



**MOUNT PLEASANT INDEPENDENT SCHOOL DISTRICT
P.O. BOX 1117
MOUNT PLEASANT, TEXAS 75456-1117
(903) 575-2000**

March 23, 2020

Mount Pleasant ISD Parents and Guardians,

In an effort to meet the requirements provided by The Texas Education Agency for our students to continue to receive instruction during this closure, we have worked to provide two ways that students can continue to learn in lieu of in-person instruction.

We will provide paper-packets of student work that will be available for parents by one of the following ways:

- Access the packets online at www.mpsid.net and return them by any way available electronically to your child's teacher (email, screenshot, app, text, etc.). Additional resources for parents and students to communicate remotely will also be posted on our district's site as well.
- A pick-up process (more information to come on this soon)

We will also provide online/remote instruction by using many resources. Any ways in which your child's teachers have been utilizing technology, providing instruction, and communicating with students will continue. In addition to this, links and resources for online learning and instruction will be posted beginning Monday, March 30 at www.mpsid.net. On March 30, there will also be a tech help-desk phone number available for parents and students who need assistance with accessing remote instruction.

Your child's continued learning is our priority. Thank you for being understanding and flexible as changes continue to occur and for giving us the opportunity to educate your child in Mount Pleasant ISD!

Sincerely,
Mike Lide
Deputy Superintendent-Curriculum & Instruction
Mount Pleasant ISD



MOUNT PLEASANT INDEPENDENT SCHOOL DISTRICT
P.O. BOX 1117
MOUNT PLEASANT, TEXAS 75456-1117
(903) 575-2000

23 de marzo del 2020

Padres y Tutores del Distrito Independiente Mount Pleasant,

La Agencia de Educación de Texas (TEA siglas en inglés) requiere que los estudiantes continúen recibiendo instrucción cuando hay un cierre de la escuela. Para cumplir con este requisito, hemos desarrollado dos formas que reemplazarán la instrucción directa entre los maestros y los estudiantes.

Proveeremos un paquete con prácticas para cada estudiante que será disponible a los padres de las siguientes maneras:

- Acceder la información en línea en www.mpisd.net y regresarla por cualquier medio disponible electrónicamente (correo electrónico, captura de pantalla, aplicación, etc.). Se publicarán recursos adicionales en nuestro sitio web para que los padres y los estudiantes puedan comunicarse a distancia con el distrito.
- Recoger las asignaciones en persona. Enviaremos más información de cómo se llevará a cabo este proceso.

El Distrito proveerá instrucción remota utilizando diferentes medios. Las maestras continuarán usando cualquier método de tecnología que han usado durante el año escolar para comunicarse con ustedes y los estudiantes. Adicionalmente, publicaremos enlaces para educación en línea y un número de teléfono si necesita ayuda técnica en www.mpisd.net comenzando el lunes, 30 de marzo del 2020.

El aprendizaje continuo de su hijo(a) es nuestra prioridad. ¡Gracias por ser comprensivos y flexibles durante estos cambios y por darnos la oportunidad de educar a su hijo(a) en el Distrito Escolar Mount Pleasant!

Sinceramente,
Mike Lide
Superintendente Adjunto-Currículo e Instrucción
Mount Pleasant ISD



Dear Wallace Students,

Wow! As we were enjoying our Friday the 13th before the beginning of our Spring Break, we did not know what we were facing. We left each other with our goodbyes, "have a great Spring Break, and see ya in a week."

Many things changed after we left each other:

- *No school*
- *No movies*
- *No going out to eat*
- *No gathering with our friends*

We learned some new words and phrases:

- *Social distancing*
- *Covid-19*
- *Flattening the curve*

However, some very important things DID NOT change:

- *We love and miss you*
- *Even though our school is closed, we are working hard to do all we can to help you and your family until we are back together*
- *We are all learning. We are learning that help is all around us. We are learning that communities can pull together in a crisis. We are learning that the opportunity to give a loved one a hug is truly something special.*

Take care of yourself. Take care of your family. Take care of each other. Let us know what you need.

We miss you and love you!

If you have questions or concerns, please contact us at

Karla Coker kcoker@mpisd.net or 903-434-8528 and leave a message
Nathan Rider nrider@mpisd.net or 903-434-8522 and leave a message
Shonda Rutledge srutledge@mpisd.net or 903-434-8622 and leave a message
Tommy Ray tray@mpisd.net or 903-434-8717 and leave a message

Missing you,

Shonda Rutledge

Tommy Ray

Karla Coker

Nathan Rider



Estimados estudiantes de Wallace,

¡Wow! Como estábamos disfrutando nuestro viernes 13, antes del comienzo de nuestras vacaciones de primavera, no sabíamos lo que nos íbamos a enfrentar.

Muchas cosas cambiaron después de ese día:

- *No hay clases*
- *No podemos ir al cine*
- *No podemos salir a comer*
- *No poder reunirnos con nuestros amigos.*

Aprendimos algunas palabras y frases nuevas:

- *Distanciamiento social*
- *Covid-19*
- *Disminuir la-curva del crecimiento del contagio*

Sin embargo, algunas cosas muy importantes NO cambiaron:

- *Los queremos y los extrañamos*
- *A pesar de que nuestra escuela está cerrada, estamos trabajando para hacer todo lo posible para ayudarte a ti y a tu familia hasta que podamos regresar.*
- *Todos estamos aprendiendo. Estamos rodeados de ayuda. Estamos aprendiendo que las comunidades pueden unirse en una crisis. Estamos aprendiendo que la oportunidad de darle un abrazo a un ser querido es realmente algo especial.*

Cuidate. Cuida a tu familia. Haznos saber lo que necesitas.

¡Los extrañamos y los queremos!

Si tiene preguntas o inquietudes, comuníquese conmigo a

Karla Coker kcoker@mpisd.net or 903-434-8528 and leave a message
Nathan Rider nrider@mpisd.net or 903-434-8522 and leave a message
Shonda Rutledge srutledge@mpisd.net or 903-434-8622 and leave a message
Tommy Ray tray@mpisd.net or 903-434-8717 and leave a message

