Chattanooga School for the Arts and Sciences
5th Grade 2019-2020 Supply List

Personal Use (Label with student-to be kept with student):

1. Sturdy tote bag or Case-it (whatever works best for your child)- students will not be allowed to carry backpacks to their classrooms
2. Assignment Book:$5 from school
3. 4 composition books
4. 1 Spiral 70 page notebook
5. Four plastic folders with prongs and pockets (1 green, 1 blue, 1 yellow, 1 red)
6. 12 sharpened pencils with pouch (student will need to replenish their pencil supply as needed throughout the year)
7. Personal handheld pencil sharpener
8. 2-4 highlighters
9. Package of cap erasers

Supplies to be shared (Do not label):

1. 3-5 three-prong folders (any color)
2. One pack of glue sticks
3. One roll of paper towels
4. 2 large box of Kleenex
5. 1 pack scotch tape
6. 1 standard white poster board 22x28
7. Loose leaf notebook paper
8. Clorox wipes
9. Bottle of Hand Sanitizer

Foreign Language Supplies
1. 1 pack unlined index cards
2. 1 pink pearl eraser

Additional Optional Items (to be shared)

1. Colorful printer paper
2. Expo marker
3. Markers, crayons, colored pencils
4. Sharpies
5. Band-Aids

Please read the above supply list carefully. “Shared Supplies” will be collected by the advisory teacher and used by all students. Having all the supplies will insure that your child gets off to an organized and successful year. Thank you in advance and we look forward to a wonderful school year!

SAVE THE DATE!!!

We will be heading to the Camp Jekyll this year from on Jekyll Island, GA, November 20 to 22nd. The estimated cost will be between $275 and $325. This trip is chaperoned by CSAS faculty only. It is an amazing experience and opportunity for the students to foster independence, build relationships with their classmates and teachers, and engage in hands-on learning in a coastal ecosystem.
**Plot Diagram for** *Wolf Dog of the Woodland Indians*

**Directions:** Use the story board to create a plot diagram for *Wolf Dog of the Woodland Indians*. Create a storyboard by creating illustrations/scenes that follow the story’s sequence using: Exposition, Conflict, Rising Action, Climax, Falling Action, and Resolution. Write a caption for each illustration (scene). Use the rubric and mini anchor chart below to help you. 5.RL.5.S.5

<table>
<thead>
<tr>
<th>Plot Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposition</td>
</tr>
<tr>
<td>Conflict</td>
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<tr>
<td>Climax</td>
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<tr>
<td>Rising Action</td>
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<td>Falling Action</td>
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<td>Resolution</td>
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<table>
<thead>
<tr>
<th>Storyboard Plot Diagram Rubric for The Watsons Go to Birmingham</th>
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</thead>
<tbody>
<tr>
<td><strong>Proficient (33 Points)</strong></td>
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<tr>
<td>-----------------------------</td>
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<tr>
<td>Plot Image</td>
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<tr>
<td>Plot Text</td>
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<td>Spelling and Grammar</td>
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</table>

Total Points= _______ + 1 = Final Score= _______
## Plot Diagram for *Wolf Dog of the Woodland Indians*

<table>
<thead>
<tr>
<th>Exposition</th>
<th>Conflict</th>
<th>Rising Action</th>
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<tbody>
<tr>
<td>Illustrations</td>
<td>Captions</td>
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<tr>
<th>Climax</th>
<th>Falling Action</th>
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<tbody>
<tr>
<td>Illustrations</td>
<td>Captions</td>
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</tbody>
</table>
As you read the story, use the chart to quote the text and explain how each quote illustrates what life was like for the Woodland Indians. 5.RL.KID.1

<table>
<thead>
<tr>
<th>Quote from text with page #</th>
<th>What does this quote tell us about how what life was like for the Woodland Indians. What tools did they use? What foods did they eat? What did they do for fun?</th>
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SS 5.27: Identify the cultures of the major indigenous settlements in Tennessee, including: the Paleo (Coats-Hines Site), Archaic, Woodland (Old Stone Fort, Pinson Mounds), and Mississippian (Chucalissa Indian Village).
Choose a moment in the story and create a journal entry from Cub's point of view (first person). Be sure to describe how Cub is feeling and thinking as events take place. 5.RL.CS.6
Upcoming 5th Grade Math Summer Packet

Dear future 5th grade parents,

I hope you are as excited about 5th grade as I am! Along with having a safe and restful summer, I also want to make sure that our students do not forget all the great math they learned in 4th grade. That being said, attached to this letter is the summer math packet. It will be due the first week back to school. This packet and review should be completed throughout the summer and you can do this by spacing it out and doing a few things each week.

