

Asynchronous Learning Opportunities: 5th Grade

English Language Arts, Coming Home by Langston Hughes

Lesson 1 : <https://video.link/w/FITbc>

- Supplies: pencil, pen, crayon, paper
- A “turn and talk partner” – someone in your family, pet, a pretend friend
- A sheet of paper to take notes on.

Lesson 2: <https://video.link/w/IfVbc>

- Supplies: pencil, pen, crayon, paper
- A “turn and talk partner” – someone in your family, pet, a pretend friend
- Your notes from the first lesson
- An independent reading book

Reading

Directions: Read a story or a nonfiction book.

1. Select one of the following reading strategies that you have already worked on: visualizing, making inferences, or wondering and questioning.
2. Stop three times during your independent reading. After each stop write down either: what you are visualizing, what you are inferring, or what you are wondering about as you read.

Writing

Directions: After reading, write a writing response for your book that includes the title and author

1. Write a summary of the section you read today.
2. Explain your favorite part of the passage you read.
3. Explain if you would recommend this book. Why or Why not?

Vocabulary

Directions: Think about the story or nonfiction book that you read. Choose two words that you could teach to someone else.

1. Define the words.
2. Create sentences using the words.
3. Draw or sketch what you visualize when you think about the vocabulary words you chose.

Family Supports: Talking about books and sharing ideas together at home is an important part of reading for students. Below are suggestions for engaging in reading conversations with your child that will help them better understand what they read. Ask your child:

- “What do you think about what you just read?”
- “What new information did you learn?”
- “What do you already know about this topic?”

Visit the SPS and Seattle Public Library Online Resources page to access online books:

<https://www.seattleschools.org/student-portal/technology-supports-for-families/online-student-resources/>

Social Studies, Since Time Immemorial

- Learn about government - Read the online “The State We’re In: Washington” by the League of Women Voters.
- Tribal games—Learn about Blackfeet games and make your own! Tribal Legacies—[*Becoming a Champion in Indian Country*](#)

- Early Encounters - [Did Native People Really Sell Manhattan?](#) Videos and activities on the NE tribes interactions with Colonial England.

Math

- Measure, count, and record. Count how many jumping jacks or pushups can be done and how long it takes – or how long it takes to do 10 or 20. Play around with doubling or halving the time. Use non-standard tools, like a shoe, to count how far someone can jump – calculate how far 10, 15, or 20 jumps might take you.
- Build something together. Big or small, any project that involves measuring includes counting, adding, and multiplying. It doesn't matter whether you're making a clubhouse out of shoeboxes or building a genuine tree house.
- Look at coins and determine how old they are using the date. Sort them from oldest to newest coin. Find the sum of their ages. Find the difference between the oldest and the newest. If you have a large collection of coins arrange them into a bar graph based on year or location where they were minted. What is the most or least common year or location?
- Count things and generalize to larger sets. Count how many beans are in one cup and estimate how many are in a larger bag. Count how many students are in their class and estimate how many students are home from their school or from the school district.
- Look for real life word problems involving multiplication and division in everyday life. Examples: "The box of fruit snacks has 24 packages; how many should we give to 3 kids if we divide them evenly?"; "This notebook has 253 sheets of paper. If we use 4 sheets a day how long would it last?" Problems should involve single digit factors for Gr 3, and 2-digit factors for Gr 4-5. Gr 4-5 division problems can include interpreting remainders. "I have a bookshelf with 5 shelves. If I have 79 books, and I want to put the same number of books on each shelf, how many books would be on each shelf, and how many would be left over?"
- Look for real life word problems where fractions are involved. Equal sharing problems are a great way of developing quantitative understanding of fractions. Examples: "The four of us want to share 3 brownies. How much should each person get so everyone gets the same amount?"; "We are a family of 6 and we only have 4 bottles of soda. How much soda should each get so everyone gets the same amount?"
- Play board games and card games. The vast majority of games involve some kind of math, logic and/or strategy. While playing the game find opportunities to pose questions about math or numbers.

Science

- Keep a "Fall Changes" journal by making observations of the weather, plants, and animal changes that occur as the fall approaches. Draw pictures and write about what evidence you see of the coming fall season. Record the questions you have.
- Using household items, design and build the tallest free-standing structure you can build.

Physical Education

- Aerobic: brisk walking, running, climbing stairs, jumping jacks, playing basketball, and dancing.
- Muscle-strengthening: squats, leg lifts, and sit-ups.
- Bone-strengthening: push-ups, push-ups against a wall, and jumping.
- Dance: Build a playlist and dance for at least 20 minutes. Play freeze dance and try freezing in different shapes and levels when the music stops. Choreograph a story dance with a beginning, middle and end. Dance your favorite story.

Resources for Physical Activity Boosts:

- <https://letsmove.obamawhitehouse.archives.gov/get-active>
- <https://www.gonoodle.com/>

- <http://www.openphysed.org/>
- <https://openphysed.org/activeschools/activehome>

Theatre

- Create your own play using sentence stems.
 - *Once upon a time...*
 - *And every day...*
 - *Until one day...*
 - *And because of that...*
 - *And because of that...*
 - *Until finally...*
 - *And ever since then...*
- Create a costume drawing.
- Write and perform a script based on your favorite book.