Los extrañamos,

Shonda Rutledge, Karla Coker, Tommy Ray, Nathan Rider

SHARED READ

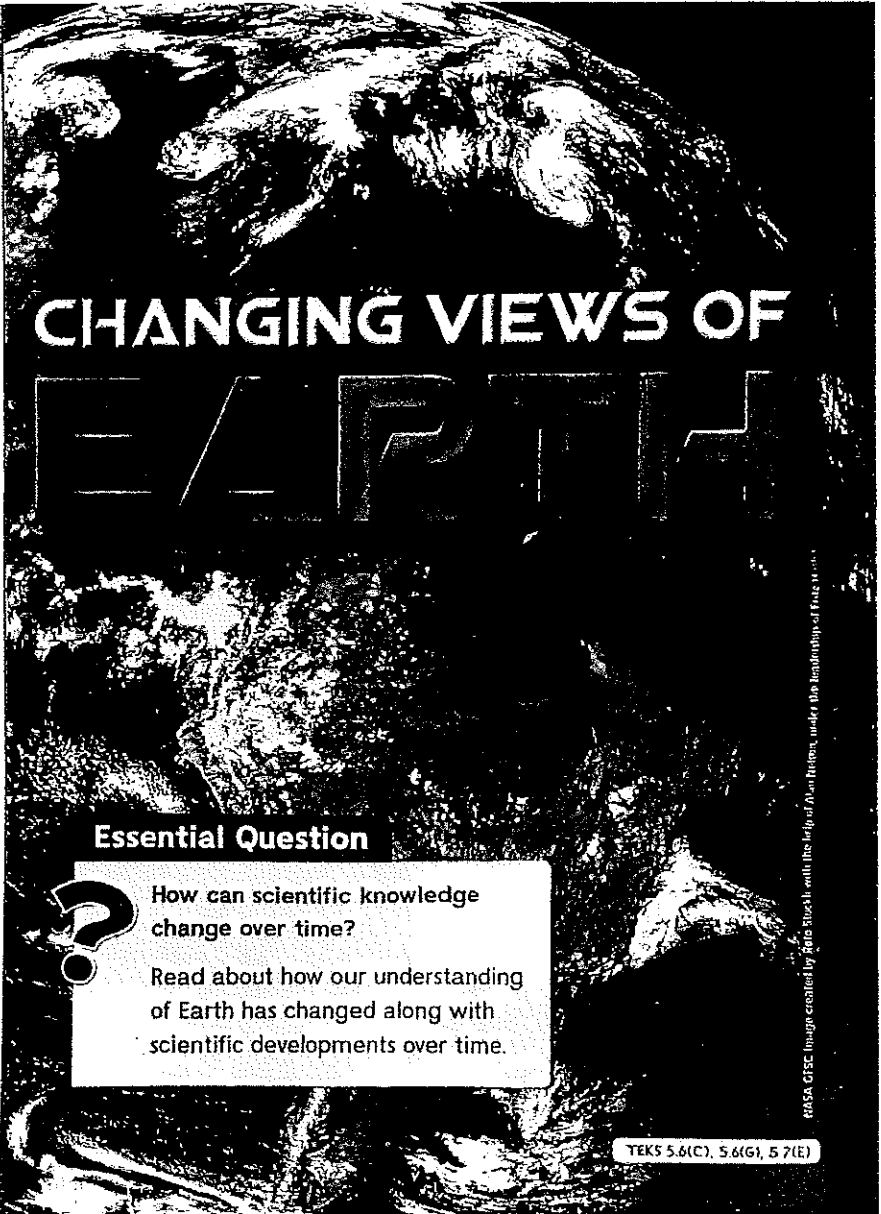
TAKE NOTES

Previewing text helps you get an idea of what it will be about. Before you read, look at the headings and diagrams. Make a prediction about what you might learn. Write your prediction here.

As you read, make note of:

Interesting Words _____

Key Details _____



SHARED READ

FIND TEXT EVIDENCE

Read

Paragraphs 1-2

Ask and Answer Questions

What is a question you can ask and answer about measurement devices? Write the question and underline the answer.

Paragraphs 3-4

Cause and Effect

Circle the effects aircraft had on advancing the study of weather patterns?

Diagram

At what altitude do the Troposphere and Tropopause meet?

Reread

Author's Craft

Why is "In the Sky, Looking Down" a good heading for this section?

In the Sky, Looking Down

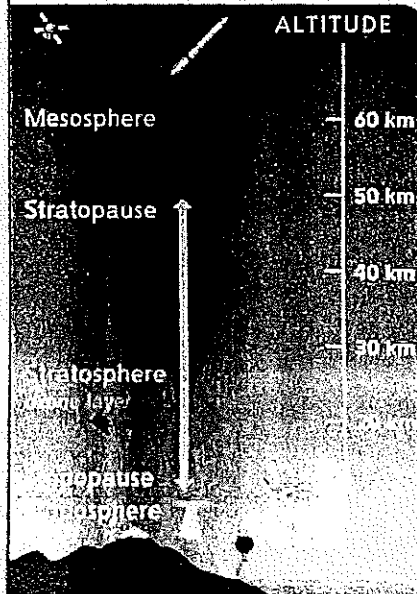
New technology allowed scientists to evaluate theories better than ever. Measuring devices such as the thermometer and barometer offered new insights into weather patterns. However, people were still limited to ground-based learning. What if they could travel into the sky, where the weather actually happened?

In the mid-1700s, some scientists sent measurement

devices higher and higher. At first they used kites. Before long, hot-air balloons offered new ways to transport the tools—and sometimes scientists themselves—into the sky.

However, scientists were not satisfied studying the lower layers of Earth's atmosphere. The more they learned, the higher they wanted to go. They also wanted to obtain information more quickly and accurately. Kites and balloons were hard to control. As a result, they occasionally veered off course or got lost, taking their data with them.

The development of aircraft in the early 1900s promised safer ways to observe Earth's surface and the atmosphere above it. Kites and balloons could reach altitudes of approximately three kilometers. By comparison, airplanes lifted scientists to a height of five kilometers and more. Radio technology allowed scientists to transmit data from the air to the ground, where other scientists analyzed and compared information. Breakthroughs came fast and furiously. Still, scientists dreamed of reaching ever higher.



As humans reached higher, we learned more and more about Earth's atmosphere.

Out in Space, Looking Back Home

In the late twentieth century, advances in aeronautics led to more powerful rockets that lifted satellites into orbit around Earth. From these heights, scientists could study the composition and relative thinness of our layered atmosphere. Since meteorologists could analyze multiple factors at once, the accuracy of their weather predictions improved dramatically.

NASA launched dozens of satellites into orbit in the following years. Some stared back at Earth, while others peered deep into endless space. They gathered astronomical data about the ages of planets and galaxies. Sensors and supercomputers measured things

such as Earth's **diameter** with incredible accuracy. Because of this technology, scientists could develop more reliable models about Earth's systems. For example, they could form theories to show how climate might change over time.

Space missions continue to venture farther from home. Even so, nothing compares to seeing Earth the old way, with our own eyes. Views of our planet from space inspire awe in nearly all people who have seen them, even in photographs. "With all the arguments . . . for going to the Moon," said astronaut Joseph Allen, "no one suggested that we should do it to look at the Earth. But that may in fact be the most important reason."

Summarize

Use your notes to write a short summary of the important information in "Changing Views of Earth." Talk about whether the prediction you made before reading was confirmed.

Satellites launched into orbit only last for a limited number of years and then must be replaced.

TEKS 5.3(C), 5.7(D), 5.10(A)

EXPOSITORY TEXT

FIND TEXT EVIDENCE

Read

Paragraphs 1-3

Greek Roots

How does the Greek root *photo*, meaning "light," help you understand more about how *photographs* are created?

Evaluate Information

Underline Joseph Allen's quote. Do you think Allen is qualified to say this? Why or why not?

Reread

Author's Craft

How does the author use text structure to help you understand how the ability to predict weather improved in the late 20th century?

Reread | SHARED READ

Vocabulary

Use the example sentences to talk with a partner about each word. Then answer the questions.

approximately

The recipe called for **approximately** two cups of oil, so I did not measure exactly.

What is an antonym, or the opposite, of approximately?

astronomical

At the space exhibit, we used **astronomical** instruments to look at the Moon.

What else can you study with astronomical instruments?

calculation

Mina did a **calculation** to see if she had enough money to buy six tickets.

What is one skill that would help with a calculation?

criteria

Blood pressure is one of the **criteria** doctors use to check your health.

What other criteria can doctors use to check your health?

diameter

A large pizza pan has a **diameter** of fourteen inches.

What could you use to measure the diameter of a pan?



