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What Should Fifth Graders Know?

What key literacy and mathematics concepts are covered in the *Let's Learn!* series?

Literacy

- ▶ **Read** and **answer questions** about **texts**.
- ▶ Determine the **meaning** of **words** and **phrases** used in a text.
- ▶ Determine the **main ideas** of a text and identify **key details**.
- ▶ **Quote accurately** from a text when explaining meaning.
- ▶ Write **informative** and **opinion** paragraphs and **narratives**.
- ▶ Practice reading and writing **spelling words**.
- ▶ Use correct **punctuation** and **capitalization**.
- ▶ Identify **adverbs** and **adjectives**.
- ▶ Identify different types of **verbs**.
- ▶ Identify **conjunctions** and **pronouns**.
- ▶ Identify **prepositional phrases** and **proper nouns**.
- ▶ Identify the **subject** in sentences.



¿Qué deberían saber los estudiantes de quinto grado?

¿Qué conceptos importantes de lectoescritura y matemáticas abarca la serie *¡Aprendamos!*?

Lectoescritura

- ▶ **Leer** y **responder preguntas** sobre **textos**.
- ▶ Determinar el **significado** de las **palabras** y las **frases** usadas en un texto.
- ▶ Determinar las **ideas principales** de un texto e identificar los **detalles clave**.
- ▶ **Citar** con **precisión** partes de un texto para explicar lo que dice.
- ▶ Escribir párrafos **informativos**, de **opinión** y **narraciones**.
- ▶ Practicar **destrezas fundamentales**.
- ▶ Usar correctamente la **puntuación** y las **mayúsculas**.
- ▶ Identificar **adverbios** y **adjetivos**.
- ▶ Identificar distintos tipos de **verbos**.
- ▶ Identificar **conjunctiones** y **pronombres**.
- ▶ Identificar **frases preposicionales** y **sustantivos propios**.
- ▶ Identificar el **sujeto** en las oraciones.

Mathematics

- ▶ Fluently multiply and divide **multi-digit whole numbers**.
- ▶ Identify **equivalent fractions** and **decimals**.
- ▶ Fluently add, subtract, multiply, and divide to **solve word problems**.
- ▶ Interpret **graphs** and **charts**.
- ▶ Calculate **area**, **perimeter**, and **volume**.
- ▶ Identify **attributes** of **polygons** and classify **quadrilaterals** based on their **properties**.
- ▶ Use **line plots** to display measurements in **fractions**.
- ▶ Measure **angles** and identify their **properties**.
- ▶ **Convert measurement units** within a given system to solve word problems.
- ▶ Divide **fractions**.
- ▶ Describe the position of points on a **coordinate plane**.
- ▶ Add, subtract, multiply, and divide **decimals**.



Matemáticas

- ▶ Multiplicar y dividir de manera fluida **números enteros** de **varias cifras**.
- ▶ Identificar **fracciones equivalentes** y **decimales**.
- ▶ Sumar, restar, multiplicar y dividir de manera fluida para **resolver problemas verbales**.
- ▶ Interpretar **gráficos** y **tablas**.
- ▶ Calcular **área**, **perímetro** y **volumen**.
- ▶ Identificar los **atributos** de los **polígonos** y clasificar los **cuadriláteros** según sus **propiedades**.
- ▶ Usar **diagramas de puntos** para mostrar medidas en **fracciones**.
- ▶ Medir **ángulos** e identificar sus **propiedades**.
- ▶ **Convertir unidades de medida** de un determinado sistema para resolver problemas verbales.
- ▶ Dividir **fracciones**.
- ▶ Describir la posición de los puntos en un **plano de coordenadas**.
- ▶ Sumar, restar, multiplicar y dividir **decimales**.

Guiding Questions

Unit 1: Extreme Weather
What causes extreme weather?

Unit 4: Travel
Why do we like to travel?

Unit 2: Writers
What makes a great writer?

Unit 5: Conservation
How can we protect our wildlife and lands?

Unit 3: Emergencies
How can we be prepared for emergencies?

Unit 6: American Revolution
How did the American Revolution change history?

Preguntas orientadoras

Unidad 1: Fenómenos meteorológicos extremos
¿Qué origina los fenómenos meteorológicos extremos?

Unidad 4: Viajar
¿Por qué nos gusta viajar?

Unidad 2: Escritores
¿Qué convierte a alguien en un gran escritor?

Unidad 5: Conservación
¿Cómo podemos proteger nuestros animales silvestres y las tierras?

Unidad 3: Emergencias
¿Cómo podemos prepararnos para las emergencias?

Unidad 6: La Revolución estadounidense
¿De qué manera cambió la historia la Revolución estadounidense?

Natural Disasters

by Diana Noonan

People fear natural disasters. But some natural disasters can be predicted. When people are ready for them, lives can be saved.

