Grade 5
Family Resource Bundle

Grade 5

ANSWER KEY Text #1 "Gren's Ghost"

by Marie-Louise Fitzpatrick 2015

1. RL.KID.2

Which statement expresses the main theme of the short story?

A. Friends can help us realize who we really want to be.
B. It's important not to judge people based on your first impression of them.
C. Children can be cruel to their classmates without realizing it.
D. Changing who you are can help you be more accepted by others.

2. RL.CS.6

PART A: What emotions are emphasized through the author's use of first-person point of view?

A. Finn's desire to become part of Gren's social circle at school.
B. Finn's uncertainty about Gren and why he asks him to meet up.
C. Finn's relief that he has a friend in Gren when he returns to school.
D. Finn's sadness that he won't get to share what happened at the castle.

3. RL.KID.1

PART B: Which section from the text best supports the answer to Part A?

A. "I'm gabbling, doing my Finbar Swot-face Flynn thing. That's what the boys in school call me — Finbar Swot-face Flynn." (Paragraph 17)
B. "There's no sarcasm in his voice and there's no menace in his smile, but I know he's a good actor — I've seen him lie to a teacher without so much as breaking a sweat." (Paragraph 18)
C. "We laugh at the echoes, we laugh at our dancing shadows, we laugh at everything-nothing till tears roll down our cheeks and our bellies hurt." (Paragraph 61)
D. "Does this make us mates I wonder, as I cross the fields towards home, but I know it doesn't." (Paragraph 69)

4. RL.KID.3

How do Finn's feelings about Gren change throughout the story?

A. Finn views Gren as a rival at school in the beginning of the story but eventually views him as a friend.
B. Finn is intimidated by Gren in the beginning of the story and decides to change who he is to be tough like Gren at the end.
C. Finn views Gren as a friend in the beginning of the story, but eventually realizes Gren won't be friends with him publically.
D. Finn questions Gren's intentions in the beginning of the story but comes to realize how much fun he can have with Gren.

5. RL.CS.5

How does the following section contribute to the plot of the story?: "'Gren's a really cool name,' I say when we're done. / 'A lot cooler than what it's short for,' he says." (Paragraphs 62-63).

A. It develops the relationship between characters and suggests that Gren and Finn have more in common than Finn realized.
B. It reveals the main conflict of the story by showing that Gren was teased for his full name in school.
C. It shows that the conflict will continue because Gren feels insecure about his shortened name.
D. It reveals a surprise resolution to the main conflict by showing how much Finn enjoys Gren's company and friendship.

6. RL.KID.2

How does the speaker's new name contribute to the theme of the story?

1. **Answers will vary; students should discuss how Gren's suggestion that Finbar should shorten his name strengthens their bond during their adventure at the castle. Gren tells Finn, "'Secondary school will be three kinds of hell with a name like Fin-bar. Finn Flynn. Now that's a cool name'" (Paragraph 48). By suggesting the new name to Gren, he gives Finn a means to avoid being picked on, as he is at his current school. Additionally, students can discuss how Gren reveals that he has a full name that he is embarrassed of, stating that Gren is "'A lot cooler than what it's short for'" (Paragraph 63). Lastly, students can discuss how, by giving Finn his new name, Gren also allows Finn to become the person he wants to be. When Finn returns to his room, he thinks, "I'll go into school later and no one will know that Finbar Swot-face Flynn is not a wet blanket. Nobody but Gren" (Paragraph 70). This experience appears to represent the speaker's transition from Finbar to Finn, and it is something that he shares solely with Gren. This further emphasizes the bond between Finn and Gren, even if Gren doesn't plan on acknowledging it at school.**

ANSWER KEY Text #2 "Soccer Speaks Many Languages"

by Dianna Geers 2008

1. RI.KID.2

PART A: Which statement identifies the central idea of the text?

