# Online Learning Lessons for 5th Grade DAY 18

**Directions:** Please complete the following work below for each subject. This work will count toward you final grade and must be complete to get credit for attendance.

*Student Name*_____ *FOR* ***__Tuesday, April 21_____***

**ELA**

1. Complete the activity on "there, their and they're" on Google Classroom or attached to this packet.
2. Work on Time Capsule slides 1-9--Due Friday

**Math**

Today we will work on quotients with repeating digits.

1. Watch the video posted on Google Classroom. If you do not have the internet, skip this.
2. Read the cheat sheet to help with today's lesson.
3. Complete problems 6, 7 and 9 on the worksheet Whole Numbers Divided by Decimals.
4. Please text or email a picture of your work to me when you are finished if you will not be turning in your work to the school.

**Science**

1. **Login to ReadWorks with class code**
2. **Read "Energy Production"**
3. **Answer comprehension question set**

**History/Social Studies**

1. **Login to NewsELA with class code**
2. **Read "Slavery in New England Colonies"**
3. **Answer QUIZ questions**

Mrs. Bleyle jbleyle@mcusd1.net

**Teacher Hours:**
**9:00 am - 11:30 am**

Mrs. Brazzale nbrazzale@mcusd1.net

Ms. McGee bmcgee@mcusd1.net

ELA DAY 18

English Name_____ Class_____

# There - Their - They're

## 1. There -

A. **in that place**

Ex.: Please sit over <u>there.</u>
I will be <u>there</u> in just a minute.

Own sentence:

_____

B. **often begins a sentence, followed by the verb <u>is</u>** (was, are, were, etc.)

Ex.: <u>There</u> is one more cookie left on the plate.
<u>There</u> are many classes to choose from in high school.
<u>There</u> was a light on in the old house.

Own sentence:

_____

## 2. Their – belonging to them (shows ownership)

Ex.: <u>Their</u> car is parked in the driveway.
<u>Their</u> parents will pick them up after school.

Own sentence:

_____

## 3. They're - they are (contraction)

Ex.: <u>They're</u> planning a trip to Disney World.
I'm not sure if <u>they're</u> going to the party.

Own sentence:

_____

**Directions**: Write in the correct word: there, their, or they're.

1. The students left _____ books in the classroom.

2. He is sitting right over _____.

3. _____ all going to the school dance tonight.

4. _____ are twenty-six letters in the alphabet.

5. Please wait _____ until I'm ready to see you.

6. _____ telephone has been disconnected.

7. _____ is going to be a storm tonight.

8. Do you know if _____ coming to the movie with us?

9. Some students read _____ poems to the class.

10. _____ were four people waiting for the salesclerk.

**Directions:** Insert the correct words into the blanks – there, their, or they're.

(1) _____ is a family on our street that must be moving because _____ house is for sale. (2) _____ clearing out _____ garage because _____ going to have a garage sale Saturday. (3) _____ are several pieces of furniture _____ selling, along with some stereo equipment. (4) I'll probably go over _____ early because _____ is a nice bike _____ planning to sell. (5) _____ will be plenty of people _____, I'm sure. (6) A lot of _____ neighbors will miss them. (7) I hope they like _____ new home, wherever _____ going.

Day 18
SI.



# Houston Affects the Earth

by ReadWorks

When Houston's mayor Bill White went to work in 2008, he knew the city needed to make some changes. The city of Houston, Texas, is home to over two million people. It is the fourth most populous city in the United States and it takes up about six hundred square miles of land. The city is located in the southeastern part of Texas. It sits on the Gulf of Mexico.

Houston is sometimes called the "Energy Capital of the World." This is because a lot of oil refineries, natural gas production, and other energy companies are in Houston. Energy runs Houston. It creates jobs and powers local businesses and homes. But energy also makes an impact on the local environment. The ships that come to Houston to deliver petroleum disrupt local marine environments by producing waste emissions, noise and pollution. The processes that turn crude oil into gasoline and other petrochemicals release chemicals into the air. Too many chemicals in the air lead to air pollution. This affects people in Houston as well as the animals that live in or fly through the area.