Build Your Word List Pick a word you found interesting in the selection you read. Look up synonyms and antonyms of the word in a thesaurus and write them in your writer's notebook.

evaluate

Reading a food label can help you evaluate whether the food has good nutrition.

How can you evaluate a book you have read?

orbit

It takes one year for the Earth to orbit the Sun.

What other objects in space orbit the Sun?

spheres

Basketballs and baseballs are spheres, but footballs are not.

What other objects are spheres?

Greek Roots

Many English words have Greek roots. The Greek root *geo* means "earth," so any English word that has the word part *geo*, like *geocentric*, usually has to do with the planet Earth.



FIND TEXT EVIDENCE

On page 3 of "Changing Views of Earth," I come across the word *geocentric*. The Greek root *centr* means "center." Since I know that *geo* means "earth," I can figure out that something that is *geocentric* means "Earth centered." The diagram that shows the Earth in the center with the Sun and planets traveling around it must be the *geocentric model*.

They believed that the Earth stayed in place while the Sun moved around it. This was called the **geocentric** model.

Your Turn Use the Greek roots below to figure out the meanings of two words from "Changing Views of Earth."

Greek Roots: helio = sun therm = heat
meter = measure

heliocentric, page 3 _____

thermometer, page 4 _____

Ask and Answer Questions

Asking and answering questions as you read helps you to deepen your understanding of the text. Try it with “Changing Views of Earth.” Think about each question the author asks, and generate your own questions, too. Then read on for the answers. After you have finished reading, think about more questions related to the topic that you might have.



FIND TEXT EVIDENCE

In the first paragraph on page 3, the author asks a question:

Where does all that information about the weather come from? This may lead you to another question.

Page 3

No matter where on Earth you go, people like to talk about the weather. This weekend’s forecast may provide the main criteria for planning outdoor activities. Where does all that information about the weather come from?

I think about what I already know—that weather forecasters use scientific instruments. So I ask myself, “What kinds of instruments do scientists use to make forecasts?” I will read on to find the answer.



Your Turn Reread “Out in Space, Looking Back Home” on page 5. Ask a question and then read to find the answer. Use the strategy Ask and Answer Questions as you read. Write your question and answer below.

Quick Tip

You can write a comment about information in the margin of your own book, or you can use a sticky note in other books. This will help you remember the important information. Writing a comment is called *annotating*. Annotating can help you better understand what you are reading.

Diagrams

The selection “Changing Views of Earth” is an expository text. Expository text presents information and facts about a topic in a logical order. It often includes a variety of text structures to support points with reasons and evidence. It may also include text features, such as subheadings, photos, and diagrams.

Readers to Writers

Writers use diagrams to illustrate important information in the text. When might you use a diagram in your own writing?

FIND TEXT EVIDENCE

“Changing Views of Earth” is an expository text. The facts about inventions are given in a logical order. The author backs up her points with evidence, including diagrams.

Page 4

In the Sky, Looking Down

New inventions allowed scientists to explore the world better than ever. Measuring devices such as the barometer and barometer allowed them to measure the pressure of the atmosphere. However, people were still limited to ground-based learning. What if they could travel into the sky, where the weather actually happened?

In the mid-1700s, some scientists used measurements

driven higher and higher. At first, they used kites, but as long as the balloons offered more ways to measure the world, scientists turned to them to be safe.

However, scientists were not satisfied with the first flights of Earth's atmosphere. They knew they needed the balloons to be able to go. They also needed to obtain information on how the air and weather actually behaved in the sky.

The development of aircraft in the early 1900s provided some ways to observe Earth's surface and the atmosphere above it. Balloons and balloons could reach altitudes of approximately three kilometers. By comparison, airplanes lifted scientists to heights of five kilometers and more. Radio technology allowed scientists to transmit data from the air to the ground, where other scientists could read and compare information. Scientists had never experienced such heights.

Diagrams

A diagram is a drawing that shows the different parts of something and how the parts relate to one another. Labels identify different parts of the diagram.



Your Turn Review and discuss why “Changing Views of Earth” is an expository text. How is the information in the two diagrams helpful?

Reread | SHARED READ

Cause and Effect

Science and history authors want you to know not just *what* happens but why it happens. They show that one event is the **cause** of another event, called the **effect**. Sometimes, the effect of one event becomes the cause of another event.

Quick Tip

These words signal cause-and-effect relationships.

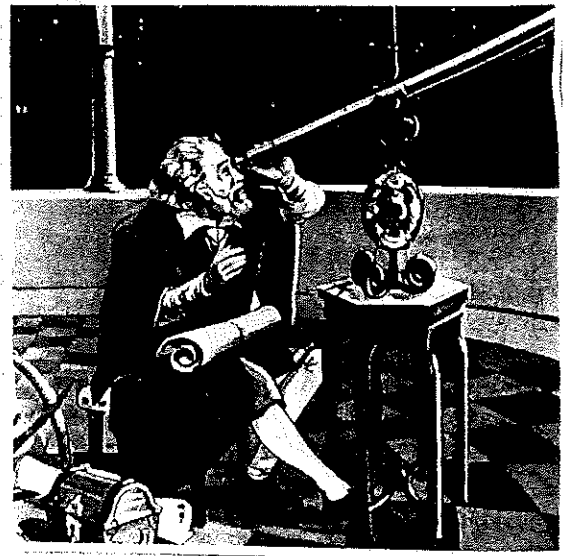
Cause: *because, if, since, led to*

Effect: *as a result, then, finally, so, therefore, for this reason*

FIND TEXT EVIDENCE

In the section "On the Ground, Looking Around" on page 3, I read that people once believed the Sun orbits Earth. I learned the cause of this mistake: people had only their eyes for viewing the skies. The invention of the telescope had an important effect—the discovery that Earth actually orbits the Sun.

Cause	→	Effect
Long ago, people had only their eyes to see the skies	→	They thought the Sun orbited Earth.
The telescope was invented.	→	People could see the stars and planets more clearly.
People could see the stars and planets more clearly	→	They found out that Earth orbits the Sun.



Your Turn Show important connections between certain events in "Changing Views of Earth by recording causes and effects in your graphic organizer.

EXPOSITORY TEXT

Cause	→	Effect
	→	
	→	
	→	
	→	

Reread | SHARED READ

Respond to Reading



Discuss the prompt below. Think about how the author presents the information. Use your notes and graphic organizer.

How does the author show that people have always wanted to learn more and more about Earth and space?

Quick Tip

- Use these sentence starters to discuss the text and to organize ideas.
- *The author uses text structure to...*
 - *The author includes text features that...*
 - *The author ends with...*

Grammar Connections

Irregular verbs do not form the past by adding *d* or *ed*. As you write your response, make sure to use irregular verbs correctly. For instance:

This observation led scientists to...

In the mid-1700s, some scientists sent...



Perspectivas del mundo real

- ¿Qué rasgo de personaje es más útil al enfrentar un desafío? ¿Por qué?
- Cuando tienes un problema, ¿es mejor intentar resolverlo por ti mismo o pedir ayuda a un adulto?
- ¿Cuál es el mayor desafío que enfrentan los niños hoy? ¿Cómo pueden resolverlo?

La envidia es mala consejera

Una continuación del cuento de Cenicienta

Francisco Hinojosa

El hada madrina de Cenicienta tenía dos hermanastras, Clodomira y Saturnina, que no eran hadas y que no paraban de molestarla. Envidiaban sus poderes mágicos. Cuando se enteraron de lo que había hecho con su ahijada al mandarla al baile, y que la zapatilla de cristal que había perdido al salir de la fiesta ayudó al príncipe a encontrarla, ellas se enojaron:

—Eso que hizo fue trampa. Cenicienta no tuvo por qué haber ido al castillo.