A. Playing sports can help people develop necessary life skills.
B. No matter where you go in the world, all sports are the same.
C. Sports can bring people together, despite all of their differences.
D. Remaining physically active is important to being happy and healthy.

2. RI.KID.1

PART B: Which detail form the text best supports the answer to Part A?

A. "Innocent Ndayizeye scrunched an old plastic bag into a tiny clump, tied it with string, and stuffed it into another plastic bag." (Paragraph 1)
B. "Innocent went to school in the camp. His favorite part was recess, when he would play football." (Paragraph 9)
C. "Through soccer, Innocent made friends. They helped him learn English words and American games. Innocent found that people everywhere can be friendly and helpful." (Paragraph 12)
D. "And through the opportunities it has created for him, it is helping him to fulfill his dreams." (Paragraph 14)

3. RI.KID.3

PART A: Which of the following describes the kids at the Mkugwa refugee camp?

A. They are accepting and supportive of one another.
B. They are discouraged from their experiences as refugees.
C. They are cold and exclusive towards one another.
D. They are unable to relax and have fun like other kids.

4. RI.KID.1

PART B: Which quote from the text best supports the answer to Part A?

A. "He continued doing this until the crumpled bags became large enough to be the ball for a football game with his friends." (Paragraph 1)
B. "The children formed football teams, had competitions, and played at every chance." (Paragraph 2)
C. "The refugee families in the camp were separated based on ethnicity — the Tutsis in one section, the Hutus in another" (Paragraph 3)
D. "'We didn't worry if the other kids were Tutsis or Hutus,' recalls Innocent. 'We just thought of them as our friends.'" (Paragraph 4)

5. RI.KID.3

What is the relationship between Innocent's love for soccer and his later success in America?

1. **Answers will vary; students should discuss how Innocent's love for soccer helped him adapt to life in America and make friends. For instance, "Kids played his favorite game, but in the United States they called it soccer instead of football" (Paragraph 12). By playing soccer with other kids in America, Innocent was able to find common ground with people he might not have otherwise. Next, students should discuss how, "Through soccer, Innocent made friends. They helped him learn English words and American games" (Paragraph 12). Finally, students should discuss how the author emphasizes that "It [soccer] helped him feel at home when he was a new arrival in America" (Paragraph 14). Without the friends that Innocent met through soccer, and the help he received learning English, his life in America might have turned out a lot different.**

RELATED MEDIA LINKS and Descriptions

Related Media #1: UP: Making Friends
Show this clip from the movie Up in which two characters share an experience. Ask students to compare friendship in this scene to friendship in Gren's Ghost. What makes these characters similar to and different from Finn and Gren? What makes the shared experience in Up like and unlike the shared experience in Gren's Ghost? (4:22)

Related Media #2: Football eases life in Jordan refugee camp
Show this video to students to provide them with more information about the benefits of playing soccer in refugee camps. Ask students to discuss how the kids in the video respond to playing soccer in their camp. What additional benefits to playing soccer does the video identity? (1:55)

Grab and Go Writing Checklists

Grades 3-5 Short Response

The following checklists have been provided for families to use as a reference for student writing expectations.

Informational /Explanatory	❑ Begins with a topic sentence that addresses the main question ❑ Explains an idea that supports the topic sentence (at least 1-2 sentences) ❑ Uses evidence (facts and details) from the text to support the idea ❑ Explains how the text evidence supports the topic and idea (at least 1-2 sentences) ❑ Ends with a concluding statement
Entire Response	❑ Has few errors in sentence formatting, capitalization, punctuation, and spelling.

Opinion	❑ Begins by stating an opinion in response to the main question ❑ Explains an idea that supports the opinion (at least 1-2 sentences) ❑ Uses evidence (facts and details) from the text to support the opinion ❑ Explains how the text evidence supports the idea and opinion (at least 1-2 sentences) ❑ Ends with a concluding statement
Entire Response	❑ Has few errors in sentence formatting, capitalization, punctuation, and spelling.