In 2008 Mayor White started a campaign to reduce pollution in Houston. He made local factories and oil refineries reduce pollution. Mayor White worked to reduce the impact of energy consumption in Houston. In 2008, he increased the use of solar energy in the city. He put solar panels on several city buildings. The sun shines a lot in Houston, so capturing energy from the sun is easy. The energy it produces does not create the kind of pollution created by coal, gas and oil. It can be stored in batteries for use at night.

People in Houston were coming to understand their impact on the Earth's environment. People in Houston, like people all over the United States, need gasoline in order to drive their cars. They also need natural gas and electricity to run their homes and businesses. This energy consumption increases the amount of carbon dioxide released into the atmosphere and changes the air quality.

People also need water to drink, bathe, wash their clothes, and prepare their food. People in Houston were starting to see that the water and food they used were taken out of the Houston-area environment. It was therefore not available for non-human use. These people started to ask themselves if they could use less. Could Houston have less impact on the environment?

In 2010 the people of Houston elected Annise Parker to be mayor. Mayor Parker wanted to build on the work Mayor White had done. She wanted Houston to be called the "Energy Conservation Capital of the World." She started a "Bike to Work Day" to encourage people to drive less. Driving less means people use less gasoline. That means less carbon dioxide is released into the atmosphere.

Businesses worked with Mayor Parker to start "Lights Out Houston," a program that gets office buildings downtown to turn off their lights at night. Turning off the lights helps conserve electricity. Turning off the lights is also good for wildlife. A city that is bright at night can affect the way birds migrate. At night a large, bright city like Houston is even visible from outer space!

The people of Houston have applied the ideas of energy conservation to other areas, including water use and farming. The water in Houston comes from Lake Houston. Lake Houston is a reservoir, a holding facility for water that was created by building a dam on the San Jacinto River. The reservoir was completed in 1953 when the city needed to guarantee more water for its growing population. (A dam stops the flow of water in a river and creates a lake or reservoir. The lake or reservoir must be managed to make sure it does not overflow, and to protect the wildlife that live in the river.)

As Houston grows in terms of population, so will its need for water. The city of Houston now sells rain barrels for rainwater collection. Rain barrels can be used to collect rainwater. This water can be used for watering gardens and lawns. Doing so will reduce the amount of water the

city takes from Lake Houston.

The city has started community gardens. These gardens allow Houston residents to grow their vegetables in containers in the city. This way they do not have to rely as much on farms. Land that was used for farms might someday be allowed to rest. The animals that lived on the land before it was a farm could return. The water that was used to grow the plants on the farm would not be used.

Life in Houston has changed since 2008. The changes have been good for the environment.

# Solar Absorbers and the Future of Electricity

by James Folta

Electricity is what we use to power things at home or at school. You can probably look around right now and see an electrical outlet or two. Everything that we plug into one of these outlets uses electricity. But where does this electricity come from? Right now we have a few ways to make electricity. Some are better than others. There are some scientists who are trying to find new ways to get electricity that are better for the planet Earth.

Most electricity is generated by machines that are run by steam. Making a lot of steam is the hard part. Water has to be heated up so that it boils and becomes steam. In the United States, a lot of different things are burned to create this steam. The most common things that are burned are oil, gas, and coal. The United States uses a lot of electricity, and so we burn a lot of oil, gas, and coal. In 2012, the United States of America used more oil and gas than any other country in

the world and was number two in the world for using coal.

The problem with using these things is that burning them can be harmful and damaging to the earth. Also, there is only a certain amount of coal, gas, and oil in the world, and they are running out very quickly. We can't make more of them. What happens when they run out? How else can we get electricity?