—Tampoco tenía por qué haberse casado con el príncipe y ser feliz.

—Le quitaremos su varita mágica.

—Sí, eso es lo que se merece. Vamos a hacer sufrir a su protegida.

Una noche, mientras el hada madrina dormía, las hermanastras se metieron en su habitación y tomaron la varita. Al día siguiente fueron al castillo donde Cenicienta vivía con el príncipe. Allí se escondieron detrás de unas cortinas mientras la pareja comía una deliciosa sopa de lentejas.



Francisco Hinojosa

El poeta y narrador Francisco Hinojosa (Ciudad de México, 1954) es uno de los autores más destacados de literatura infantil y juvenil en lengua española. Su cuento "La peor señora del mundo" es un clásico con más de 400,000 mil ejemplares vendidos.

—Es el momento de atacar —propuso Clodomira.

—Sí, ya estoy disfrutando de nuestra venganza.

Y Saturnina levantó la varita mágica, apuntó hacia el plato de los esposos y dijo en voz baja:

—Quiero que la sopa que esos dos están a punto de comer les sepa a pescado con zanahorias.

Hay que decir aquí que lo que ella más odiaba en la vida era el pescado y las zanahorias.

—¡Guau! —exclamó el príncipe— Es la sopa más deliciosa que he probado.

Al ver la cara de felicidad de ambos, Clodomira furiosa le arrebató la varita a su hermana.

—¡Cómo se te ocurrió semejante cosa! —Y dirigiendo la varita hacia los recién casados dijo— que el príncipe se convierta en un sapo.

Y así fue. Pero como Cenicienta ya había leído el cuento, tomó al sapo y le dio un beso. Al instante, el príncipe recobró su elegante figura. Y ambos rieron durante un buen rato.



Texto modelo 2

Mientras lees, busca sucesos del cuento popular. Conéctalos con otra historia que hayas leído.

Cuidar la esperanza

Grace Nava

Hace mucho tiempo, en una montaña muy alta, vivían tres hermanas llamadas Felicidad, Libertad y Caridad. Caridad era la más joven de las tres. No era tan bella como Felicidad ni tan alegre como Libertad, pero tenía mucha bondad. El mago bueno les había encargado que cuidaran de la Flor de la Esperanza para que siempre hubiera esperanza en el corazón de los humanos. Todos los días subían a la cúspide para regarla. Era una tarea dura ya que tenían que cargar baldes llenos de agua que eran muy pesados. Libertad y Felicidad se quejaban a menudo de la responsabilidad que tenían.

Un día el mago malo, que quería que la Flor de la Esperanza muriera, dijo a Felicidad cuando regresaba de sus labores:



—Hay muchas cosas que te pueden dar mucha alegría más allá de esta montaña. ¿Por qué no te vas?

Felicidad no pudo resistir y dejó la montaña. Otro día, el mago malo encontró a Libertad limpiando hierbas del camino y le preguntó:

—¿Por qué estás aquí encadenada a esta montaña?

Libertad lo pensó y decidió marcharse también. Finalmente, el mago malo encontró a Caridad y le dijo:

—Felicidad y Libertad se han marchado. ¿Por qué sigues aquí?

—Porque quiero mantener la esperanza viva para toda la gente —contestó Caridad.

Así, Caridad no dejó que la esperanza muriera. La esperanza nos ayuda a superar las dificultades en la vida. Recuerda que mientras los humanos hagan obras de bondad y caridad, siempre habrá esperanza de tener un mundo mejor.

Lo que estoy haciendo para lograr mi meta de lectura.



Grace Nava

Grace tiene una larga experiencia como educadora especializada en formación y desarrollo global. Fue catedrática de universidad y en la actualidad se dedica a escribir. Su gran pasión es viajar. Vive con su familia en el noreste de los Estados Unidos.

En tu Cuaderno del lector

Piensa y responde

Piensa: comenta la *Pregunta esencial*

Repasa la Pregunta esencial en la página 4. A partir de las lecturas de esta semana y tu lectura independiente, ¿qué has aprendido sobre cómo los individuos resuelven problemas? ¿Por qué Clodomira y Saturnina molestan a Cenicienta? ¿Cómo Cenicienta logra deshacer el embrujo de las hermanastras? Comparte tus ideas con tu compañero o grupo.

Apoyo para la conversación

- *Creo que* ____.
- *Sé que* ____, *porque* ____.
- *Estoy de acuerdo con que* ____ *porque* ____.

Lectura atenta: usa la evidencia del texto

- ① Usa detalles de “La envidia es mala consejera” para hacer una inferencia. Explica conexiones que apoyen tu inferencia.
- ② Vuelve a leer “Cuidar la esperanza”. ¿Qué lección pueden aprender las hermanas de Caridad? Busca evidencia en el texto que apoye tu razonamiento.

Relacionar lecturas

- ③ Compara y contrasta las tramas de “La envidia es mala consejera” y “Cuidar la esperanza”. Cita dos similitudes y dos diferencias.



Lectura independiente

Piensa en tu libro de lectura independiente. Conéctalo con otro texto que hayas leído. ¿En qué se parecen? ¿En qué se diferencian? Haz una lista de las maneras en que un texto te recuerda al otro.

Estudio de palabras y vocabulario

Explica homófonos

Los homófonos son palabras que se pronuncian igual, pero se escriben de forma diferente y tienen distinto significado.

Quiero que la sopa que esos dos están a punto de comer les sepa a pescado.

La palabra *sepa* es un tiempo verbal de "saber", que se usa muy a menudo para hablar de cosas comestibles. Saber también significa tener noticia o conocimiento de algo.

Busca homófonos en tu libro de lectura independiente. Escribe cada palabra, su homófono y sus significados. Haz una tabla como esta en tu Cuaderno del lector.

	Palabra 1	Palabra 2
	<i>sepa</i>	<i>sepa</i>
Significado	tener noticia de algo	tener un determinado sabor

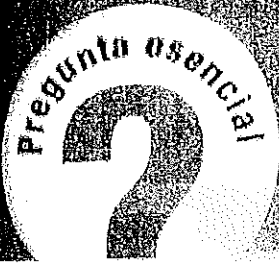
Juego de palabras

Juega a la "caza de homófonos" con un compañero. Busca homófonos para cada una de las siguientes palabras *ciego*, *bello*, *siervo*, *vaya*, *habría*. Después de que tú y tu compañero encuentren todos los homófonos, definan cada palabra. Usen un diccionario si es necesario.



Repaso

Usa el contexto y tu comprensión del lenguaje figurado para determinar el significado de *ahijado* en la página 6 de "La envidia es mala consejera".



¿Qué nos ayuda a resolver los problemas?



...que nos ayuda a resolver los problemas...

