

**School is out, but learning continues!**



**GRADE 5**

**ACADEMIC ENRICHMENT - DECEMBER 2016**

**Clayton County Public Schools**



# Clayton County Public Schools

## Chief Academic Office

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**LUVENIA JACKSON**  
Superintendent of Schools

**Folasade Oladele, Ed.D.**  
Chief Academic Officer

Dear Parents:

The Georgia Milestone Assessment System (GMAS) is a more demanding assessment system. The assessment system measures student performance on more rigorous curriculum based on the Georgia Standards of Excellence. The Division of Teaching and Learning is providing academic enrichment tasks for students to complete during winter break in order to support their learning, and to ensure that they continue to reinforce their learning. The assignments focus on writing because constructed response and extended response questions create a more rigorous assessment of student writing ability in all grade levels. This more rigorous application of writing in all content areas is a part of Georgia Milestones.

The assignments will include grades 1-8, and high school EOC tested courses, and will be provided in all tested areas, English language arts, math, science, and social studies. Students are encouraged to read the assignments, complete the assessments and return to school in January with their finished work for teachers to review and support them in areas of need. Parents are encouraged to assist students with the completion of tasks if needed. Enrichment packets can be found on the Clayton County Public Schools website ([www.clayton.k12.ga.us](http://www.clayton.k12.ga.us)) and through the CCPS mobile app.

We encourage you to visit the GADOE website where you can find information on Georgia Milestones, including a helpful video that explains the purpose for the testing system. Also, you will find additional resources on the Clayton County Public Schools website, including a Parent's Guide to the Georgia Milestones, translated in Vietnamese, Spanish and English.

Thank you for your attention to this matter, and best wishes for the success of our children.

Regards.

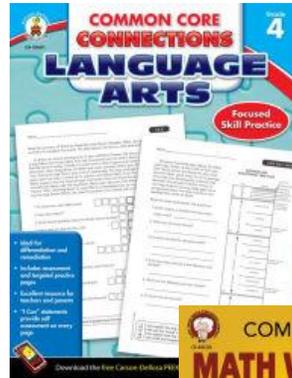
Folasade Oladele, Ed.D.

## Academic Support Resources for Parents

- There are **Common Core** workbooks for Mathematics and Language Arts that can be purchased from Carson-Dellosa Publishing.
- Workbooks are provided for Grades 3-8 at a cost of \$9.99 each.
- Workbooks can be purchased directly from the publisher's website or from Barnes and Noble.

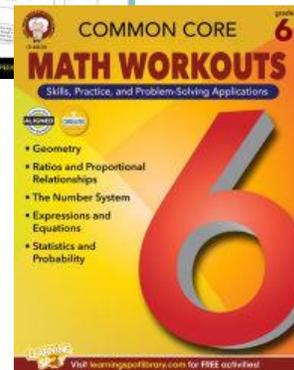
- Carson-Dellosa Publishing website

- Grades K-5
  - [Math Workbook](#)
  - [ELA Workbook](#)
- Grades 6-8
  - [Math Workbook](#)
  - [ELA Workbook](#)



- Barnes and Noble website

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  - [Math Workbook](#)
  - [ELA Workbook](#)
- Grades 6-8
  - [Math Workbook](#)
  - [ELA Workbook](#)



Use this passage to answer the questions that follow.

### Buddy's Trick

"Look, Buddy is napping on our couch again," Angela said with a note of wonder to her brother, Carlos.

Their neighbors, the Thortons, had a black cat named Buddy. Lately, Buddy kept appearing in the children's house, but they did not know how he managed his mysterious trick.

Gently, Angela scooped up Buddy, and the sociable cat snuggled into her arms like a cozy stuffed animal. "Buddy's tail has streaks of blue paint on it," Angela noticed. "Dad is painting our house that color. Maybe Dad left a window open and Buddy climbed inside."

"Let's go and check," suggested Carlos. In a flash, he sprinted out of the house, eager to find an answer, but Angela followed slowly. What if we solve the mystery and end Buddy's visits? I enjoy discovering him, Angela thought.

