Somerset County Public Schools
5th Grade Fine Arts Activities
Week 9

Student’s Name ____________________________         Teacher _______________________

FINE ARTS

Activity #1
Create a robot out of shapes. You may draw the shapes, cut them out or even find materials around your house to use like buttons, old cds, etc. Get creative! What would your robot do if it was real? What would its name be? If you are using Google Classroom, take a picture of your box.

Activity #2  100 Exercises
10 Jumping Jacks
10 Squats
10 Arm Circles
10 Sit Ups
10 Running in Place
10 Lunges
10 Hop on Right Foot
10 Hop on Left Foot
10 Toe Touches
10 Push Ups

Activity #3
Write your own song using a familiar tune. It can be a popular song or a classic nursery rhyme. Sing it to a member of your family.
Activity #1
Add the fractions below. If your answer is an improper fraction, be sure to rewrite your answer as a mixed number.
\[ \frac{4}{7} + \frac{6}{7} \]
\[ \frac{4}{6} + \frac{5}{6} \]
\[ \frac{4}{5} + \frac{4}{5} \]
\[ \frac{5}{9} + \frac{4}{9} \]
Choose two problems above. Write a word problem for each that could be solved using that number sentence.
1.

2.

Activity #2
Solve. Show each answer in the simplest form.
1. Gregory walked $\frac{4}{12}$ of a mile to get to the beach. Then, he walked the same distance back home. How much did he walk altogether?

2. Kayden painted $\frac{5}{10}$ of the bench at the park, and Aniyah painted $\frac{3}{10}$ of the same bench. How much of the bench did they paint together?

3. Select two fractions whose sum is $\frac{3}{4}$ and whose denominators are both the same, but are not 4. Justify your answer.

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**Activity #3 Adding and Subtracting Fractions with Like Denominators**

Show each answer in the simplest form.

1. On Friday, many of the students were missing in Ms. Bloom’s class. $\frac{1}{8}$ of the class went to a basketball tournament and $\frac{1}{8}$ of the class called in sick. What fraction of the class was in school?

2. Ms. Bloom has $\frac{15}{16}$ of a pack of construction papers at her desk. Ms. Bloom takes another 2 new packs of construction papers to the class for an art project. The students use $\frac{13}{16}$ pack for the art project. How many packs of construction papers are left?

3. Ms. Bloom had $\frac{7}{12}$ boxes of pencils but $\frac{1}{12}$ boxes of the pencils were broken. After she threw out the broken pencils, how many boxes of pencils were left?

4. Ms. Bloom bought 4 packs of treats for Halloween. She gave away $2\frac{1}{9}$ packs of treats to her class and gave away $\frac{5}{9}$ packs of treats to each of the two classes of kindergarten students that came to her class for trick-or-treating. How many packs of treats did she have left?
Activity #1

Read *Elephants in Botswana* and answer the questions.

Activity #2

Revisit the passage *Elephants in Botswana* and underline/highlight the descriptions of Kolobetso’s reactions to the elephants at the beginning and end of the article. Answer the following questions on a separate sheet of paper or your Google answer sheet.

What is Kolobetso’s story?

How did her reactions change at the end?

Do Kolobetso’s reactions support the author’s purpose? Explain.
Homophones are words that have the same pronunciation, but different spelling and different meanings.

Directions: Circle the correct word to complete the sentence.

1. Can I go to the party (to, too, two)?
2. This is my favorite (pare, pair, pear) of jeans.
3. I (sent, scent, cent) a letter to my aunt in Vietnam.
4. The children got (bored, board) during the quarantine.
5. Mr. and Mrs. Rodriguez like to work in (there, they’re, their) garden.
6. Alec is going to (wear, ware) his work boots today.
7. Do you think it is going to (rein, rain, reign) this afternoon?
8. I saw a restaurant just off the (rode, road) about a mile back.
9. David’s brother is in a (band, banned) which plays Russian music.
10. Juana wants her socks because her (tows, toes) are cold.
11. The school (principle, principal) spoke to a group of parents.
12. I have (for, fore, four) dollars in my pocket.
Activity #1

A table to show how shadow length changes at different times of the day.