P.E. Wallace Technology Resources

5th Grade

ELAR-

Science/Social Studies-

- Education Galaxy: <https://educationgalaxy.com/>
*Username and password is the same they have been using throughout the year.
- <https://www.youtube.com/watch?v=Wv-CRKsTYGs> Day and Night Video.
- DK Find Out! | Fun Facts for Kids on Animals, Earth, History and more!
- <https://www.dkfindout.com/us/space/solar-system/day-and-night/>
- 10 Best Social Studies Tools for Elementary School | Common Sense Education Top apps and websites for elementary-level social studies. Explore this 10 Best Social Studies Tools for Elementary School Top Picks list of 10 tools curated by Common Sense Education editors to find relevant and engaging edtech solutions for your classroom. www.commonsense.org
- 5 Interactive Social Studies Websites for Every Classroom www.thoughtco.com Teachers must use technology, such as these five interactive social studies websites, to actively engage students in learning and building connections.

Carr

- Education Galaxy, Mystery Science, Reading A-Z, Zoom, Google Classroom, Unique, Scholastic books, Prodigy, Spelling City

"The Math Market"
(Week of March 30 – April 3)

Instructions: Using the "The Math Market" flyer, complete pages 3-6.

Adding and Subtracting Decimals

$$3 + 1.475$$

Step 1: Line up the decimal points

$$\begin{array}{r} 3. \\ + 1.475 \\ \hline \end{array}$$

Step 2: Add or subtract the digits with the same place value (fill in empty spaces with zeros)

$$\begin{array}{r} 3.000 \\ + 1.475 \\ \hline 4.475 \end{array}$$

Step 3: Bring down the decimal point

$$\begin{array}{r} 3.000 \\ + 1.475 \\ \hline 4.\downarrow 475 \end{array}$$

Multiplying Decimals

$$2.1 \times 2.37$$

Step 1: Multiply as you would with whole numbers.

$$\begin{array}{r} 2.37 \\ \times 2.1 \\ \hline 237 \\ + 4740 \\ \hline 4977 \end{array}$$

Step 2: Count how many digits you have after **EVERY** decimal point in the problem.

$$\begin{array}{r} 2.37 \leftarrow 2 \text{ places} \\ \times 2.1 \leftarrow 1 \text{ place} \\ \hline 4977 \end{array} \left. \begin{array}{l} \text{3 total} \\ \text{places} \end{array} \right\}$$

Step 3: Move the decimal point to the **LEFT** as many places as there are digits behind the decimal.

$$\begin{array}{r} 4977 \\ \cdot \\ \hline 4.977 \end{array}$$



THE MATH MARKET

<p>CARROTS</p>  <p>\$1.58 SERVES 7</p>	<p>BANANAS</p>  <p>.86 SERVES 6</p>	<p>STRAWBERRIES</p>  <p>\$2.48 SERVES 5</p>	<p>GRAPES</p>  <p>\$3.67 SERVES 8</p>
<p>EGGS</p>  <p>\$2.54 SERVES 12</p>	<p>CHICKEN STRIPS</p>  <p>\$5.74 SERVES 8</p>	<p>PIZZA</p>  <p>\$7.24 SERVES 5</p>	<p>CEREAL</p>  <p>\$2.25 SERVES 16</p>
<p>BROCCOLI</p>  <p>\$1.94 SERVES 2</p>	<p>CRACKERS</p>  <p>\$2.04 SERVES 18</p>	<p>MAC & CHEESE</p>  <p>\$2.48 SERVES 3</p>	<p>WHIPPED CREAM</p>  <p>\$1.09 SERVES 8</p>
<p>BISCUITS</p>  <p>\$2.94 SERVES 8</p>	<p>CANDY</p>  <p>\$1.66 SERVES 1</p>	<p>DONUTS</p>  <p>.59 SERVES 1</p>	<p>BREAD</p>  <p>\$3.46 SERVES 18</p>
<p>TISSUES</p>  <p>\$2.56</p>	<p>SHAMPOO</p>  <p>\$3.55</p>	<p>CARD</p>  <p>\$1.49</p>	<p>DOG FOOD</p>  <p>\$13.43</p>

SHOPPING SCENARIOS

Read each of the shopping scenarios below. Use your Math Market Ad to answer the questions.

CEREAL SNACKING

You buy two boxes of cereal.

How many servings do you have?

How much do the two boxes cost altogether?

What combination of bills and coins would you use to pay for your purchase?

If you eat one serving each day, how many days would your purchase last?

PIZZA PONDERINGS

You buy a box of pizza.

You have a coupon for \$1.50 off the frozen pizza. How much is it now?

You hand the cashier a ten dollar bill. How much change does she give you?

Using the change you received, what can you buy from The Math Market?

FRUITS AND VEGGIES

You are making a fruit salad.

You buy a package of strawberries, bananas, and grapes. How much do you spend?

If you bought a pre-made fruit salad at the store, the price is \$14.99. How much do you save by making your own?

When you get home, you realize you need one more package of strawberries and two more bunches of bananas. How much do you spend on those three items?

DINNER DOLLARS

Mom sends you to the store for dinner.

She asks you to buy chicken, broccoli, and macaroni and cheese. How much money do you need?

Mom gives you a \$20 bill and asks you to buy dog food for Fido if you have enough. Do you? Explain.



READING THE RECEIPTS

Each of the receipts below has some missing parts. Fill in the blanks to complete the receipts. Use your Math Market Ad to help you!

THE MATH MARKET

Carrots..... \$1.58
Cereal..... \$2.25
Crackers..... \$2.04
Candy..... \$1.66
Card..... \$1.49

CouPon..... -\$0.99

Total..... \$_____

THE MATH MARKET

Bread..... \$_____
Eggs..... \$_____
Donut..... \$_____
Tissues..... \$_____

CouPon..... -\$_____

Total..... \$7.90

Create your own receipt below. You buy at least 4 items and have a coupon for \$1.59.

THE MATH MARKET

GraPes..... \$_____
Strawberries..... \$_____
Biscuits..... \$_____
Dog Food..... \$_____
Shampoo..... \$_____
Bananas..... \$_____

Extras:

Bag of Ice..... \$_____

Total..... \$28.56

Pay here



ESTIMATING SUMS & DIFFERENCES AT THE GROCERY STORE

TOP 5 MOST-VISITED GROCERY STORES IN THE UNITED STATES

GROCERY STORE	NUMBER OF VISITORS
Whole Foods	18,298,298
King Soopers	14,432,235
Costco	9,556,096
Safeway	9,456,022
Wal*Mart	6,873,234

About how many more visitors did King Soopers have than Costco?

About how many visitors did Costco, Safeway, and Wal*Mart have combined?

Which grocery store has about ten million more visitors than Costco? Explain how you know.

Create two questions that can be answered using the table above with estimation or rounding.



SALE, SALE, SALE!

Hot off the press! There is a sale at your local grocery store...but the managers are demanding YOU do the math! There are two options for this stupendous sale: You can round the prices to the nearest whole dollar OR you round them to the nearest tenth of a dollar. However, you must determine what the better deal is! Use the prices from the Market Math Ad to determine the sale prices for each item if it was on sale by rounding to the whole dollar AND rounding to the nearest tenth of a dollar. Then answer the questions on the next page.

Item	Whole Dollar	Tenth of a Dollar
Carrots		
Bananas		
Strawberries		
Grapes		
Eggs		
Chicken Strips		
Pizza		
Cereal		
Broccoli		
Crackers		
Mac & Cheese		
Whipped Cream		
Biscuits		
Candy		
Donuts		
Bread		
Tissues		
Shampoo		
Card		
Dog Food		

REMIND

A If you have a smartphone, get push notifications.

On your iPhone or Android phone, open your web browser and go to the following link:

[rmd.at/\(your teacher's code\)](http://rmd.at/(your teacher's code))

Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.

B If you don't have a smartphone, get text notifications.