Same Volume, Different Shape

What You Need

- Recording Sheet

Check Understanding

Describe three different arrangements of unit cubes for a prism with a volume of 24 cubic units. Sketch each prism.

What You Do

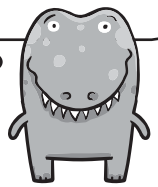
1. Take turns. Look at the *Prism 1* column on the **Recording Sheet.**
2. Choose a prism and tell its volume. Explain why you think this volume is correct.
3. If your partner agrees, write the volume in the *Volume* column on the **Recording Sheet.**
4. In the *Prism 2* column, sketch another prism (in pencil) with different dimensions that has the same volume. Tell its volume and why you think the volume is correct.
5. Your partner checks your work. Make changes if needed.
6. Continue until the **Recording Sheet** is complete.

I built a rectangular prism that has 3 rows of 6 unit cubes, and 2 layers:

$(3 \times 6) \times 2 = 36$

To build a different prism with the same volume, I can:

- Change the order of the factors: $(2 \times 3) \times 6 = 36$
- Use other factors of 36: 1, 2, 3, 4, 6, 9, 16, 18, 36
  $(2 \times 2) \times 9 = 36$



Go Further!

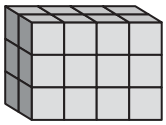
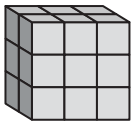
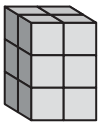
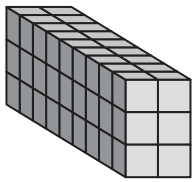
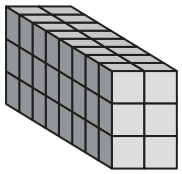
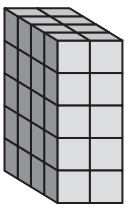
Show all the ways you can think of to represent a rectangular prism with a volume of 21 cubic feet. Exchange papers with your partner to check each other's answers.

Center Activity 5.41 ★★ Recording Sheet

Partner A _____

Partner B _____

Same Volume, Different Shape

Prism 1	Volume (cubic units)	Prism 2
	_____	
	_____	
	_____	
	_____	
	_____	
	_____	

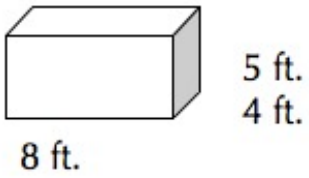
5.MD Cari's Aquarium

Alignments to Content Standards: 5.MD.C.5.b

Task

Cari is the lead architect for the city's new aquarium. All of the tanks in the aquarium will be rectangular prisms where the side lengths are whole numbers.

a. Cari's first tank is 4 feet wide, 8 feet long and 5 feet high. How many cubic feet of water can her tank hold?



b. Cari knows that a certain species of fish needs at least 240 cubic feet of water in their tank. Create 3 separate tanks that hold exactly 240 cubic feet of water. (*Ex: She could design a tank that is 10 feet wide, 4 feet long and 6 feet in height*.)

c. In the back of the aquarium, Cari realizes that the ceiling is only 10 feet high. She needs to create a tank that can hold exactly 100 cubic feet of water. Name one way that she could build a tank that is not taller than 10 feet.

IM Commentary

This task supports the standard 5.MD.5.b in that it asks students to use the volume formula and conceptual understanding to solve real-world problems. Please note, the standard calls for students to find the volume, but not necessarily a missing length.

Therefore, part a is aligned directly to the standard whereas parts b and c are extension problems. For part b, students might use the same numbers (10 feet wide, 4 feet long, 6 feet high) but order them differently (for example, 4 feet wide, 6 feet long, 10 feet high). This uses the commutative property of multiplication: it is not, however, a different shape of aquarium but rather the same shape oriented differently.