There are some people who are trying to answer this question. There are many scientists who are developing different methods of getting electricity. One of these people is Jeff Chou, who is a scientist and researcher working on new ways of getting electricity. Jeff works at MIT, which stands for Massachusetts Institute of Technology. It is a university in Cambridge, Massachusetts. MIT is very well known, and people from all over the world go to study there. It is one of the best colleges to learn and practice science.

Jeff is at MIT working as a researcher on electricity. He decided he wanted to be a scientist in high school: "I happened to like the math and physics classes, so in college I chose to focus on electrical engineering." Electrical engineering is studying how electricity works. This is helpful for knowing how things like computers work. In fact, Jeff can build the computer chips that make computers run!

Jeff likes being a scientist because he can change the world. "I get to work on tough problems that could help out everyone on Earth," Jeff says. Jeff likes that he gets to try to "come up with new solutions by thinking creatively. In fact, in science, wild and crazy ideas are encouraged!"

Jeff has been working on how to get better solar power. Solar power, Jeff says, is "converting the light we get from the sun into usable electrical energy." You can feel this energy yourself: the sun feels hot on your skin because it is sending out energy. Solar power is different from oil, gas, or coal because it is what is called renewable energy. This means that its source is not consumed when we use the energy, as happens with gas, for instance, which burns away. Things like the wind, the sun, and ocean currents are called renewable because they won't go away anytime soon.

At MIT, Jeff has been "working on new ways to convert solar energy into electricity." He made something called an absorber. It takes the heat from something hot, like the sun, and turns it into electricity. Absorbers are very small. They are special panels made out of silicon and other materials. These panels can "absorb and convert each photon [from the sun] that comes in, into an electron." These electrons can be used to make electricity. This can power anything, like a toaster, or a TV, or even some cars.

Jeff's job as a researcher involves doing lots of experiments. Jeff says that experiments are the

heart of science. You have to take your ideas and test them to see if they work or not. "Sometimes the ideas work and sometimes they don't, and that's science in a nutshell," Jeff says. These experiments involve lots of special equipment and laboratories. Jeff does most experiments in a clean room, which is a room that has no germs or dirt or anything that might damage his experiments. In the clean room, Jeff made the tiny solar absorbers. Then he shined light on them to see how much energy they could make. He took careful notes and measurements so that he could tell everyone how good or bad the device was.

Jeff likes working with solar energy because it is better for the earth. "Solar energy is very important because we can create electrical energy without polluting the earth," Jeff says. Older ways of getting electricity that use oil, gas, or coal are more harmful. They "burn toxic chemicals and release them into the sky and Earth, which are harmful to you and me," Jeff says. But the absorbers that Jeff built are cleaner. "All we have to do is point our solar silicon panels towards the sun, and we get clean energy," Jeff says.

For Jeff, his solar absorbers are very exciting because they can help us turn anything hot into electricity. Jeff is hoping that if his panels are sensitive enough, anything hot could generate electricity, not just the sun. He says, "There are a lot of hot things we encounter every day; imagine if we can now use those to help power an entire city!" This is the exciting part of science for Jeff. He is helping to make the world a cleaner and better place through his solar panels. If scientists like Jeff are successful, the world would be able to get all its electricity from clean, renewable sources. This would make our world a cleaner and safer place to live.

Name: _____ Date: _____

**Use the article "Solar Absorbers and the Future of Electricity" to answer questions 1 to 2.**

**1.** According to the article, what would make our world a cleaner and safer place to live?

_____

_____

_____

**2.** What is the author's attitude toward solar energy? Support your answer with evidence from the article.

_____

_____

_____

**Use the article "Houston Affects the Earth" to answer questions 3 to 4.**

**3.** What impact have the changes in Houston since 2008 had on the environment?

_____

_____

_____

_____

**4.** What is the author's attitude toward these changes? Support your answer with evidence from the article.

**Use the articles "Houston Affects the Earth" and "Solar Absorbers and the Future of Electricity" to answer questions 5 to 6.**

**5.** Think about the attitude that the author of "Solar Absorbers and the Future of Electricity" has toward solar energy. Then think about the attitude that the author of "Houston Affects the Earth" has toward the changes in Houston since 2008. Compare the attitudes of these authors.

