><b>Fluency: Explain patterns with 2, 5, 10</b>            Complete Fluency Practice on Patterns with 2's, 5's and 10's for Day 9 also on page 7 of the slide deck.</p> <p><b>Brain Break:</b> Skaters - Hop to your right bringing your left foot behind you with knees bent and body low. Repeat the movement to the left. Do this for 30 seconds.</p>	<p><b>Social Studies: Historical Thinking</b>            Complete this third lesson on historical thinking. This lesson reviews primary sources and secondary sources and asks you to sort source scenarios. Everything you need is in this file. Please make a copy for yourself or record your answers on the document. (6.H.1)</p> <p><a href="#">Historical Thinking Lesson 3</a></p> <p><b>Brain Break:</b> Pick any object in the room. Focus all of your attention on that object. Observe what it looks like, what shapes it has, the color, how it moves, and how it makes you feel. Continue focusing for 2 minutes.</p>
(Day 10)	<p><b>Read These Two Texts:</b>  <a href="#">Excerpt from the Odyssey: The Sirens</a> and a previously read myth. Provide a statement that compares and contrasts different stories in their approach to themes or topics. (RL.6.9) <a href="#">Handout Day 10</a></p> <p><b>Brain Break:</b> Hold the cobbler's pose for 60 seconds on each leg and repeat.</p>	
(Day 11)	<p><b>Math: Put Together and Take Apart Problems (Decimals/Fractions)</b>            Explore <b>Put Together</b> and <b>Take Apart</b> problems with decimals and fractions by reading about the problem structure on pages 8 and 9 of the <a href="#">Google slide deck</a>.</p> <p>Solve Day 11, Problems 1-3 on page 12 of the slidedeck. Use an open number line and/or fraction representations to solve these problems. See directions for changing slides to present mode for larger print on Day 1. (NC.5.NBT.7, NC.5.NF.1, NC.6.NS.3, NC.6.NS.4, NC.6.EE.2)</p> <p><b>Fluency: Commutative Property</b>            Complete Fluency Practice on the commutative property for Day 11 also on page 12 of the slide deck.</p> <p><b>Brain Break:</b> Can you make your body look like every letter of the alphabet?</p>	<p><b>Science: Providing a Reason</b>            Complete the third lesson on CL-EV-R. This lesson teaches you how to find REASONING from EVIDENCE and a CLAIM. Everything you need is this file. Please make a copy for yourself or record your answers in your science notebook. (NC 6th Science As Inquiry)</p> <p><a href="#">CL-EV-R Lesson 3</a></p> <p><b>Brain Break:</b> Sit in a comfortable position. In your head, slowly count from 0 to 20. As you count each number, take a breath in and out. Then, count backwards from 20 to 0. Try to only think about counting.</p>
(Day 12)	<p><a href="#">Reading Marathon</a>            Read books of interest or books on the Reading Marathonlist about the topic and utilize the last five minutes to reflect on the content knowledge gained from your reading about this topic. (RL/RI 5.10)</p> <p><b>Brain Break:</b> Hold the cross the midline pose for 60 seconds on each leg and repeat.</p>	

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(Day 13)	<p><b>Math: Compare Problems- Difference Unknown (Decimals/Fractions)</b> Explore <b>Compare Problems- Difference Unknown</b> problems with decimals and fractions by reading about the problem structure on pages 10 and 11 of the <a href="#">Google slide deck</a>.</p> <p>Solve Day 13, Problems 1-3 on page 12 of the slidedeck. Use an open number line, bar diagram and/or fraction representations to solve these problems. See directions for changing slides to present mode for larger print on Day 1. (NC.5.NBT.7, NC.5.NF.1, NC.6.NS.3, NC.6.NS.4, NC.6.EE.2)</p> <p><b>Fluency: Using a Known Fact</b> Complete Fluency Practice on known facts for Day 13also on page 12 of the slide deck.</p> <p><b>Brain Break:</b>Do 8 jumping jacks, 8 silly shakes (just shake as silly as you can), 8 high knees, and 8 scissor jumps.</p>	<p><b>Social Studies: Historical Thinking</b> Complete this fourth lesson on historical thinking. This lesson teaches about evaluating sources and understanding perspective. Everything You need is in this file. Please make a copy for yourself or record your answers on the document. (6.H.1)</p> <p><a href="#">Historical Thinking Lesson 4</a></p> <p><b>Brain Break:</b>Sit comfortably. Choose any color. Looking Around you, find all the things that are that color. Then, close your eyes and imagine what else can be that color.</p>
(Day 14)	<p><b>Research</b> Choose a previously read text to research further. Complete graphic organizer to prepare for the upcoming performance task. (W.5.5) <a href="#">Handout</a></p> <p><a href="#">Day 14 Brain Break:</a>Hold the dancer's pose for 60 seconds on each leg and repeat.</p>	