It is imperative that our students start 5th grade on their best foot. The summer is a great time to catch them up, help review, or just practice previously taught material. Math is cumulative. If students do not have a strong foundation of the previously taught skills, they run the risk of building on top of an unstable foundation. I will do all that I can to ensure the success of your students but we need to make sure they are ready for what I will be asking them to build on in 5th grade. After all, it’s harder to fix a weak foundation after the house has been built.

Students should complete Parts 1 & 2 by the start of school. The information in Part 3 is additional resources that can be used to review and reinforce their skills. By the 5th grade students should know all their multiplication facts from 1 through 9. It would be beneficial for them to be fluent with their division facts as well. That may seem simple or insignificant, but those skills aid them with fractions, algebra, and long division. This later becomes calculus and geometry. If you have any questions, please do not hesitate to email me. Have a great summer!

-Ms. Krause
Krause_e@hcde.org

Part 1: Math Puzzles

- These activities hit on a little bit of everything. This will allow you to practice different skills from 4th grade.

Part 2: CRA Problems (Constructed Response Answers)

- Make sure you show your work, explain in words, and draw diagrams if asked to.

Part 3: Recommended extra practice

- Useful websites:
  1. [www.ixl.com](http://www.ixl.com) (select 4th grade skills)
  2. [www.math-aids.com](http://www.math-aids.com) (printable worksheets)
  3. [www.coolmath.com](http://www.coolmath.com) (math games)
  4. [www.math-play.com](http://www.math-play.com) (math games)

- Apps for iPads and other devices:
  1. Coop fractions
  2. Math Racing
  3. Math Ninja
  4. Sushi Monster
  5. There are several flash card apps as well for multiplication and division
Express each number below in its numerical form. Then find your answers in the grid below and cross them out. Answers run horizontally, left to right. Starting from the top left, find each of the remaining letters and print them in order in the boxes at the bottom. The 41 boxes that are left over will reveal a secret message!

1. Two thousand six hundred eleven
2. Thirty-four thousand eighty-nine
3. Six hundred twenty-six thousand eight hundred fifty-four
4. Eight thousand eight
5. Six million five hundred thirty-four thousand two hundred eleven
6. Forty-eight million nine hundred seven thousand eight hundred sixteen
7. Five hundred eight thousand seven hundred ninety-eight
8. Eighty million one hundred sixteen thousand two hundred eleven
9. Seven thousand seven hundred seven
10. Twenty-nine thousand six hundred forty-eight

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<tr>
<th>T</th>
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<td>8</td>
<td>9</td>
<td>0</td>
<td>7</td>
<td>4</td>
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</tbody>
</table>
Cross-Number Puzzle

Change each number below to its numerical form and write your answer in the appropriate across or down position.

ACROSS
1. Four thousand seven hundred three
3. Two thousand four hundred thirty-five
4. Five thousand nine
5. One hundred sixty-four thousand five hundred ninety-three
6. Six hundred four thousand five hundred ninety
7. Eighty-five thousand three hundred ninety-six
11. Five hundred forty-six thousand three hundred seventy-one
12. Three hundred forty-eight thousand seven

DOWN
1. Four hundred ninety-three thousand six hundred sixty-six
2. Fifty thousand nine hundred thirty
4. Fifty-six thousand nine hundred thirty-four
6. Six thousand four hundred fifty-one
8. Nine thousand four hundred forty-three
9. Twenty-five thousand seven hundred ninety-three
10. Eighty-one thousand two hundred forty-seven
Solve the addition problems below. Write the answers in the across and down spaces in the cross-number puzzle. The numbers you write in the shaded boxes show where the letters should go in the code at the bottom to answer the following question:

**What word has two vowels, two consonants, and two vowels—all in a row?**

**ACROSS**

2. 790
4. 833  5. 300  6. 394  8. 7,972
431  580  909  349  6,581
865  735  635  767  2,451
+ 307  + 123  + 471  + 676  + 7,632

**DOWN**

1. 385  2. 535  3. 888  6. 803  7. 866
535  224  807  572  451
712  609  830  483  675
+ 649  + 758  + 826  + 767  + 628

The letters you write in the shaded boxes spell out the word **“BROKEN.”**
What's The Difference? Number Search

Subtract each problem carefully. Locate and circle the answer—the difference—in the number search below. The answers are written horizontally and vertically.