As Angela joined Carlos, he pointed to a ladder leaning against the house. The painted blue window above it was open. "Buddy must have climbed up the ladder and leaped through the window!" Carlos exclaimed.

"He's not an ordinary cat; he's an acrobat!"

Angela thoughtfully stared at the ladder's slippery metal rungs. "Buddy's claws cannot grip those rungs," she concluded.

A moment later, Dad's head poked through the open window and ended their discussion. "I've been painting this room all morning," he explained, "and no cat has crept by me."

Suddenly a black shadow streaked out of their basement and leaped into Angela's arms. A moment later, a delighted Carlos exploded through the front door and joined them.

"Buddy found a loose board by our basement window," Carlos said. "He lifted it with his paw and wiggled under it."

"That explains the blue paint," Angela stated. "Dad stores his leftover paint in the basement. When Buddy slipped inside, he probably rubbed against a paint can."

"I'm going to tell Dad about the loose board," Carlos reported next, pleased at solving their mystery. Angela sighed as the front door slammed behind Carlos. I guess the cat is out of the bag now, she thought. With heavy feet, Angela headed next door to take Buddy home.

Mr. Thorton was in his yard, frantically searching the bushes. When he spotted Angela and Buddy, he sighed with relief. "You've found my runaway cat!" Mr. Thorton cheered. "My wife's out of town and Buddy misses her. Whenever I work in the garden, Buddy mysteriously disappears."

"He comes to visit us," Angela replied. "Unfortunately, he rubbed against a paint can."

"I can give him a bath," Mr. Thorton chuckled. "I hope he's not bothering you."

"I love Buddy's company," Angela assured him. Suddenly a hopeful smile lit up her face. "If my father agrees, I could watch Buddy until your wife returns."

"That would be wonderful," said Mr. Thorton. "Then I could stop worrying about him."

"I'm glad we solved your mystery," Angela laughed as Buddy purred.

1. Compare Carlos's actions to Angela's as they try to solve the mystery of Buddy the cat getting into their house. How do their actions differ? Use details from the story to support your answer.

2. Rewrite this part of the story using more descriptive details. Think about how Angela and Carlos felt, as well as what they saw, smelled, and heard.

"The other windows are closed," Carlos reported, "but I can still solve this mystery."

"How?" asked Angela, curious about her brother's next plan. Carlos always had imaginative ideas.

"Buddy really likes you," Carlos stated, staring at the contented cat in Angela's arms. "If you go inside and call him, Buddy will want to come and see you. I'll follow him and discover his secret entrance."

"That's a good idea," Angela admitted. Reluctantly, she gently placed the cat in the grass and walked inside.

Taking a deep breath, she began calling Buddy's name.

**Standard:** ELACC5W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

In this section, you will read two student notices. You will write an informational essay detailing the similarities and differences in how the schools are described in each of them.

Before you begin planning and writing, read the two texts:

1. "The Center"
2. "School Pride Day"

As you read the texts, think about what details from the texts you might use in your informational essay.

Now write your informational essay. Be sure to:

- Use information from the two texts so that your essay includes important details.
- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
- Use appropriate and varied transitions to create cohesion.
- Clarify the relationships among ideas and concepts.
- Use clear language and vocabulary to inform about the topic.
- Provide a conclusion that follows the information presented.
- Check your work for correct usage, grammar, spelling, and capitalization

## **The Center**

The Student Greeting Committee welcomes you to Centerville!

Our Centerville School is proud to be located in the heart of Centerville. Students and teachers fondly call the school C-School, or just The Center. Because we are in the center of town, we do our best to make sure the school stands out as clean, fun, and friendly. In fact, one of our biggest after-school clubs is the School Clean-Up Crew. This "crew" keeps the school clean and welcoming, inside and out.

Sports are popular here. It is hard to choose from all that is offered, but the most popular sport is basketball. It's also fun to play or watch the basketball games, especially when we play Grant School. They are our biggest "enemy" on the court. Though we say we are enemies, really it is just for fun.

Our school mascot is a great white shark named Jaws. He comes out to every event to cheer on the school. Kids love trying out to be the mascot. There are try-outs at the beginning of each semester. Lots of students hope for the opportunity to wear the Jaws costume at school events.

