

Name _____

Date: _____

TCU 5th Grade Blended Learning Day Plan Day 1

In the event of a snow day, we'll have a "Blended Learning Day" where we complete school activities at home. This helps us to keep learning and avoid having to make up the snow day. NOTE: Our 1st snow day does not require us to complete any extra work. Every snow day after that, is considered a "Blended Learning Day."

Directions: Please complete a worksheet for each subject (Reading, Science, Math, Social Studies) and write which specialist's activity you did today.

<u>Subject</u>	<u>Activity</u>
<input type="checkbox"/> Language Arts/Spelling	
<input type="checkbox"/> Math	
<input type="checkbox"/> Science	
<input type="checkbox"/> Social Studies/Reading	
<input type="checkbox"/> Specialists _____	
<ul style="list-style-type: none">★ Work will be due back within 3 school days★ Cross off each box you've completed★ Please have your parent sign this form, and return it with the worksheet pages completed.	Parent Signature: _____

Word Work Tic-Tac-Toe

Choose three word work activities to complete for the week. The three activities that you choose must create a winning tic-tac-toe board (3 in a row). All of these can be done on a notebook sheet of paper. **Remember 5th grade quality work!** Your activities will be due with your Blended Learning Choice Board. If you finish all three and are feeling ambitious, go for another tic-tac-toe!

Name _____

Teacher _____

Date: _____

<p><u>Rainbow Words</u> Write your spelling words using colored pencils, crayons, or markers.</p>	<p><u>Funky Letters</u> Write your spelling words using fancy or decorated letters.</p>	<p><u>Choo Choo Words</u> Write the entire list of spelling words end-to-end as one "long word". Write each new word in a different color. Ex. trainmiddlekaboose</p>
<p><u>Michelangelo</u> Tape a blank notebook piece of paper to the bottom of a desk or table. Then lay on the ground. Write each of your spelling words. Your arms will be tired!</p>	<p><u>Word Find</u> Create a word find that includes at least 8 of your spelling words. Bonus points if you use all of them in the word find!</p>	<p><u>Story, Story</u> Write a story using ALL of your spelling words. Be sure to underline your spelling words in the paragraph.</p>
<p><u>Forwards Backwards</u> Write your spelling words forwards and backwards.</p>	<p><u>Hidden Words</u> Draw a picture. Hide at least 8 of your spelling words inside the picture. Bonus points if you hide them all in the picture!</p>	<p><u>Mystery Words</u> Write your spelling words in white crayon, then color over with marker.</p>

Name: _____

When Ghosts Drive Cars



Roman Numeral	I	V	X	L	C	M
Standard Number	1	5	10	50	100	1,000

Write the standard number next to each Roman Numeral. Then solve the riddle by matching the letters to the blank lines at the bottom of the page.

H IX - _____

E VII - _____

S XVI - _____

B IV - _____

Y L - _____

S XL - _____

K XXIX - _____

L CCVII - _____

E LXI - _____

E XXIII - _____

T XLIX - _____

T XXII - _____

L CIV - _____

A LVI - _____

E M - _____

H MCC - _____

O XLV - _____

O XXXIII - _____

E MCM - _____

B CLXVI - _____

I LV - _____

T MMI - _____

T III - _____

R MIV - _____

What do ghosts do when they get into a car?

3 9 7 50 4 33 45 - 29 207 1,000

2,001 1,200 61 55 1,004

16 23 56 49 166 1,900 104 22 40

Name _____

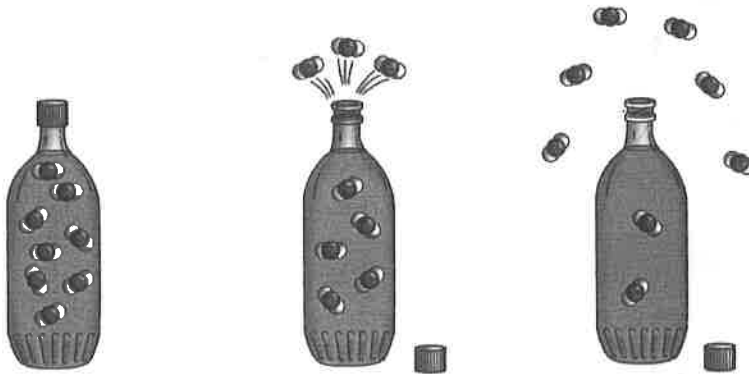
Day
1

Weekly Question

What puts the fizz in soda?

Have you ever popped open a can or bottle of soda, only to be sprayed with a wet burst of bubbles? That rush of liquid and fizz is propelled by carbon dioxide (CO_2) gas in your drink. In fact, this presence of carbon dioxide is why soft drinks are called **carbonated** beverages. Carbonation occurs during the manufacturing and bottling process, when large amounts of carbon dioxide gas are added to flavored water. The **mixture** of liquid and gas is put under pressure before the can or bottle is sealed.