Hurricane Katrina

Hurricanes are strong tropical storms. Hurricane Katrina was one of the worst natural disasters to ever hit the country. It began as very bad weather on August 23, 2005. It then turned into a tropical storm. On August 29, Katrina hit New Orleans. It had become a strong hurricane.

Hurricanes can cause **storm surges**. This is water that is pushed toward the shore by hurricane winds. New Orleans is a city built near the sea. Much of the city is below **sea level**. **Levees** had been built to hold the seawater back.

On Sunday, August 28, the mayor of New Orleans ordered people to leave the city. About one million people left, but many people stayed.

When the hurricane hit New Orleans, storm surges broke levees. The city was severely flooded. Many people were stuck on the roofs of their houses. Some people were even trapped in their attics. There was a lot of damage to the city, and it was hard for rescue crews to reach people.

Many people found shelter at a sports stadium called the Superdome. But it was also badly damaged. The storm ripped two holes in its roof. Floodwaters rose and people had to leave the Superdome. Finally, the whole city was **evacuated**.

Although there was a lot of damage, the predictions helped. Hundreds of thousands of lives were saved because people were able to prepare.



Continued



Reading

Natural Disasters *(cont.)*

Oklahoma Tornado Strike

Tornadoes are rotating columns of air. They reach down to the ground from thunderstorm clouds. Tornadoes can strike with little warning. The high winds damage homes and other buildings. People get badly hurt and die each year due to tornadoes. On May 3, 1999, Oklahoma had its worst tornado in history.

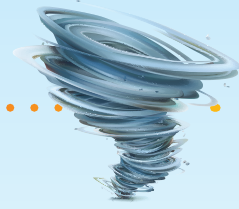
That day was hot and **humid** in Oklahoma. **Meteorologists** thought there was only a slight risk of storms. But, by 4:15 p.m., the first severe thunderstorm warning was made. By 4:47 p.m., it became a tornado warning. Winds up to 80 miles per hour (129 kilometers per hour) were predicted.

At around 7:00 p.m., the weather service said that a large tornado would hit Oklahoma City. People were warned to take shelter or leave the city. At 7:31 p.m., a strong tornado ripped its way through the city. It damaged or destroyed 8,000 buildings in the state. Forty-six people died.

The National Weather Service was able to predict where the tornado would hit. Many people were able to leave the area or seek shelter. This saved many lives.



Directions: Write a sentence to show the meaning of each vocabulary word.



1 evacuated: _____

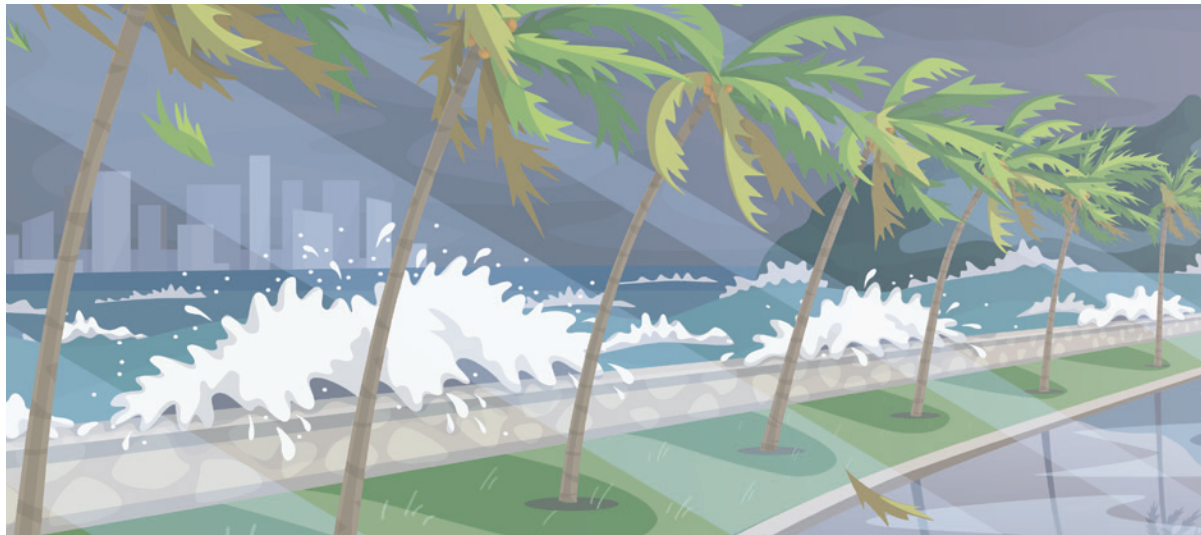
2 humid: _____

3 levees: _____

4 meteorologists: _____

5 sea level: _____

6 storm surges: _____



Directions: Use the text on pages 13–14 to compare and contrast hurricanes and tornadoes. Then, respond to the prompt.