In addition, the task supports a natural extension of the standard 4.OA.4 ''Find all factor pairs for a whole number in the range 1–100.'' In parts b and c of this problem students are factoring a number larger than 100 and they are factoring into a product of three numbers as is appropriate for the 5th grade. If the teacher wishes to emphasize this aspect of the task, it could be useful to have a discussion about the tables provided in the solution. Because there are so many different possibilities, much care is needed to make sure to get a complete list without duplication: in the list for part (b) this is accomplished by putting in the largest possible length and then the largest possible width, slowly working down through all of the possibilities. For part (c) the numbers are listed a little differently but the same principle holds: the largest possible dimensions are used first.

This task also supports students thinking about what is appropriate in a real-life context. For example, a student could suggest in part b that the tank has a 1 foot by 1 foot base and is 240 feet tall. This would satisfy the constraints of the problem, but is highly unlikely in a real-life situation. In addition, many students might assume that part c is limiting them to working with a tank that has a height of 10 feet. Yet, in this context they could reason that a tank with a height of 5 feet would also work; just as long as Cari does not try to build a tank higher than the ceiling. Teachers should facilitate this task by asking guiding questions such as, “so tell me in your own words how your tank would look” or “if the ceiling is 10 feet high, how does this change how Cari might think about this last tank?”

Edit this solution

Solution

a. The tank can hold 160 cubic feet of water because:

$$\text{Length} \times \text{Width} \times \text{Height} = \text{Volume}$$
$$8 \text{ feet} \times 4 \text{ feet} \times 5 \text{ feet} = 160 \text{ feet}^3$$

Alternatively, the base of the tank is:

$$4 \text{ feet} \times 8 \text{ feet} = 32 \text{ feet}^2$$

Therefore,

$$\text{Area of Base} \times \text{Height} = \text{Volume}$$
$$32 \text{ feet}^2 \times 5 \text{ feet} = 160 \text{ feet}^3$$

b. There are many possible solutions to this task. The whole number factor combinations are listed below. Please note that each set of factors is listed only once, though a student could reassign which factor represents length, width or height as long as she or he uses the same three factors.

Length	Width	Height	Volume
240 ft.	1 ft.	1 ft.	240 ft^3
120 ft.	2 ft.	1 ft.	240 ft^3
80 ft.	3 ft.	1 ft.	240 ft^3
60 ft.	4 ft.	1 ft.	240 ft^3
60 ft.	2 ft.	2 ft.	240 ft^3
48 ft.	5 ft.	1 ft.	240 ft^3
40 ft.	6 ft.	1 ft.	240 ft^3
40 ft.	3 ft.	2 ft.	240 ft^3
30 ft.	4 ft.	1 ft.	240 ft^3
30 ft.	2 ft.	2 ft.	240 ft^3
24 ft.	10 ft.	1 ft.	240 ft^3
24 ft.	5 ft.	2 ft.	240 ft^3
20 ft.	12 ft.	1 ft.	240 ft^3

20 ft.	6 ft.	2 ft.	240 ft^3
20 ft.	4 ft.	3 ft.	240 ft^3
16 ft.	15 ft.	1 ft.	240 ft^3
16 ft.	5 ft.	3 ft.	240 ft^3
15 ft.	4 ft.	4 ft.	240 ft^3
15 ft.	8 ft.	2 ft.	240 ft^3
12 ft.	5 ft.	4 ft.	240 ft^3
12 ft.	10 ft.	2 ft.	240 ft^3
10 ft.	6 ft.	4 ft.	240 ft^3
10 ft.	8 ft.	3 ft.	240 ft^3
8 ft.	6 ft.	5 ft.	240 ft^3

Again, the teacher should prompt students to think about what their tank would look like in real-life. A tank that is 40 feet long, 3 feet wide and 2 feet high would be very long, skinny and short. This tank would not be good for bigger fish, but it could be useful to watch something small that does not need a lot of space to move, such as a turtle.

c. There are many possible solutions to this task. All whole number factor combinations are listed below to ensure that students understand that they cannot simply choose any three factors that multiply to 100 $ft.^3$ without considering the restrictions on height. Make sure that students think through the real-world implications of this problem: Cari's tank would work as long as it not higher than 10 feet tall.