**6.** How might the author of "Solar Absorbers and the Future of Electricity" feel about the changes that have happened in Houston since 2008? Support your answer with evidence from both texts.

Day 18
S.S

newsela

# Slavery in the New England colonies

By National Geographic Society, adapted by Newsela staff on 05.21.19
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Level **850L**

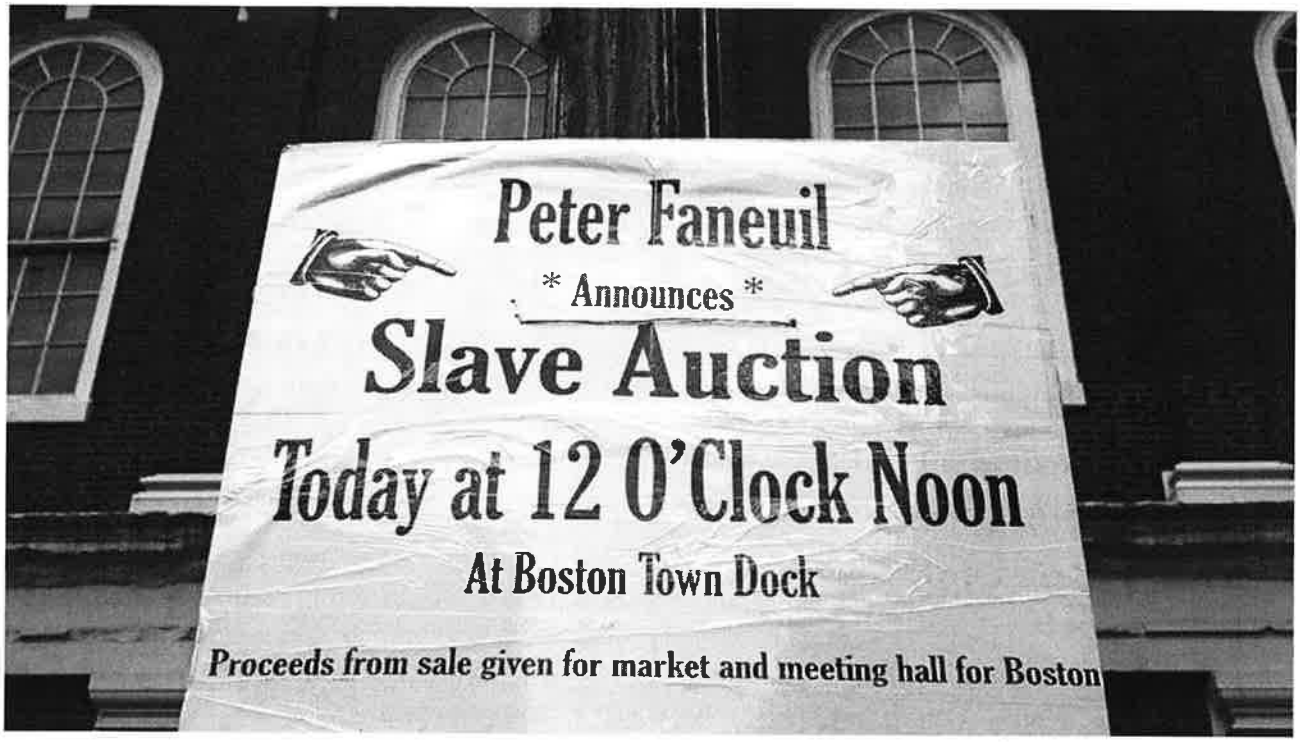



Image 1. A sign is displayed outside Faneuil Hall in Boston, Massachusetts, during a slave auction re-enactment protest Nov.10, 2018. The demonstration called for the building's name to be changed because of its namesake's association with the slave trade. Peter Faneuil, one of the wealthiest merchants in 18th-century Boston, and responsible for gifting Faneuil Hall, the location of Boston's town meeting and a building nicknamed "The Cradle of Liberty," enslaved five people. An example of Faneuil's involvement in the slave trade is the voyage he planned to Guinea in 1742 with his ship the Jolly Batchelor. Faneuil died in 1742, but the ship returned from the Guinea coast in 1743 with 20 enslaved Africans. Photo by: John Blanding/The Boston Globe via Getty Images

NATIONAL GEOGRAPHIC

Conversations about slavery in America frequently center on the American South and the Civil War. Yet the roots of American slavery go much deeper than that. They extend all the way back to the original British colonies in North America. Some, like New England, would become known for their abolitionist leaders. They fought against slavery and helped freed and escaped Southern slaves. However, the New England colonies also had a history of using slave labor to build their economies.

### The Origins Of American Slavery

The concept of slavery was hardly a new one to the English colonists who first came to America. It had been practiced in Europe for more than 100 years. In 1619, colonists brought enslaved

Africans to Virginia. This was the beginning of a slave trade between Africa and North America based on the social norms of Europe.

Slavery grew quickly in the South because of the region's large plantations. However, slavery in New England was different. New England did not have large plantations for growing crops. Here, it was more common to have one or two enslaved people working for a household, business or small farm. Enslaved people often learned special skills and crafts.