Hurricanes	Both	Tornadoes

- 1 Explain how weather predictions were able to save lives in New Orleans and Oklahoma City.

Name _____ Date _____

Directions: The prefix *com-* means “with” or “together.” Write each word in printing and in cursive. Think about how the prefix affects each word’s meaning.

1 communicate

2 comparison

3 combine

4 companion

5 committee

6 commission

7 completely

8 community

9 compete

10 common

ABC

Spelling

Directions: Imagine you are trapped in a blizzard. There is snow everywhere, and you are the coldest you have ever been. Add sensory details to the graphic organizer to describe the experience.

.....

I see...

I smell...

I feel...

I hear...

I taste...



Directions: Imagine you are trapped in a blizzard. Write a narrative describing your experience. Use your notes on page 23 to help you.



Writing

Edit and Revise

Be sure to check that your writing:

- is very descriptive.
- includes sensory details.
- paints a picture with words for the reader.

Directions: Solve each problem.

- 1 Complete the input/output table. Look for a pattern, and write the rule.

Input	1	2	3	4	5	6
Output	6	12				

- 2 Sherri pays \$4.50 for 25 trading cards. What is the cost of each card?

- 3 There are 6 balls. Half of the balls are blue. One ball is red. The rest are green. What fraction of the balls are green?

- 4 Complete the input/output table. Look for a pattern, and write the rule.

Input	1	2	3	4	5	6
Output	4	8				

- 5 A class of 25 students is making necklaces. Each necklace has 30 beads. How many total beads are needed if every student in the class makes one necklace?

- 6 Nicole has 5 times as many stickers in her sticker collection as her sister. Her sister has 32 stickers. How many stickers does Nicole have?

- 7 Mitch dog-sits for the family next door. They pay him \$3.00 per day. If they go on vacation for 2 weeks, how much money will Mitch earn?

- 8 Jackie left home at 3:15. She spent 15 minutes walking to the movie theater. The movie lasted $2\frac{1}{2}$ hours. Then, she walked home. What time did she arrive back home?



Directions: Read and solve the problem.

Evaluate each expression. Then, determine which expressions are less than 0.8, equal to 0.8, or greater than 0.8.

8×10^1

0.8×10^1

0.08×10^2

0.08×10^3

$80 \div 10^1$

$80 \div 10^3$

0.008×10^1

0.008×10^3

$0.8 \div 10^1$

0.8×10^2

$800 \div 10^2$

$800 \div 10^3$

- 1 Write the expressions in the correct section of the table.

Less than 0.8	Equal to 0.8	Greater than 0.8

- 2 What helped you determine where to write each expression?

Directions: Extreme weather can cause major damage to homes and cities. It can be very expensive to recover and rebuild. Research a major hurricane that happened in the last 10 years. Then, answer the questions.

Name of Hurricane: _____

Date: _____ **Location:** _____

1 What were the major impacts of this hurricane?

2 What needed to be repaired or rebuilt?

3 How much did the relief effort cost?

4 How did the hurricane affect businesses in the area?

5 How could city leaders plan ahead for disasters like this in the future?



Directions: Follow the steps in this experiment to discover the properties of a mixture.

What You Need

- warm water
- 4 plastic cups
- sugar
- sand
- teaspoons
- strainer
- salt
- dirt

What to Do

- 1 Place about a teaspoon of salt in the first cup, sand in the second cup, sugar in the third cup, and dirt in the fourth cup.
- 2 Fill each cup halfway with warm water. Stir each mixture. Describe what happens to each cup.

salt cup

sand cup

sugar cup

dirt cup

- 3 Use the strainer to pour the liquid out of each cup. What is left over in the cups?