<table>
<thead>
<tr>
<th>Time of day</th>
<th>Length of shadow</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.00am</td>
<td>7m</td>
</tr>
<tr>
<td>9.00am</td>
<td>5m</td>
</tr>
<tr>
<td>11.00am</td>
<td>3m</td>
</tr>
<tr>
<td>12.00pm</td>
<td>2m</td>
</tr>
<tr>
<td>2.00pm</td>
<td>4m</td>
</tr>
<tr>
<td>4.00pm</td>
<td>6m</td>
</tr>
<tr>
<td>6.00pm</td>
<td>8m</td>
</tr>
</tbody>
</table>

Use the data chart attached to answer the following questions:

1. What time was the shadow the longest? ____________________________
2. What time was the shadow the shortest? ____________________________
3. What is the difference between the longest and shortest shadow? _______________
4. What could the shadow length be at 10 AM? ____________________________
5. What motion of the Earth causes the shadow length change during the day? _______________
Activity #2

Shadows

1. Why is the sun seen at different positions in the sky during the day? (Highlight the correct answer)
   - [ ] The sun moves across the sky and shines on different parts of the Earth as the Earth stays still.
   - [ ] The Earth revolves around the sun in one day so the sun appears in different places in the sky.
   - [ ] The Earth rotates and different parts of it are exposed to the sun at different times of the day.

2. If a tree were standing in a field, would its shadow remain in the same place throughout the day? Explain.
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

Activity #3

The above data table shows the length of an object in centimeters (cm) during different times of the day. Based on what you know about the sun and how shadows change throughout the day, do you think this data is accurate? Why or why not? Use measurements from the table to support your claim.
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
Activity #1

Which branch of government is responsible for each of the following? Write your response in each box. Use the attached paper to help you.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Can impeach judges and reject appointment of judges ________________________________</td>
</tr>
<tr>
<td>2.</td>
<td>Can declare presidential actions unconstitutional ________________________________</td>
</tr>
<tr>
<td>3.</td>
<td>Can appoint judges. ________________________________</td>
</tr>
<tr>
<td>4.</td>
<td>Can veto bills ________________________________</td>
</tr>
<tr>
<td>5.</td>
<td>Can declare laws unconstitutional ________________________________</td>
</tr>
<tr>
<td>6.</td>
<td>Can impeach the President and override a veto ________________________________</td>
</tr>
</tbody>
</table>

Activity #2

The Bill of Rights of the United States consists of 10 Amendments.
Read the following descriptions below to the Amendments.

2nd Amendment: Right to keep and carry weapons (“bear arms”) 
3rd Amendment: Protects people from having the military stay in their homes 
4th Amendment: Protects people from being searched and having things taken from them.
5th Amendment: Gives citizens the right to the due process of law.
6th Amendment: Gives people rights while on trial (speedy and public trial).
7th Amendment: The right to a civil trial by a jury (civil=not a crime)
8th Amendment: Protects people from excessive bail or cruel and unusual punishment.
9th Amendment: Just because it is not written in the Constitution does not mean you don’t have that right.
10th Amendment: Any power not given to the government is given to the states or the people.

Match the scenarios below with their correct Amendment.

____ A U.S. soldier knocks on a farmer’s door and demands to stay at his house. The farmer denies his request.
____ A person accused of stealing candy has his bail set at $3 million.
____ Joshua applies for a gun permit in order to legally own a gun in Georgia
____ A police officer knocks on Sam’s door and proceeds to search his house after showing Sam a warrant.
____ Representatives from each state make decisions that impact schools.
____ Landon sues his place of work for not guaranteeing safe working conditions so he requests a trial.
____ A group of people gather together to protest unfair working conditions.

Activity #3

Using the Bill of Rights 10 Amendments’ descriptions in Activity 2, and the BOR Illustration sheet, create an illustration or symbol for each amendment. If you are completing this in Google, please copy and paste an image to represent each amendment.
Checks & Balances

**Legislative Branch**
(Congress)
- Writes Laws
- Confirms presidential appointments
- Ratifies treaties
- Grants Money
- Declares war
- Can veto bills
- Can adjourn Congress or call special sessions of Congress
- Can propose constitutional amendments
to override judicial decisions
- Can impeach and remove Supreme Court justices
- Can reject appointments to the Supreme Court
- Can override a veto
- Can withhold funding for presidential initiatives
- Can reject treaties
- Can impeach and remove the president
- May declare laws unconstitutional

**Executive Branch**
(President)
- Proposes Laws
- Administers the Laws
- Commands armed Forces
- Appoints ambassadors and other officials
- Conducts foreign policy
- Negotiates treaties
- Can veto bills
- Can adjourn Congress or call special sessions of Congress

**Judicial Branch**
(Supreme Court)
- Interprets the Constitution and other laws
- Reviews lower-court decisions
- Appoints judges to Supreme Court and other federal courts

- Can declare executive actions unconstitutional

Name: __________________________
Elephants in Botswana

Botswana is home to more elephants than any other country in Africa. Conflict between residents and free roaming elephants is common, but the group Elephants for Africa hopes to change that.