### New England's Forced Laborers

Part of the reason slavery developed differently in New England was the culture of indentured servitude. This practice also came from England. Indentured servants were often white Europeans working to pay off money they owed. Usually, they had signed a contract to work for four to seven years. More than half of the population of the American colonies was brought over as indentured servants.

New England colonies were also slower to start accepting African slavery in general. One reason for this was that there were alternatives to enslaved Africans. Early on in New England's history, a different kind of slave trade began. Colonists enslaved and shipped local Native Americans to the West Indies, in the Caribbean. This kind of slavery was more limited. Nevertheless, it was part of the history of the early New England slave trade.

Enslaved Africans quickly replaced indentured servants on plantations in Virginia, Maryland and other Southern colonies. However, that was not the case in New England. At first, enslaved people here had the same rights as indentured servants. That changed in 1641. That year, the Massachusetts Bay Colony passed new slave laws. As a result, enslaved people in the colony lost the few rights they had.

Still, the New England colonies began to show differences in how they dealt with slavery. This was true even as slavery became more common in some colonies. For example, Rhode Island tried to enforce laws that would have given certain rights to enslaved people. That colony would have set enslaved people free after 10 years of service. These actions did not bring an end to slavery. However, they were a sign of what was to come in the New England colonies.

### Becoming The "Free North"

The use of slavery throughout the colonies continued to grow throughout the 1700s. As time passed, the colonies moved closer to revolution against England. There was a growing trend of questioning slavery in New England. Enslaved people who fought in the Revolutionary War were offered their freedom. As a result, the number of freed slaves in the region grew.

Religious groups, like the Quakers, began the first antislavery movements in New England. These early movements were very important. They would later develop into the abolitionist movements of the 1800s that spread across the United States.

New England governments began to step in as well. Connecticut and Rhode Island outlawed active slave trades. However, few colonial leaders wanted to fully get rid of slavery at the time. It was not until late into the Revolutionary War period that the former New England colonies began outlawing slavery fully. Vermont was first, followed by Massachusetts, New Hampshire, Connecticut and Rhode Island. By 1800, all New England states were "free" states.