salt cup

sand cup

sugar cup

dirt cup

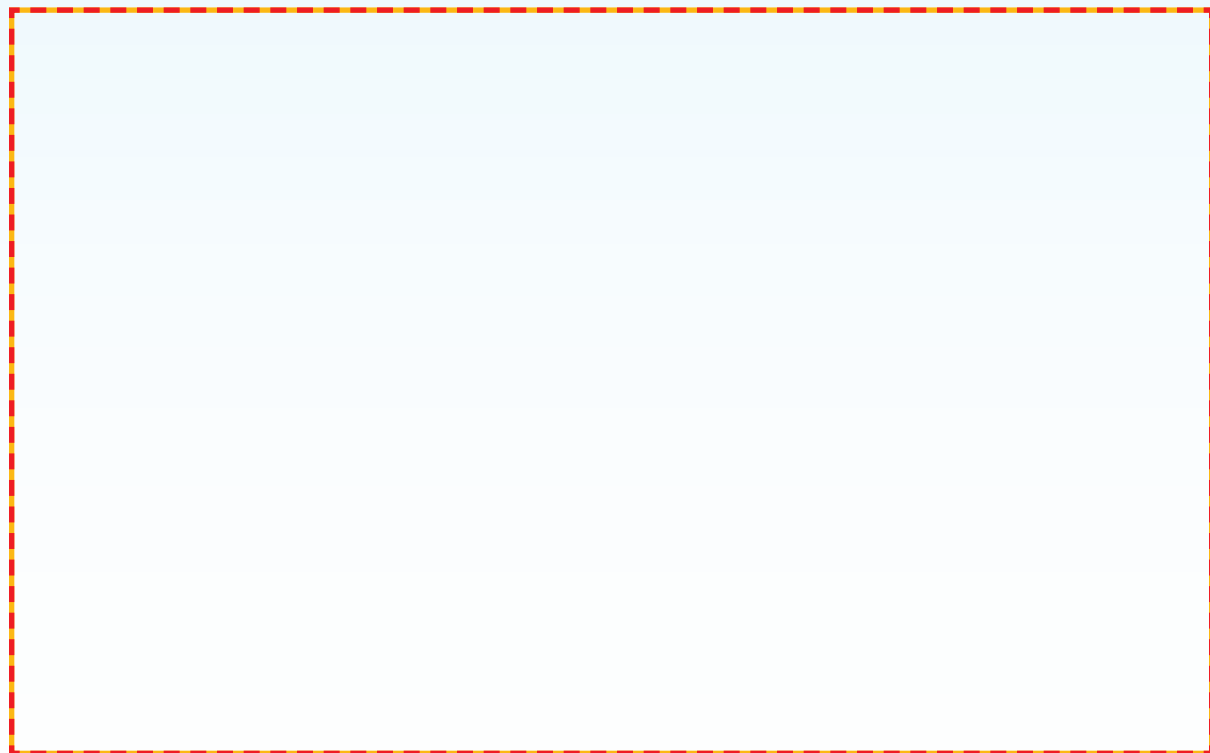
Directions: Play with a partner. Use small objects to mark your places. Take turns rolling a number cube. Move the number of spaces that you roll. If you land on a space with words, say a fact and an opinion about the topic. The first player to the finish wins.



Name _____ Date _____

Directions: Emotions can sometimes feel like extreme weather. They can feel out of control. Write and draw about a time you were extremely upset. Then, write three things you can do to calm down the next time you feel that way.

.....



- 1 _____
- 2 _____
- 3 _____



Directions: Go to the *Crash Course Kids* YouTube channel. Watch the video about severe weather.

.....

Severe Weather: Crash Course Kids

tcmpub.digital/LLM/5/unit1

- 1 Write five facts you learned about severe weather.
- 2 Use an app, such as Canva or Google Docs, to create a brochure or flyer to show what you learned.
- 3 Add the facts that you recorded to your brochure or flyer.
- 4 Add images to support your facts.
- 5 Email your brochure or flyer to a friend.

Directions: Focus on your well-being with these hands-on activities. Choose at least two to complete.

Staying Healthy

Have an adult help you make a healthy and tasty smoothie. Put some fresh or frozen fruit and veggies in a blender. Add yogurt or juice. Put the lid on the blender, and turn it on. Watch the food blend. If there is enough liquid, it might make a tornado shape! Then, enjoy your healthy treat.

Amazing Art

Tornadoes have a very recognizable shape. Use cotton balls to create a sculpture of a tornado. Look at a photo for inspiration. You might need some kind of internal structure to help it stay vertical.

Making Music

Some types of extreme weather, such as hurricanes and tornadoes, are mentioned in many songs. Find an example and listen to the lyrics. Is the weather a symbol for something else? Tell someone about your interpretation of the song.

Getting Active

Create a weather-themed game or sport. Select a type of extreme weather. Then, create rules that will help you act out that type of weather during your game. Teach the game to some friends, and have fun playing!



Emergency Plan

Overview

Guiding Question: How can we be prepared for emergencies?

Directions: Create an emergency plan.

- 1 Think about what people need to know about weather-related emergencies and natural disasters. Use these questions to help you. Write your initial ideas on this page.
 - What is a common extreme weather emergency where you live?
 - What is a common natural disaster emergency where you live?
 - What do great leaders do before, during, and after emergencies?
 - What can you do to prepare for these emergencies?
 - What supplies should you have ready in case of an emergency?
 - How can you explain these ideas to others?
- 2 Complete the activities on each page.
- 3 Present your plan to a community leadership board.

These websites may help you conduct your research.

The American Red Cross: How to Prepare for Emergencies

tcmpub.digital/LLM/5/pbl1

Ready.gov

tcmpub.digital/LLM/5/pbl2