The elephants stood face-to-face in a cloud of dust. Their big ears fanned out. Their tusks almost locked. A group of schoolkids gazed in awe from a truck. They had come from a village just outside Makgadikgadi Pans National Park, in Botswana, Africa. “Are the elephants fighting?” someone asked. “No, it’s a game,” another child said. “They’re playing.”

Kolobetso, 13, was quiet. “She’d grown up with a fear that elephants are dangerous,” Walona Sehularo told TIME for Kids. He was also in the truck. He works with Elephants for Africa (EFA). The group is trying to protect elephants and help people live peacefully alongside them. In parts of rural Africa, elephants roam freely. They often come into contact with people. Many people fear them. Some see them as pests. Conflict between people and elephants is common. EFA wants to change that. It hopes to inspire young people to become conservation leaders. “I want to instill in them a sense of ownership over their environment,” Sehularo says.

Threatened by poaching in other parts of Africa, elephants have long found safety in Botswana. The country has about 130,000 elephants. That is more than any other country in Africa. Many can be found along the Boteti River. Botswana’s Boteti River flows along the western edge of Makgadikgadi Pans National Park. During the dry season, little water flows in other places. So the river attracts large numbers of elephants.

But elephants also wander onto farms. They eat and trample crops. In some cases, farmers respond by killing them. Kate Evans is EFA’s founder. “Farmers don’t want to hurt elephants,” she says. “They just want to produce enough crops to feed their families and to sell at market.”

Botswana’s elephants attract tourists to Makgadikgadi Pans. But few local children can afford to visit. By leading them on trips there, EFA aims to teach kids to love the park and its wildlife. This might even get kids interested in careers as park officers, guides, or researchers. When Kolobetso and her classmates toured the park, an elephant headed straight for the truck, defending its herd. Then it walked away. The kids were amazed. “It was one of those moments you cannot explain,” Sehularo says. “It fills you with an indescribable joy.”

What about Kolobetso? She started to have fun. She even said she would like to come back. Sehularo felt he was making a difference. He says, “Many in my country think, ‘Why should I care about the animals?’ But the only way things get better is if people care.” Researchers say the threat of poaching in surrounding countries has driven more and more elephants into Botswana. Much of the land is protected. For now, the country may be the safest place on Earth for elephants.

What is the main goal of Elephants for Africa (EFA)?
Elephants in Botswana

a. to persuade Botswana’s government to protect more land for animals
b. to introduce kids in Botswana to careers that involve helping animals
c. to protect elephants by helping people live peacefully with them
d. to lead wealthy tourists on expeditions in Makgadikgadi Pans National Park

Walona Sehularo would agree that for conservation to succeed, the people of Botswana need to

a. remember that elephants are dangerous and fear them.
b. allow elephants to trample and eat some crops.
c. keep out of the park where the elephants roam.
d. take responsibility for the natural environment.

Where does the story take place?

__________________________________________________________________________________________________
__________________________________________________________________________________________________

What problem is Elephants for Africa trying to solve in Botswana?

__________________________________________________________________________________________________
__________________________________________________________________________________________________

What do you think it means to live in harmony with elephants?

__________________________________________________________________________________________________
__________________________________________________________________________________________________

How does the author present the problem of trying to live harmoniously with elephants?

__________________________________________________________________________________________________
__________________________________________________________________________________________________

What was the author’s purpose in writing the text?

__________________________________________________________________________________________________
__________________________________________________________________________________________________

Revisit the passage and underline the descriptions of Kolobetso’s reactions to the elephants at the beginning and end of the article.

What is Kolobetso’s story?

__________________________________________________________________________________________________
__________________________________________________________________________________________________

How did her reactions change at the end?

__________________________________________________________________________________________________
__________________________________________________________________________________________________

Do Kolobetso’s reactions support the author’s purpose? Explain.

__________________________________________________________________________________________________
__________________________________________________________________________________________________
**Illustrating The Bill of Rights**

**Directions:** Use the boxes below to create an illustration or symbol for each amendment.

<table>
<thead>
<tr>
<th>Amendment 1:</th>
<th>Amendment 2:</th>
<th>Amendment 3:</th>
<th>Amendment 4:</th>
<th>Amendment 5:</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Amendment 6:</th>
<th>Amendment 7:</th>
<th>Amendment 8:</th>
<th>Amendment 9:</th>
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