1. 7,906 - 4,537
2. 8,800 - 4,675
3. 14,768 - 9,794
4. 3,908 - 349
5. 6,902 - 4,768

6. 5,903 - 3,344
7. 7,990 - 6,999
8. 14,108 - 6,394
9. 7,000 - 395
10. 5,934 - 4,376

11. 7,543 - 5,097
12. 9,004 - 8,432
13. 4,567 - 3,997
14. 18,942 - 9,932
15. 5,826 - 3,455
Solve the Mystery

Solve the ten subtraction problems below. Write the answers in the across and down spaces in the cross-number puzzle. The number in the shaded box shows where the letter should go in the code at the bottom to solve the following riddle.

What illness is difficult to discuss until it's completely cured?

ACROSS

1. 64,208  2. 59,344  3. 58,677  4. 75,757  5. 96,471  6. 38,020  7. 90,844  8. 39,007  9. 24,782
   -51,099  -27,422  -8,990  -17,528  -50,227  -31,339  -19,577  -61,368  -84,249

DOWN

2. 59,344  3. 88,677  4. 75,757  5. 96,471  6. 38,020  7. 90,844  8. 39,007
   -27,422  -61,368  -31,339  -84,249  -35,455

The answer to the riddle is: **AIDS**
Solve the Riddle:

Do you know what Mary had when she went out to dinner?

To figure out this riddle, solve the following problems and find your answers in the code boxes below. Write the letter from each problem in the code box with the matching answer. If the answer appears in more than one code box, fill in each one with the same letter.

$\begin{array}{cccc}
K & 246 & R & 4035 \\
x & 3 & x & 6 \\
\end{array}$

$\begin{array}{cccc}
D & 7021 & L & 9306 \\
x & 4 & x & 7 \\
\end{array}$

$\begin{array}{cccc}
I & 5115 & B & 8020 \\
x & 7 & x & 6 \\
\end{array}$

$\begin{array}{cccc}
M & 532 & Y & 6039 \\
x & 8 & x & 9 \\
\end{array}$

$\begin{array}{cccc}
E & 319 & N & 8007 \\
x & 9 & x & 5 \\
\end{array}$

$\begin{array}{cccc}
T & 999 & H & 6210 \\
x & 8 & x & 2 \\
\end{array}$

$\begin{array}{cccc}
P & 583 & A & 967 \\
x & 9 & x & 3 \\
\end{array}$

$\begin{array}{cccc}
W & 826 & O & 3244 \\
x & 5 & x & 3 \\
\end{array}$
Secret Code Time

Why did Godzilla eat Tokyo instead of Rome?

To figure out this riddle, solve the following problems and find your answers in the code boxes below. Write the letter from each problem in the code box with the matching answer. If the answer appears in more than one code box, fill in each one with the same letter.

\[
\begin{array}{cccc}
M & U & N & L \\
67 & 48 & 94 & 27 \\
\times 38 & \times 25 & \times 50 & \times 62 \\
\end{array}
\]

\[
\begin{array}{cccc}
W & T & D & O \\
53 & 79 & 58 & 41 \\
\times 35 & \times 29 & \times 34 & \times 79 \\
\end{array}
\]

\[
\begin{array}{cccc}
I & J & E & F \\
55 & 47 & 62 & 90 \\
\times 84 & \times 24 & \times 37 & \times 30 \\
\end{array}
\]

\[
\begin{array}{cccc}
R & S & A & H \\
24 & 92 & 47 & 52 \\
\times 25 & \times 38 & \times 96 & \times 87 \\
\end{array}
\]
Did You Hear? Riddles

Did you hear . . .