## Quiz

1 Read the paragraph from the section "The Origins Of American Slavery."

> *Slavery grew quickly in the South because of the region's large plantations. However, slavery in New England was different. New England did not have large plantations for growing crops. Here, it was more common to have one or two slaves working for a household, business or small farm. Enslaved people often learned special skills and crafts.*

Which answer choice is an accurate explanation of what this paragraph means?

(A) The skills and crafts learned by people in New England were unnecessary for people in the South.

(B) People in New England refused to build plantations because they believed slavery should be ended.

(C) Enslaved people in New England were more likely to be free during their lives than slaves in the South.

(D) Slavery developed differently in New England and the South because each had different kinds of businesses.

2 Read the section "New England's Forced Laborers."

Which selection from the section supports the conclusion that colonists in New England captured people in order to participate in the international slave trade?

(A) Indentured servants were often white Europeans working off debts. Usually, they had signed a contract to work for four to seven years.

(B) Early on in New England's history, a different kind of slave trade began. Colonists enslaved and shipped local Native Americans to the West Indies, in the Caribbean.

(C) Enslaved Africans quickly replaced indentured servants on plantations in Virginia, Maryland and other Southern colonies. However, that was not the case in New England.

(D) Still, the New England colonies began to show differences in how they dealt with slavery. This was true even as slavery became more common in some colonies.

3 This article is mostly organized using chronological order.

Why do you think the author chose to organize the information this way?

(A) to show why people in New England had fewer slaves than people in the South

(B) to show how slavery in New England developed and changed over time

(C) to describe the differences between slaves and indentured servants

(D) to describe the problems with slavery in America's early colonies

4 How is the structure of the section "New England's Forced Laborers" different from the structure of the section "Becoming The Free North"?

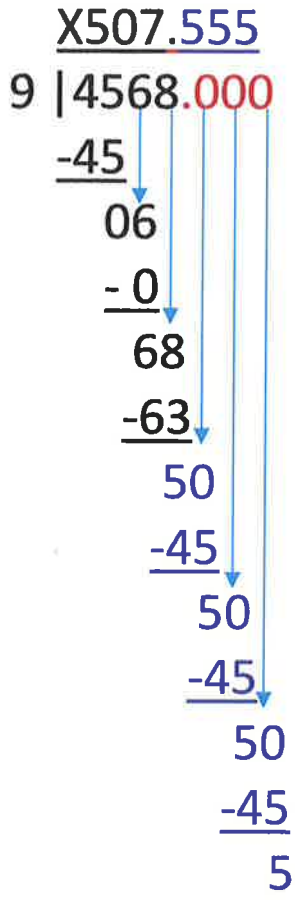
(A) "New England's Forced Laborers" is compare and contrast, while "Becoming The Free North" is cause and effect.

(B) "New England's Forced Laborers" is problem and solution, while "Becoming The Free North" is compare and contrast.

(C) "New England's Forced Laborers" is chronological, while "Becoming The Free North" is a numbered list in a series.

(D) "New England's Forced Laborers" is narrative, while "Becoming The Free North" is a comparison of different movements.

Day 18

| | |
|---|---|
| 1: Use long division as usual, until you get a remainder |  |
| 2: Add a decimal to the dividend, followed by some (3) zeros *(don't forget to raise the roof and move your decimal to your quotient as well)* | |
| 3: Continue long division with the zeros until:<br>a) It ends (you get a 0 when you do your subtraction)<br>b) You find a repeating pattern<br>c) You have 3 decimal places in the quotient | As you can see in this example, we found a repeating pattern. |

Day 18

# Whole numbers divided by decimals

## Grade 5 Decimals Worksheet

Find the quotient. Round to 3 digits if necessary.

1. $0.05\overline{)74}$

2. $0.04\overline{)302}$

3. $0.5\overline{)96}$

4. $0.07\overline{)313}$

5. $0.03\overline{)873}$

6. $0.6\overline{)98}$

7. $0.3\overline{)373}$

8. $0.05\overline{)47}$

9. $0.09\overline{)69}$