Text the message (your teacher's code) to the number 81010.

If you're having trouble with 81010, try texting @ddcg28 to (903) 482-4145.

** Standard text message rates apply.*

Davis: @ddcg28

Yarbrough: @8f32gc

Gillean: @99d82c

Gonzalez: @gnzls2020

Smith: @dsmith2009

Verner: @verner1920

HOW DO SHADOWS CHANGE THROUGHOUT THE DAY?

Topic: Shadows, Day and Night

Activity: Build a structure and track the change to its shadow throughout the day.

Location: Outside

The Remind code for each teacher is including in this packet.

Materials

- Sidewalk chalk OR large piece of paper and pencil
- Centimeter tape measure or ruler
- Loose parts (Legos, blocks, rocks, etc.)
- Data recording page (can be printed or drawn)

Preparation

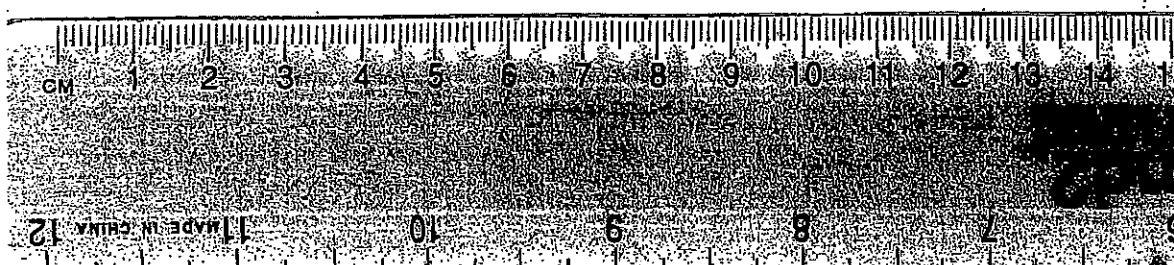
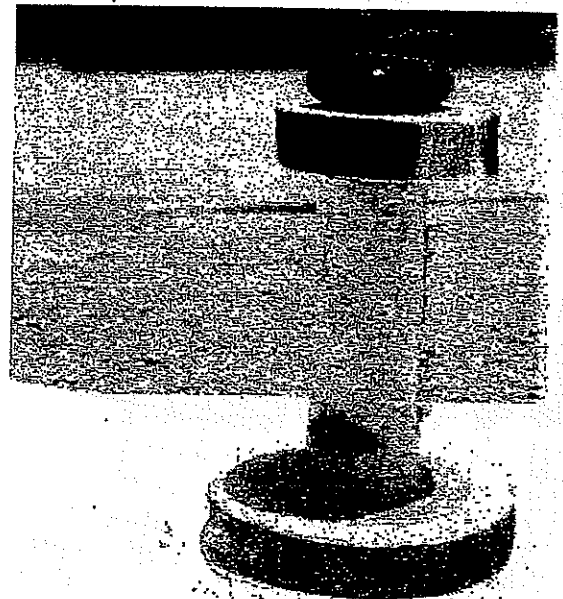
- Pick a sunny day to begin this activity. Start in the morning and keep track of your changing shadows all day long.
- Gather materials.



You can choose to use sidewalk chalk or paper and pencil.

Overview

Day	Activity Overview	Time Needed
1	Build a structure and place it outside. Trace its shadow throughout the day and collect data.	20-30 minutes and a few minutes throughout the day
2	Graph and analyze data. Draw conclusions.	20 minutes
3	Choice Activity	20 minutes



DAY 1

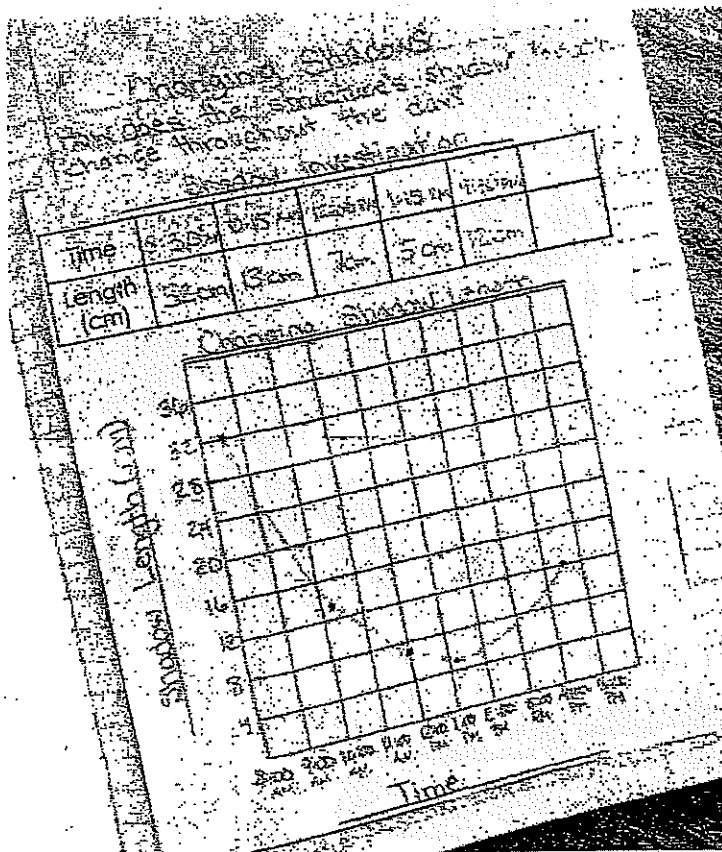
Let's answer the following question:

How does a structure's shadow change throughout the day?

1. Take a few minutes to build a structure. The structure must be:
 - 6-12 inches tall (about 15-30 cm)
 - stable
2. Place the structure outside. Place a piece of paper under it if you will be using a pencil to record changes. You can use sidewalk chalk instead of pencil and paper. (See previous page for example photos.)
3. Trace the area around the structure's shadow and label the time. Go outside 3-5 more times throughout the day to trace the shadow and record data (time and shadow length in centimeters) on the table provided or draw your own data table. Be sure your data table has a title.
4. On the next day, you will graph and analyze data.

OPTION: Take a photograph at the end of the day and print.

OPTION: If you can safely set up a camera, you can record time-lapse photos throughout the day.



Shadow Investigation
How does my tower's shadow change throughout the day?