about your muscles? NEVER MIND —

\[
\begin{array}{cccccccc}
122 & 54 & 442 & 388 & 686 & 69 & 54 & 69 & 123 & 521 & 55 & 442 & 468
\end{array}
\]

about the rotten pudding? NEVER MIND —

\[
\begin{array}{cccccccc}
681 & 69 & 55 & 38 & 69 & 55 & 686 & 222 & 655 & 54
\end{array}
\]

\[
\begin{array}{cccccccc}
442 & 38 & 588 & 686 & 232 & 69 & 38 & 515 & 54
\end{array}
\]

To decode these jokes, complete the division problems below and locate the answers in the code boxes below the riddles. Write the letter from the problem above the matching answer in each code box. If the answer appears in more than one code box, fill in each one with the same letter.

\[
\begin{array}{c}
W \quad O \quad D \quad L
\end{array}
\]

\[
\begin{array}{c}
5 \overline{)190} \quad 7 \overline{)483} \quad 4 \overline{)888} \quad 2 \overline{)1,372}
\end{array}
\]

\[
\begin{array}{c}
T \quad M \quad Y \quad H
\end{array}
\]

\[
\begin{array}{c}
8 \overline{)432} \quad 6 \overline{)3,126} \quad 9 \overline{)6,129} \quad 3 \overline{)1,404}
\end{array}
\]

\[
\begin{array}{c}
S \quad A \quad F \quad U
\end{array}
\]

\[
\begin{array}{c}
6 \overline{)2,652} \quad 2 \overline{)1,176} \quad 9 \overline{)1,107} \quad 5 \overline{)275}
\end{array}\]

\[
\begin{array}{c}
N \quad I \quad L \quad I
\end{array}
\]

\[
\begin{array}{c}
3 \overline{)1,965} \quad 7 \overline{)3,605} \quad 4 \overline{)928} \quad 8 \overline{)976}
\end{array}\]

24
Break the Code

Why should you always read your work after using spell check?

Find the missing numerator or the denominator to make each pair of fractions equivalent. When you complete a problem, locate your answer in the code box below. Write the letter from each problem in the code box with the matching answer. If the answer appears in more than one code box, fill in each one with the same letter.

\[
\begin{align*}
\frac{1}{2} &= \frac{T}{14} & T &= 7 \\
\frac{7}{8} &= \frac{49}{E} & E &= \\
\frac{4}{9} &= \frac{A}{27} & A &= \\
\frac{9}{16} &= \frac{27}{R} & R &= \\
\frac{2}{5} &= \frac{W}{15} & W &= \\
\frac{5}{6} &= \frac{30}{H} & H &= \\
\frac{4}{6} &= \frac{N}{24} & N &= \\
\frac{3}{7} &= \frac{9}{O} & O &= \\
\frac{2}{3} &= \frac{M}{20} & M &= \\
\frac{4}{15} &= \frac{12}{I} & I &= \\
\frac{5}{12} &= \frac{G}{24} & G &= \\
\frac{2}{3} &= \frac{18}{K} & K &= \\
\frac{5}{7} &= \frac{U}{28} & U &= \\
\frac{3}{5} &= \frac{15}{Y} & Y &= \\
\frac{2}{8} &= \frac{S}{32} & S &=
\end{align*}
\]

Math Practice Puzzles: Fractions and Decimals © Bob Olenych, Scholastic Teaching Resources
Did You Hear? Riddles

Did you hear ... about the construction worker's shirt collar? Never mind—

\[
\begin{array}{cccc}
\frac{1}{9} & \frac{1}{5} & \frac{1}{4} & \frac{1}{12} \\
\frac{1}{6} & \frac{1}{9} & \frac{1}{6} & \frac{1}{5} \\
\end{array}
\quad \frac{S}{6} \quad \frac{7}{6} \quad \frac{1}{4} \quad \frac{1}{9} \quad \frac{1}{6} \quad \frac{1}{6} \quad \frac{1}{7} \quad \frac{1}{12} \quad \frac{1}{6}
\]

... about the woman who swallowed a fish bone? Never mind—

\[
\begin{array}{cccc}
\frac{1}{9} & \frac{1}{7} \\
\frac{3}{9} & \frac{1}{6} & \frac{2}{3} & \frac{1}{12} \\
\frac{2}{5} & \frac{1}{7} & \frac{1}{4} & \frac{1}{2} & \frac{5}{6} & \frac{6}{7} \\
\end{array}
\quad \frac{S}{3/4} \quad \frac{5}{6} \quad \frac{7}{6} \quad \frac{3}{5}
\]

To decode these jokes, solve the addition and subtraction problems below, expressing answers in their simplest terms. Locate the answers in the code boxes under the riddles. Write the letter from each problem in the code box with the matching answer. If the answer appears in more than one code box, fill in each one with the same letter.