Length	Width	Height	Volume
100 ft.	1 ft.	1 ft.	100 $ft.^3$
1 ft.	100 ft.	1 ft.	100 $ft.^3$

50 ft.	2 ft.	1 ft.	100 $ft.^3$
2 ft.	50 ft.	1 ft.	100 $ft.^3$
50 ft.	1 ft.	2 ft.	100 $ft.^3$
50 ft.	2 ft.	1 ft.	100 $ft.^3$
25 ft.	4 ft.	1 ft.	100 $ft.^3$
25 ft.	1 ft.	4 ft.	100 $ft.^3$
1 ft.	25 ft.	4 ft.	100 $ft.^3$
4 ft.	25 ft.	1 ft.	100 $ft.^3$
25 ft.	2 ft.	2 ft.	100 $ft.^3$
2 ft.	25 ft.	2 ft.	100 $ft.^3$
20 ft.	5 ft.	1 ft.	100 $ft.^3$
5 ft.	20 ft.	1 ft.	100 $ft.^3$
10 ft.	1 ft.	10 ft.	100 $ft.^3$
1 ft.	10 ft.	10 ft.	100 $ft.^3$
10 ft.	10 ft.	1 ft.	100 $ft.^3$
10 ft.	5 ft.	2 ft.	100 $ft.^3$
10 ft.	2 ft.	5 ft.	100 $ft.^3$
5 ft.	2 ft.	10 ft.	100 $ft.^3$
5 ft.	10 ft.	2 ft.	100 $ft.^3$
2 ft.	10 ft.	5 ft.	100 $ft.^3$

2 ft.	5 ft.	10 ft.	100 ft.^{3}
5 ft.	4 ft.	5 ft.	100 ft.^{3}
4 ft.	5 ft.	5 ft.	100 ft.^{3}
5 ft.	5 ft.	4 ft.	100 ft.^{3}

Center Activity 5.42 ★★

Find the Prism

What You Need

- unit cubes
- 6 game markers in one color
- 6 game markers in a different color
- Game Board

Check Understanding

A rectangular prism is measured in inches. The expression $(4 \times 4) \times 5$ represents its volume. Use unit cubes to build the prism. Tell its volume and explain how you got your answer.

What You Do

1. Takes turns. Choose a letter.
2. Read the expression next to that letter in the table. Evaluate the expression.
3. Find a prism on the **Game Board** with the same volume as your answer to number 2.
4. Your partner builds the prism with unit cubes to check your work.
5. If you are correct, cover that prism with your game marker. If you are incorrect, your partner covers that prism with his or her game marker.
6. Each partner takes four turns. The player with the greater number of game markers wins.

A	20×4
B	$10 + 10 + 10$
C	$(3 \times 2) \times 8$
D	$6 + 6 + 6$
E	$(2 \times 2) \times 6$
F	10×6
G	$12 + 12 + 12$
H	$(13 \times 2) \times 2$
I	8×3

Go Further!