Visual Art

Recyclable projects: Take everyday items like cardboard tubes, lids, egg cartons, boxes and plastic packaging, tape, glue and make a sculpture. Next, write a story to go along with your artwork or explain your design process.

Drawing/writing prompts:

- Create one still life or self-portrait every day looking in a mirror and practicing observation techniques. (A variation to try...do not look down at your paper.)
- Create and illustrate a daily journal
- Draw a picture with a caption that illustrates a piece of music.
- Go to a window in your home. Draw carefully. Draw everything you see out the window. Remember that things up close are bigger than things far away. Remember about overlapping, too!
- Trace around something small and circular, such as a toilet paper tube, or yogurt container. Trace 20 circles. Make each circle into something different - a pizza, flower, grumpy face, etc.
- Take a box or can from your cupboard. Wrap paper around the outside to cover the label. Then draw your own new label. Think of something new, funny, disgusting or delightful that you wish were in the box or can. Advertise it well on the outside so people will want it! (ex. Noodle Worm Soup with Muddy Meatballs)
- Observe a pet or wild animal, or one on a video. Invent a home for this animal. Draw, build or paint it. Make a paper animal to live inside it, too.
- Set up a still-life for yourself. Use toys, plants, book etc. Leave it up for a while and go back to it again and again. (Don't finish it in one try.)

Explore Artists:

- Search Kehinde Wiley
- Search Julie Mehretu
- Search Lygia Clark
- Search Dale Chihuly glass blowing
- Search the iconic Jacob Lawrence
- Search Theo Jansen and his incredible Strandbeests.
- Search the work of Andrew Goldsworthy (sculpture artist)

Mindfulness Activities

- Practice kind thoughts by prompting your child to think of 5 people they'd like to send kind wishes to.

- Bang on a pot/pan and invite your child to signal to you when they no longer hear the sound ‘hanging’ the air.
- Squeeze and let go, tensing different muscles in the body for 5 seconds and then slowing releasing.
- Explore textures in nature, take a walk to collect several different objects and observe/describe how each feels.
- Have your child give you the ‘weather report’ on how they’re feeling, “I’m dark and cloudy with some raindrop tears coming out”.
- Take a mindful walk pointing out sights and sounds along the way.
- Explore touch by choosing several objects, then comparing the difference in how they feel dry vs. wet.
- Slow down by having a snack in ‘slow motion’ and taking notice of the taste throughout.
- Buddy breathing: Invite your child to grab a toy/stuffed animal to place on their tummy while they lay down and take slow breaths, in through the nose and out through the mouth.
- Explore emotion by prompting your child to scan their body when experiencing a feeling and describe where they feel it the most.
- Color your feelings together, depicting each emotion with a new color.
- Listen to some music and see how many different instruments you can each hear.

Health

- Discuss who your children can go to for help if they need. Identify a trusted adult-parents, auntie, neighbor, etc.
- Identify 3 fruits and 3 vegetables you like to eat.
- Discuss the benefits of having a healthy mind and body. What does that mean to your family members?

Social Emotional Learning Skills

- Be an emotion scientist! Once a day, become aware of how you feel. Observe:
 - Your body sensations
 - Your thoughts
 - Your emotions
- You and the people you are with can use the Mood Meter to help figure out how you feel. Consider how your feelings affect what you’re doing. Decide if you’d like to keep the feeling you’re having or shift to a different feeling. Decide what you’ll do to keep or change your feeling.
- Solve problems with kindness! As you play, work, and learn there will be problems. Problems give you a chance to be your “best self”. To be your best self you can:
 - Notice how you and others feel by saying how you feel and having empathy for others
 - Listen to other people’s ideas
 - Say your ideas and ask for help with kindness. You might use “I statements” such as, “I feel frustrated because I want a turn, can I please go next?” or “I don’t understand this, can you please explain it to me?”
- You might need to take a meta moment and pause if you’re feeling upset. Remember the strategies that help you most. They might be taking a deep breath, getting a drink of water, or telling yourself that you can do hard things. When you are being your “best self” you can do two important things: solve the problem and feel proud of yourself for being kind. You might learn a little about what helps to solve problems at home and what doesn’t. You can keep track of what works and practice those things alone or with the people around you. Being your “best self” and solving problems with kindness will help you have more fun and feel better with people at home.

Supporting Multilingual Speakers

- Allow students to respond, orally or in writing, in their home language

- Find key vocabulary in your (students') home language and utilize the **Immersive Reader function in Microsoft Word**
- Find videos, photographs and online stories to build background and connect to prior knowledge and experiences (in home language, when appropriate)
- Use sentence stems for your oral or written (can include a drawing for prewriters) response. Encourage your child to explain their thinking, moving beyond one word or sentences ideas:
 - Based on _____, I can infer that _____.
 - I know this because_____.
- **Use the Immersive Reader function in Microsoft Word** or for younger kids have students use Tumble Books or Epic! both programs highlight the words as it reads aloud to the child.
- Use a text that you are being asked to use for another subject area and use Immersive Reader to have it read aloud to you in a language that is comfortable for you.