<table>
<thead>
<tr>
<th>S = \frac{2}{7} + \frac{4}{7} = \frac{6}{7}</th>
<th>K = \frac{8}{10} - \frac{3}{10} =</th>
<th>T = \frac{12}{16} + \frac{2}{16} =</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y = \frac{8}{12} - \frac{4}{12} =</td>
<td>I = \frac{3}{9} + \frac{2}{9} =</td>
<td>C = \frac{8}{10} - \frac{4}{10} =</td>
</tr>
<tr>
<td>A = \frac{5}{9} + \frac{1}{9} =</td>
<td>U = \frac{12}{18} + \frac{2}{18} =</td>
<td>M = \frac{4}{8} + \frac{2}{8} =</td>
</tr>
<tr>
<td>O = \frac{12}{16} - \frac{8}{16} =</td>
<td>E = \frac{15}{16} - \frac{5}{16} =</td>
<td>R = \frac{9}{9} - \frac{5}{9} =</td>
</tr>
<tr>
<td>P = \frac{6}{15} + \frac{3}{15} =</td>
<td>N = \frac{8}{12} - \frac{7}{12} =</td>
<td>H = \frac{5}{14} + \frac{5}{14} =</td>
</tr>
<tr>
<td>L = \frac{9}{12} - \frac{4}{12} =</td>
<td></td>
<td>D = \frac{5}{10} - \frac{3}{10} =</td>
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Part 2 C.R.A.s

Write your answers for questions 1 and 2 in the spaces provided below. The questions have more than one part. Show all the work you do to find your answers. Even if you cannot answer all parts, answer as many as you can. You may still get points for answering part of a question. Be sure to write clearly. You may review your work in this session but do not work on any other session.

You MAY use a calculator for this session.

1. A river-rafting tour company has rafts that have room for up to 6 people each.

   A. On the first river-raft tour, there are 8 full rafts and 1 raft with 5 people in it. How many people are on the first tour? Show or explain how you found your answer.

   B. On the second river-raft tour, there are 26 people. What is the fewest number of rafts needed for this river-raft tour?

   C. Using your answer from Part B, describe how many people should be in each of the rafts so the people are as evenly grouped as possible.
Lena will use boards similar to the one shown below to build some shelves.

A. Lena can use one entire board to make 4 shelves. Each shelf will be the same shape and size. She needs to make 4 shelves that are each the same shape and size. Draw straight lines on the board above to show where Lena could cut it to make the shelves.

B. On the board below, draw straight lines to show another way Lena could cut the board to make 4 shelves that are each the same shape and size.

C. Lena can also make shelves that are the shape and size of the piece of board shown below.

How many shelves of this shape and size could she make from the original board?

D. Lena wants to use a new board of a different size. This board is shown below.

What fraction of the original board is this new board?
Birthday Fractions

I baked a chocolate cake and a banana cake for my sister’s birthday. Both were the same size. I sliced the chocolate cake into 8 slices and the banana cake into 5 slices. After dinner my family ate 4 slices of the chocolate cake and 3 slices of the banana cake.

Which cake had more left?

Prove your answer in two ways:

- a picture
- a computational method
While working on a group project for homework three girls snacked on chocolate bars. Each girl had a chocolate bar of the same size. Leah ate $1/2$ of a chocolate bar, Fior ate $3/4$ of a chocolate bar and Jess ate $4/6$ of a chocolate bar.

a) Who ate the most chocolate? Explain. Justify your explanation with a visual model.

b) Two of the girls decided to eat the same amount of chocolate as the girl who ate the most chocolate. How much more chocolate did they need to eat? Explain.