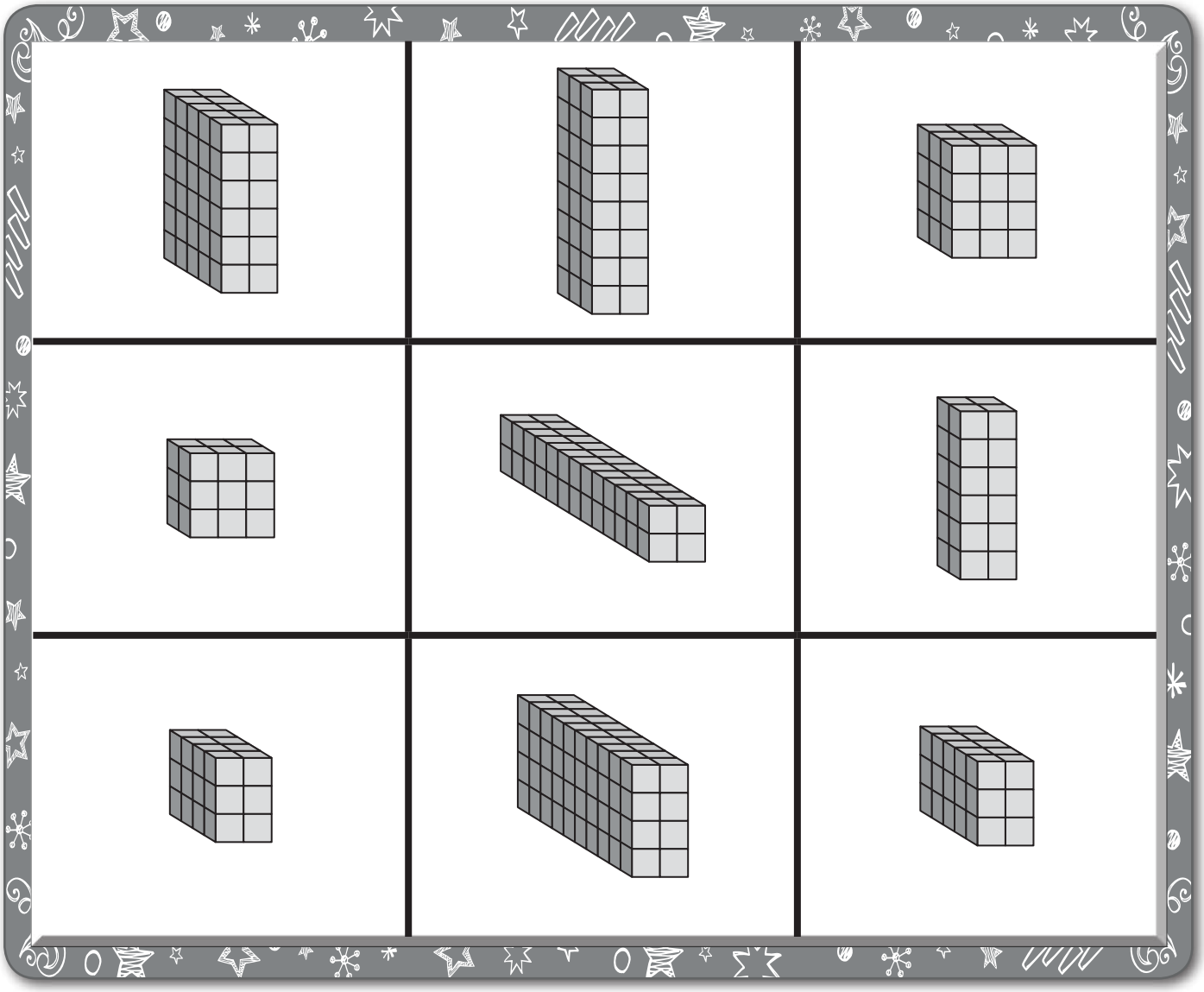
Find the prism on the **Game Board** that is not covered with a game marker. Use unit cubes to build the prism. If each unit cube represents 1 cubic centimeter, what is the volume of the prism? Write two different expressions that show how to find that volume.

Center Activity 5.42 ★★ Game Board

Partner A _____

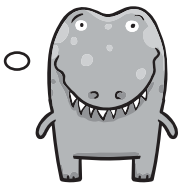
Partner B _____

Find the Prism



Think! Does the expression represent:

- adding the number of cubes in each layer?
- multiplying the number of rows by cubes per row by number of layers?
- multiplying the number of cubes per layer by the number of layers?