(Day 15)	<p><b>Math: Compare Problems- More-Larger Unknown, Less-Smaller Unknown (Decimals/Fractions)</b> Explore <b>Compare Problems-More-Larger Unknown, Less-SmallerUnknown</b> problems with decimals and fractions by referring back to the problem structure on pages 10 and 11 of the <a href="#">Google slide deck</a>.</p> <p>Solve Day 15, Problems 1-3 on page 13 of the slidedeck. Use an open number line, bar diagram and/or fraction representations to solve these problems. See directions for changing slides to present mode for larger print on Day 1. (NC.5.NBT.7, NC.5.NF.1, NC.6.NS.3, NC.6.NS.4, NC.6.EE.2)</p> <p><b>Fluency: Using a Known Fact</b> Complete Fluency Practice on known facts for Day 15 also on page 13 of the slide deck.</p> <p><b>Brain Break:</b>Jump up with your arms and legs spread out like a star. Do 10 sets, then rest and repeat.</p>	<p><b>Science: Looking At Data</b> Now that you have seen how all the parts of CL-EV-R work, you get to go through the whole process. This lesson allows you to make your own CLAIM provide scientific EVIDENCE and your REASONING. Everything you need is this file. Please make a copy for yourself or record your answers in your science notebook. (NC 6th Science As Inquiry)</p> <p><a href="#">CI-EV-R Lesson 4</a></p> <p><b>Brain Break:</b>Repeat the following to yourself: I am strong. I am powerful. I believe in myself and my abilities. I am always learning and always improving. I take each moment as it comes.</p>
(Day 16)	<p><b>Read These Two Texts:</b> <a href="#">Art and Architecture in Ancient Greece 1</a> and <a href="#">Art and Architecture in Ancient Greece 2</a>. Provide a statement that integrates information from both texts to answer the topic/theme question. (RI.5.9) <a href="#">Handout Day 16</a></p> <p><b>Brain Break:</b>Hold the donkey kicks pose for 60 seconds on each leg and repeat.</p>	

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(Day 17)	<p><b>Math: Compare Problems- More-Smaller Unknown, Less-Larger Unknown (Decimals/Fractions)</b> Explore Compare Problems-More-Smaller Unknown, Less-LargerUnknown problems with decimals and fractions by referring back to the problem structure on pages 10 and 11 of the <a href="#">Google slide deck</a>.</p> <p>Solve Day 17, Problems 1-3 on page 13 of the slidedeck. Use an open number line, bar diagram and/or fraction representations to solve these problems. See directions for changing slides to present mode for larger print on Day 1. (NC.5.NBT.7, NC.5.NF.1, NC.6.NS.3, NC.6.NS.4, NC.6.EE.2)</p> <p><b>Fluency: Using a Known Fact</b> Complete Fluency Practice on known facts for Day 17 also on page 13 of the slide deck.</p> <p><b>Brain Break:</b>Put on your favorite song, lie down, close your eyes, and listen to the entire song. How did you feel after the song ended?</p>	<p><b>Social Studies: Historical Thinking</b> Complete this fifth lesson on historical thinking. This lesson asks you to apply your historical thinking skills and evaluate sources for reliability. This is part 1 of a 2 part lesson. Everything you need is in this file. Please Make a copy for yourself or record your answers on the document. (6.H.1)</p> <p><a href="#">Historical Thinking Lesson 5</a></p> <p><b>Brain Break:</b>Close your eyes and visualize the perfect beach. Imagine the feel of the sand and the sound of the seagulls. What else can you visualize?</p>
(Day 18)	<p><b>Read These Two Texts:</b> <a href="#">The Astronomers: Claudius Ptolemy</a> and <a href="#">Inventors and Scientists: Eratosthenes</a>. Provide a statement that integrates information from both texts to answer the topic/theme question. (RI.5.9) <a href="#">Handout Day 18</a></p> <p><b>Brain Break:</b> Hold the half boat pose for 60 seconds on each leg and repeat.</p>	
(Day 19)	<p><b>Math All Previous Problem Types Mixed</b> Explore all previous problem types with decimals and fractions by referring back to the problem structures on pages 8-11 of the <a href="#">Google slide deck</a>.</p> <p>Solve Day 19, Problems 1-4 on page 14 of the slidedeck. Use an open number line, bar diagram and/or fraction representations to solve these problems. See directions for changing slides to present mode for larger print on Day 1. (NC.5.NBT.7, NC.5.NF.1, NC.6.NS.3, NC.6.NS.4, NC.6.EE.2)</p> <p><b>Fluency: Explain Commutative Property and Using a Known Fact</b> Complete Fluency Practice with the commutative property and by using a known fact for Day 19 also on page 14 of the slide deck.</p> <p><b>Brain Break:</b>Complete 25 of the following- skip, jump, lift knees, and walk backwards.</p>	<p><b>Science: Looking At Data</b> Apply the CL-EV-R process to this scientific situation. This lesson allows you to make your own CLAIM provide scientific EVIDENCE and your REASONING. Everything you need is in this file. Please make a copy for yourself or record your answers in your science notebook. (NC 6th Science As Inquiry)</p> <p><a href="#">CI-EV-R Lesson 5</a></p> <p><b>Brain Break:</b>Find a place to walk back and forth in a line. As you walk, slowly lift your foot and place your heel on the ground. Feel your bodyweight shift into that foot. Continue with the other foot, thinking about the steps as you go.</p>
(Day 20)	<p><b>Read These Two Texts:</b> <a href="#">Chiron, the Wisest Centaur</a> and <a href="#">Theseus and Monitaur</a>. Provide a statement that compares and contrasts different stories in their approach to themes or topics (RL.6.9) <a href="#">Handout</a></p> <p><b>Brain Break:</b>Hold the half forward pose for 60 seconds on each leg and repeat.</p>	