The cafeteria at The Center has a good selection. Every day, students can select from two different meals. Generally, the meal listed first on the menu board is the most popular. The second meal listed is usually something that most kids would not eat. Every other Friday, we have pizza day. Every student loves this day. Pizza and salad are brought in from a local pizzeria, and the cafeteria turns into a pizza party.

The school is pretty crowded, so at recess and on the way to lunch, it can be crazy in the hallways. It is best to plan ahead so that you can just go with the flow of traffic rather than having to go against the stream of students.

We know you will enjoy being a student at Centerville School. It won't take long for you to feel like you are part of The Center.

## **School Pride Day**

School Pride Day is coming up, and our school has a lot to be proud of. From sports to music, we have it all. Come help us celebrate all the things we do best.

For starters, our school chess team took the top prize at this year's Champion Chess Tournament. Not only did our chess team come in first place, but they also won the prize for being good sports. Smart on the chess board and kind on the sidelines. Way to go chess team!

Both our orchestra and our band have something to celebrate. The orchestra was asked to play at the City Festival, and the mayor herself introduced them. Also, the school band is competing in a music competition at the end of the month. Congratulations to the orchestra and good luck to the band!

We all know that sports are a big part of our school. You can see that on game days when the students are all wearing their school T-shirts and jerseys in support of the teams. Even the teachers show their support by wearing their sweatshirts and school scarves.

Name \_\_\_\_\_

## 5<sup>th</sup> Grade Mathematics

**MCC5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

The chart shows the weights of two different packages.

**Package Weights**

Package	Weight (pounds)
small	0.193
large	11.4

### Part A

In pounds, what is the combined weight of 100 small packages and 10 large packages? Show your work or explain your answer.

### Part B

A student knows a rule about multiplying by 10 and moving the decimal point. Which way should the student move the decimal point when multiplying by 10? Explain your answer.

### Part C

Shipping Company P charges \$1.40 for each pound. What is the total shipping charge for 100 small packages and 10 large packages? What is this value rounded to the nearest dollar? Show your work or explain your answer.

### Part D

Shipping Company R wrote the expression shown below to calculate the shipping charge for 100 small packages and 10 large packages.

$$18 + (0.41 \times 100) + (7.99 \times 10)$$

What is the value of this expression? Would it be cheaper to pay \$1.40 per pound or to use the expression  $18 + (0.41 \times 100) + (7.99 \times 10)$ ? Show your work and explain why this method works better.

## 5<sup>th</sup> Grade Science

### Standard

**S5L2. Students will recognize that offspring can resemble parents in inherited traits and learned behaviors.**

b. Discuss what a gene is and the role genes play in the transfer of traits.

Jaime and Manuel visit the zoo. They see two male tigers who are brothers. Jaime points out that the fur of one of the tigers has stripes that are a darker brown than the other tiger's stripes. Manuel says the tigers cannot be brothers.

A. How can Jaime explain to Manuel that tigers with different-colored stripes can be brothers? In your answer, use a specific example of what you have observed about similarities and differences between people who are related.

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B. Draw a Punnett Square as evidence to support your argument and explain the relationship between the results and your answer in part A.

## 5<sup>th</sup> Grade Social Studies

### Standard

**SS5CG1 The student will explain how a citizen's rights are protected under the U.S. Constitution.**

c. Explain the concept of due process of law and describe how the U.S. Constitution protects a citizen's rights by due process.

**SS5CG2 The student will explain the process by which amendments to the U.S. Constitution are made.**

a. Explain the amendment process outlined in the Constitution.

b. Describe the purpose for the amendment process.

**Use your Social Studies knowledge and research from your textbook, informational articles, and other nonfiction texts to respond to the writing prompts below.**

**A) How does the U.S. Constitution protect citizen's rights? In your response, include the concept of due process.**

**B) What is a constitutional amendment?**

**C) Explain the process that must be followed to amend the Constitution.**

**D) Why is it important that we have an amendment process? In your response, clearly state your reasons and provide supporting details/examples.**