Guidance for Experiential Learning Assignments - Science
Grade 5

Overview

- Your child will engage in activities to help them learn about sight and light
    - Each lesson will begin with discussion questions to get students thinking about what they already know.
    - There will be activities that require students to observe, read, notice, question and develop models
    - Videos and articles are provided to help students use the science and engineering practices with a particular focus on developing and using models to understand abstract science ideas
- Your child can talk about what they are learning, use drawings and write down answers. Because these lessons build on each other, it is important that your child writes or draws in their notebook as well as communicate their ideas verbally.
- Your child should have a notebook for science assignments
- Review the assignment materials and assignment bundle in advance
- Review each assignment with your child before they begin. Allow them to ask for help if and when needed
- Below are suggestions to support your child's learning based on the assignments

Assignment #1

A. Possible 5 objects to select - pencil, book, toy, hat, container. Your child should be able to pick up each of the objects. Bedroom is likely the best place to select objects.
    a. What did you use to see the objects? Eyes, glasses. The correct answer is light and your child will discover this answer as they complete these lessons.
B. If there are windows in the room and the light can be blocked, please do so. Close the bedroom door also.
    a. Your child should note that it is hard or harder to see the objects listed when the lights are out or when there is less light in the room. It is harder to see the objects because there is less light
C. Find a table or desk lamp to use for this activity.
    a. You can see light because it goes everywhere
    b. You should not be able to see the light source because the book blocks the light traveling to your eyes. This supports the idea that you need light to see objects
D. For the Sight model - the following items should be included - a light source (lamp or overhead light in the room), at least one of the object(s) that were listed, an eye to see the objects, a way to show that the light comes from everywhere. Your explanation

should say that light from the light bulb in your room enters your eye so you can see objects.

Assignment #2

A. Encourage your child to underline words that are unfamiliar, ideas they find interesting and ideas that relate to the activities they did in Assignment #1.
    a. Two types of light - sun, stars, lightning, fire; Two types of light sources - bulbs, flashlights
    b. How do we see light - light bounces off objects and enters our eyes
    c. Objects that block light - solid objects such as books, forks, spoons, your body, shoes, stuffed animal, trees. Objects that allow light to pass through - windows, glasses, water, clear plastic, air
B. Watch the video

NOTICE (what did you see?)	WONDER (what questions do you have?)
Light travels in straight lines When light hits the mirror it changes directions The light that returns from the mirror comes back in a straight line	Why does the light return at an angle? Why does light travel in a straight line? Can I reproduce this activity at my house?

C. Revise your Sight model using information from the Article and Video
    a. Add that light travels in a straight line - use rays →to represent this, when light hits a solid object (use object that you selected in assignment #1) it travels back in a straight line to your eye so that it can be seen. Revise or add information to the explanation - such as how light travels in a straight line until it reaches an object and it changes directions (reflects)

Assignment #3

A. Review Sight model - how has your understanding of how light travels to the eye changed? Some misconceptions might be realized - light is what helps us to see, without the light entering the eye, objects can't be seen. Did not know that light traveled in a straight line. Did not know light could change direction (reflect). Thought that objects absorb light.
B. Your child can go outside if it is sunny to see his/her shadow or the shadow of a tree. Provide your child with a flashlight and some small objects to make shadows. Encourage your child to use a notice and wonder chart to record their ideas when completing this activity.

NOTICE (what did you see?)	WONDER (what questions do you have?)
I needed sunlight to use my body to make shadows. As I moved, the size and position of the shadow changed As I moved the flashlight away from the object, the size and position of the shadow changed I need light from the flashlight to make a shadow of the object	What causes the size of the shadow to change? Why can't I see my shadow or the shadow of a tree when it is cloudy or raining?

Extension Activity

C. Revise your Sight model by adding one of the objects that blocked light and expanding your explanation. Add the object that forms the shadow, add the light source (sun, flashlight) and show how the light hits the object to make the shadow we see. To complete the model, your child can use other resources. You can help her/him do a google search about shadows, how shadows are made or light and shadows.