As soon as you open your soda, the pressure is released and CO_2 escapes into the air. The gas will continue to leave your soda until the amount of CO_2 in the liquid is equal to the amount of CO_2 in the air. That's why, if you don't finish your soft drink right away, your drink goes "flat."



A. Use the vocabulary words to complete the sentences.

1. Club soda is a _____ beverage.
2. Chocolate milk is a _____ of chocolate syrup and milk.

B. Mixtures can usually be separated into their individual substances.

Explain how, in a carbonated liquid, the gas separates from the liquid.

Daily Science

Big
Idea 6

WEEK 1

Vocabulary

carbonated

KAR-buh-nay-tid
containing carbon
dioxide gas

mixture

MIKS-chur
a combination
of two or more
different substances

Name: _____

What Is the Constitution?

By Anita Kim Venegas



America was a new country after the Revolutionary War. The country needed a central government and a set of laws for people to live by in order for it to become a strong, unified nation. During the war, colonies would not send money or supplies to provide support for soldiers in other colonies. If soldiers were in battle in Pennsylvania, the government of Virginia would not send food or

supplies. After the war, each colony began to make its own laws and govern its own people.

With the Revolutionary War in the past, the colonies would need to work together as a team. The colonists in New Jersey didn't know how to get along with colonists in Delaware. People in Rhode Island wouldn't work with people from New Hampshire. Lawyers, soldiers, merchants, and farmers from each colony decided to meet and agree upon a set of federal laws that would apply to everyone in America.

On May 25, 1787, fifty-five men from the colonies gathered together in the Pennsylvania State House, now called Independence Hall. The men sat together at round tables to discuss how to form a republic. A republic is a type of government where the power is held by the people and their elected representatives. No other country in the world was a republic in 1787. Each colony had authority to create laws for themselves. However, representatives from each colony would work together to create federal laws that all citizens would follow.

The most important decision they had to make was how many votes each colony would have when it was time to vote on federal topics such as taxes or education. Representatives from the smaller colonies were concerned that the larger colonies would have more votes on issues in government.



Throughout the hot and humid summer, the men created a set of laws to rule the country. Everyone decided it was important to keep the meetings secret. The tall windows on both sides of Independence Hall were hammered shut with nails to prevent eavesdropping by the townspeople.

Finally, after seven weeks of working on a plan to balance voting power between the small and large colonies, the men agreed to compromise. One half of Congress, the Senate, would be represented by two men from each colony. The other half, the House of Representatives, would be represented in proportion to the number of people in the colony. In other words, a colony with fewer people would have fewer representatives. A colony with a larger population would have more representatives.

Another decision the men needed to make was to choose a leader; someone needed to lead the country and speak with leaders of other countries. They knew they did not want a king. They called this position "president". They voted for George Washington to be the first president of the United States. He represented all the citizens of the new nation.

In September of 1787, they finished writing the Constitution and proposed it to the colonies to ratify, or approve. As each colony approved the Constitution, the colony became a state. The Constitution was approved by nine colonies in the summer of 1788. The first ten amendments, or additions to the Constitution, were made in 1791. They are called the Bill of Rights.

About the Author

Anita Kim Venegas is the author of The Adventures of Peanut and Dutch.

Name: _____

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1. Based on the information in the article, what immediate problem did the colonists need to solve?
- a. The colonies were fighting among each other.
 - b. America needed a central government and laws.
 - c. The colonies did not have enough food to feed the people.
 - d. America needed to appoint a king like Great Britain had.

2. What kind of government did the colonists want to form and why?

3. What concern did the smaller colonies have about their representation in the new federal government?

- a. They did not want the larger colonies to have more votes on important issues.
- b. They wanted to have more representatives than the larger colonies.
- c. They did not want the new government to have an elected president.
- d. They wanted the elected president to come from one of the smaller colonies.

4. Identify the two house of Congress.

_____ and _____

5. How do the two houses of Congress represent a compromise between the larger and smaller colonies?

Name: _____

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Match each vocabulary word from the article with the correct definition.

- | | |
|-----------------------------------|--|
| _____ 1. colony | a. secretly listening to a conversation |
| _____ 2. president | b. the legislative branch of the U.S. government |
| _____ 3. compromise | c. a territory under the political control of another country |
| _____ 4. Independence Hall | d. rule over a country, state, or group of people |
| _____ 5. eavesdropping | e. the power to make decisions and enforce rules or laws |
| _____ 6. govern | f. an agreement that is reached when two parties give up some of their demands to meet in the middle |
| _____ 7. Congress | g. the lower house of the U.S. Congress that had representation based on a colony's population |
| _____ 8. Senate | h. building where both the U.S. Declaration of Independence and Constitution were written |
| _____ 9. House of Representatives | i. the upper house of the U.S. Congress represented by two men from each colony |
| _____ 10. authority | j. the elected leader of a republic |