Time	Length
8:30 AM	32cm
10:15 AM	13cm
12:00 PM	7cm
1:15 PM	5cm
4:30 PM	12cm

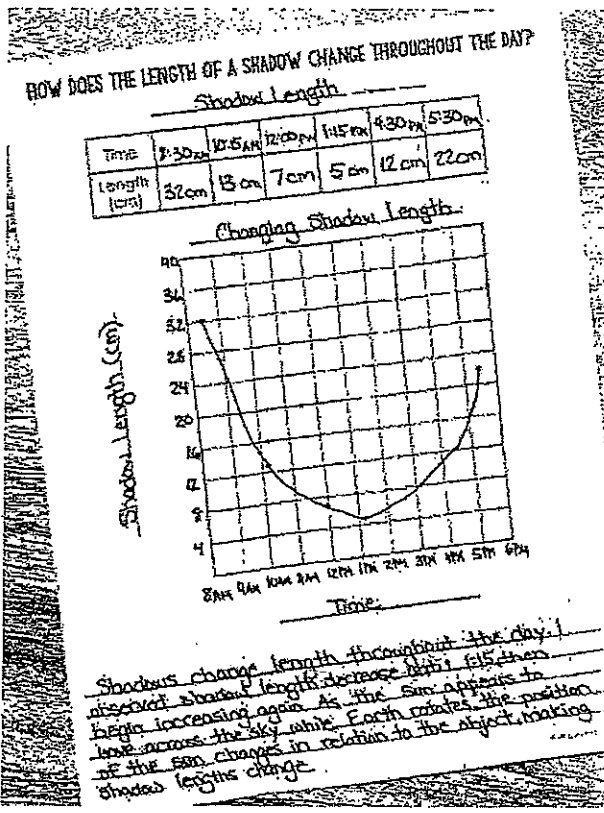


Observations

1. The length of the shadow decreased, then increased.
2. The shadow moved from West to East.

DAY 2

1. Look at the data you recorded yesterday.
2. Title your graph "Changing Shadow Length".
3. Construct a line graph. Across the bottom on the x-axis, label the hours and write "Time" as shown in the example.
4. Write "Shadow Length (cm)" as shown in the example. Along the vertical y-axis, write numbers in equal intervals, being sure to include the longest shadow measured. For example, if your longest shadow was 32 cm, you might use intervals of 4 or 5. If your longest shadow was shorter than that, perhaps 18 cm, then you could use intervals of 2. If you aren't sure what to use, using intervals of 5 cm should be safe.
5. Plot the points for the time and the length of the shadow at that time. Use the example for guidance.
6. Discuss 3 observations based on your drawings of the shadow on the previous day or the graph you just made.
7. Write several sentences to answer the question: How does a shadow's length change throughout the day?



DAY 3 Optional - only if you have internet access.

Choose one of the following activities:

1. Watch the video and write about what you learned.
<http://bit.ly/shadowvideoclip>
2. Complete the interactive activity and write about what you learned.
<http://bit.ly/shadowinteractive>
3. Draw a detailed diagram of your shadow investigation and write about what you learned.

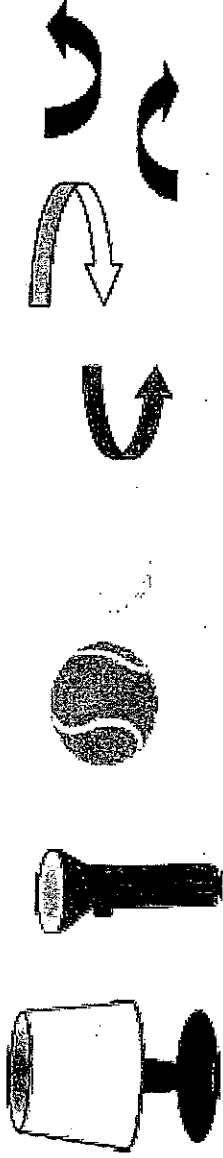
HOW DOES THE LENGTH OF A SHADOW CHANGE THROUGHOUT THE DAY?

Time						
Length (cm)						

¡Esta página es SOLO para alumnos del programa dual! Alumnos de las maestras: de la Torre, Nava y Sánchez.

Nombre: _____ Dibújalo y escríbelo: Modelo del ciclo de día y noche

Asignatura: Usa todos o algunos de los objetos mostrados para dibujar un modelo del ciclo del día y noche. Usa las flechas para mostrar lo que causa el ciclo de día y noche.



Mrs. Powell's Remind Code:

rmd.at/d26a9f9 Or text@d26a9f9 to 81010

Mrs. Sanchez' Remind Code:

rmd.at/sanchez113 Or text @sanchez113 to 81010

Mrs. Winkle's Remind Code:

rmd.at/khagcc or text @khagcc to 81010

Mrs. DelaTorre's Remind Code:

Rmd.at/2ehd8a or text @2ehd8a to 81010

Mrs. Nava's Remind Code:

rmd.at/nava19 or text @nava19 to 81010

If you need ANY help - contact your teacher via Remind (see remind page attached)

Three Branches of Government

The **Three Branches of Government** include the executive, the legislative, and the judicial branches. Each branch has a special role in the function of the United States government and the running of the country. The three branches were established by the U.S. Constitution to separate the powers of government.

The **Legislative Branch** includes the Senate and the House of Representatives. The **Senate** is made up of 100 senators, two from each state, elected by its citizens. Each senator serves six-year terms, but may serve consecutive terms. The Vice-President is the head of the Senate and only votes if there is a tie among the Senators. The Senate also approves nominations by the President to Cabinet, Supreme Court, federal courts and other positions. All **treaties** (agreements made with other countries) must be approved by a two-thirds vote.

The **House of Representatives** is made up of 435 elected officials elected from each of the 50 states with a number from each state based on the state's population. They are elected by its citizens and serve 2-year terms, and may also serve consecutive terms. The leader of the House is called the Speaker of the House and is elected by the representatives. Both the Senate and the House of Representatives must vote and ratify bills for them to become laws. They may also override Presidential vetoes of the laws that were passed.

The **Executive Branch** includes the President as the leader of the country, as well as the Vice-President. He or she is elected by the entire country to a 4-year term and may serve only two terms in office. The President approves and carries out laws passed by the Legislative Branch, though may also veto laws. The President also appoints or removes cabinet members, who are considered assistants to the President offer advice on running the country. They include the Secretary of Defense, Secretary of State, Attorney General, Secretary of Homeland Security and several others. The leader of the country also negotiates treaties, acts as head of state for the country, and is the commander of chief of the armed forces.

The **Judicial Branch** includes the Supreme Court, nine judges, who oversees the U.S. court system. The court consists of eight judges or justices, plus one chief justice, and there are no term limits; some justices serve until they die. They are nominated by the President, and approved by the Senate. The Supreme Court's responsibilities include explaining the meaning of the Constitution and laws, deciding whether something is constitutional or unconstitutional, meaning it is permitted or not

permitted. They often decide new ways of interpreting a law, decides court cases, and settle court cases between 2 or more states.

In 1787, the writers of the Constitution did not want one person or a group of people to have complete power over the country and its citizens. The states' leaders wanted a national government that was strong, but also fair. They wanted individual freedoms protected, as well as preventing the government from abusing its powers. The Three Branches of Government is a system of **checks and balances** used to prevent this from occurring. This helps to make sure the power is shared by each branch.

The three branches of the government are expected to work together, cooperate, and do what is best for the citizens of the country. Each person in the government is elected by its citizens who must trust the leaders to manage the country as best as possible.

1) Which of the following includes a total of 535 representatives of the people?

- A: Legislative Branch
- B: Executive Branch
- C: Senate
- D: House of Representatives

2) Which of the following representatives of the U.S. serve two-year terms?

- A: Senate
- B: House
- C: President
- D: Justices

3) Which of the following are nominated by the President and approved by the Senate?

- A: House of Representatives
- B: Senators
- C: Supreme Court justices
- D: Vice-Presidents

4) Which of the following branches of government interpret laws and decides court cases?

- A: Legislative Branch
- B: Executive Branch
- C: Judicial Branch
- D: All of the above

5) Which of the following is head of the Senate?

- A: Vice-President
- B: President
- C: Speaker
- D: Justice

6) Which of the following is used to make sure power is shared by the branches of government and prevents abuse of power?

- A: Supreme Court decisions
- B: Checks and balances
- C: House of Representative votes
- D: Senate debates

Dual Language Students ONLY

Tres ramas de gobierno

Las **tres ramas de gobierno** incluyen las ramas ejecutiva, legislativa y judicial. Cada sucursal tiene un papel especial en la función del gobierno de los Estados Unidos y el funcionamiento del país. Las tres ramas fueron establecidas por la Constitución de los Estados Unidos para separar los poderes del gobierno.

El **Poder Legislativo** incluye al Senado y a la Cámara de Representantes. El **Senado** está compuesto por 100 senadores, dos de cada estado, elegidos por sus ciudadanos. Cada senador cumple seis años, pero puede cumplir mandatos consecutivos. El Vicepresidente es el jefe del Senado y sólo vota si hay un empate entre los senadores. El Senado también aprueba las nominaciones del Presidente al Gabinete, la Corte Suprema, los tribunales federales y otros cargos. Todos los **tratados** (acuerdos realizados con otros países) deben ser aprobados por votación de dos tercios.

La **Cámara de Representantes** está compuesta por 435 funcionarios electos elegidos de cada uno de los 50 estados con un número de cada estado basado en la población del estado. Son elegidos por sus ciudadanos y sirven a mandatos de 2 años, y también pueden servir a mandatos consecutivos. El líder de la Cámara se llama el Presidente de la Cámara y es elegido por los representantes. Tanto el Senado como la Cámara de Representantes deben votar y ratificar proyectos de ley para que se conviertan en leyes. También pueden anular los vetos presidenciales de las leyes que fueron aprobadas.

El **Poder Ejecutivo** incluye al Presidente como líder del país, así como al Vicepresidente. Es elegido por todo el país para un mandato de 4 años y sólo puede servir dos mandatos. El Presidente aprueba y lleva a cabo leyes aprobadas por el Poder Legislativo, aunque también puede veto las leyes. El Presidente también nombra o despide a los miembros del gabinete, que son considerados asistentes del Presidente, ofrecen asesoramiento sobre la gestión del país. Entre ellos se encuentran el Secretario de Defensa, el Secretario de Estado, el Fiscal General, el Secretario de Seguridad Nacional

y varios otros. El líder del país también negocia tratados, actúa como jefe de Estado del país y es el comandante en jefe de las fuerzas armadas.

El **Poder Judicial** incluye a la Corte Suprema, nueve jueces, que supervisa el sistema judicial de los Estados Unidos. El tribunal está formado por ocho jueces o jueces, más un juez principal, y no hay límites de mandato; algunos jueces sirven hasta que mueren. Son nominados por el Presidente, y aprobados por el Senado. Las responsabilidades de la Corte Suprema incluyen explicar el significado de la Constitución y las leyes, decidir si algo es constitucional o inconstitucional, lo que significa que está permitido o no. A menudo deciden nuevas formas de interpretar una ley, deciden casos judiciales y resuelven casos judiciales entre 2 o más estados.

En 1787, los escritores de la Constitución no querían que una persona o un grupo de personas tuvieran todo el poder sobre el país y sus ciudadanos. Los líderes de los estados querían un gobierno nacional que fuera fuerte, pero también justo. Querían que se protegieran las libertades individuales, así como que impidieran que el gobierno abusara de sus poderes. Las Tres Ramas de Gobierno es un sistema de **controles y equilibrios** utilizados para evitar que esto ocurra. Esto ayuda a asegurarse de que cada rama comparte la potencia.

Se espera que las tres ramas del gobierno trabajen juntas, cooperen y hagan lo mejor para los ciudadanos del país. Cada persona en el gobierno es elegida por sus ciudadanos que deben confiar en los líderes para administrar el país lo mejor posible.

- 1) ¿Cuál de las siguientes incluye un total de 535 representantes del pueblo?
 - A: Rama Legislativa
 - B: Rama Ejecutiva
 - C: Senado
 - D: Cámara de Representantes
- 2) ¿Cuál de los siguientes representantes de los EE.UU. sirve mandatos de dos años?
 - A: Senado
 - B: Cámara

C: Presidente

D: Jueces

3) ¿Cuáles de los siguientes son nominados por el Presidente y aprobados por el Senado?

A: Cámara de Representantes

B: Senadores

C: Magistrados de la Corte Suprema

D: Vicepresidentes

4) ¿Cuál de las siguientes ramas del gobierno interpreta las leyes y decide los casos judiciales?

A: Poder Legislativo

B: Rama Ejecutiva

C: Poder Judicial

D: Todo lo anterior

5) ¿Cuál de los siguientes es el jefe del Senado?

A: Vicepresidente

B: Presidente

C: Ponente

D: Justicia

6) ¿Cuál de los siguientes se utiliza para asegurarse de que el poder es compartido por las ramas del gobierno y previene el abuso de poder?

A: Decisiones de la Corte Suprema

B: Cheques y saldos

C: Votos de la Cámara de Representantes

D: Debates en el Senado

MARCH

DEAM Calendar Drop Everything And Move

BE GOOD
by being helpful

Name:	Teacher:
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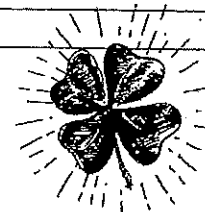
Purpose: This calendar encourages families to become more physically active and to take steps toward a healthier lifestyle. Each day, students are asked to complete a different activity with a family member (or with adult supervision).

Directions: After a student completes a day's activity, adults make a check mark and initial in the space provided. Each week, you can miss one day (activity). If this happens, put an "X" in the space provided for a check mark (do not initial).

✓ Done	Day	DEAM Activity
	1	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	2	Play with a friend.
	3	Do as many curl-ups as you can.
	4	March Madness: Take 64 imaginary jump shots.
	5	Say your math facts while doing reverse lunges.
	6	Take a walk.
	7	Kids should be active sixty minutes EVERY day! Do 60 jumping jacks.
	8	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	9	Play a game that is active. You decide what that is.
	10	Do as many trunk-lifts as you can.
	11	Take 32 imaginary dunks and 16 cross-over dribbles.
	12	Do push-up shoulder taps while reciting your spelling words.
	13	Take a walk.
	14	Run in place and name 3 reasons why you will never smoke or use tobacco.
	15	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	16	Take a hike.
	17	Do as many squats as you can.
	18	Take 8 pretend chest passes and 4 imaginary foul shots.
	19	Perform squat-jumps while naming the continents.
	20	Take a walk.
	21	How many food groups are there? Do 5 plank-jacks.
	22	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	23	Play outside.
	24	Do as many push-ups as you can.
	25	Take 2 laps around a pretend court and 1 giant star-jump!
	26	Read a book while doing a wall sit.
	27	Take a walk.
	28	About how many glasses of water should you drink each day? Do 8 burpees.
	29	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	30	Go to the park!
	31	Do as many squat-thrusts as you can.

Please Remember

- ✓ Always get adult permission before doing any activity.
- ✓ Return calendar to your teacher at the end of the month.



Week 1-March 30-April 3rd

5th grade

CHOIR

Using materials found around the house create a musical instrument. Ideas can be anything from a drum to a wind chime. Create an original song with your instrument. You can send a video to Mr. Miles at jmiles@mpisd.net or to Mrs. Swiger at dswiger@mpisd.net We can't wait to see your creativity at work.

ART

The 5th and 6th grade art students may draw a picture of what they see out their living room window. Thanks Terry L. McCain

COMPUTER

5th Grade

If you have access to a computer or tablet you can finish course 2 of www.code.org.

Thank you,

Tara Flores