<table>
<thead>
<tr>
<th>READING/LANG. ARTS</th>
<th>MATH</th>
<th>SCIENCE</th>
<th>SOCIAL STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity #1:</strong> Comparing Two Texts</td>
<td></td>
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<td></td>
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<tr>
<td><strong>Text 1</strong> - President Obama’s Veto of the Keystone XL Pipeline Bill. By Zoe Schlanger</td>
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<td><strong>As promised,</strong> President Obama on Tuesday, February 24, 2015, vetoed a bill that would force the passage of the Keystone XL pipeline.</td>
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<tr>
<td><strong>President Obama speaks to the United States Senate.</strong></td>
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<tr>
<td><strong>“I am returning herewith without my approval S. 1, the &quot;Keystone XL Pipeline Approval Act.&quot; Through</strong></td>
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<tr>
<td><strong>Activity #1:</strong></td>
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<tr>
<td><strong>Use the, <em>Checks and Balances</em>, reference guide to answer the following questions:</strong></td>
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<tr>
<td>1 Which branch can veto a bill written in the legislative branch?</td>
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<tr>
<td>2 Which branch can override a veto? Which branch are they ‘checking’ on?</td>
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<tr>
<td>3 Which branch has the power to impeach the President?</td>
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</table>
The bill, the United States Congress attempts to avoid longstanding and proven processes for determining whether or not building and operating a cross-border pipeline serves the national interest.

The Presidential power to veto legislation is one I take seriously. But I also take seriously my responsibility to the American people. And because this act of Congress conflicts with established executive branch procedures could bear heavily on our national interest -- including our security, safety, and environment -- it has and cuts short thorough consideration of issues that earned my veto.”

Text 2 - Congress forces a Trump veto with rebuke on border wall funding. By Sarah Ferris

The House of Representatives on Friday voted to once again overturn President Donald Trump’s national emergency to build a border wall, sending the legislation to Trump who is sure to veto it.

| 4 Which branch has the power to rule laws unconstitutional? |
| 5 Which branch gets to appoint Supreme Court Justices? Which branch has to approve those appointed as a Justice? |
| 6 Which power does the legislative branch have that you feel is the most important? Explain with examples of why this power is important to us as citizens. |
Eleven Republicans and one Republican-turned-independent sided with every Democrat to block Trump’s maneuver to circumvent Congress and divert billions in Pentagon funding to build President Trump’s wall.

Answer the following questions about the two texts.

1 What similarities do the two texts have in common? Both texts speak of:
   a. Presidential vetos
   b. vetos
   c. The House of Representative vetos

2 Identify the author’s purpose for writing each article.
   a. to entertain
   b. to inform
   c. to persuade

3, In Text 2 . . . .
   a. Democrats vetoed the border wall.
   b. republicans vetoed the border wall.
   c. both the democrats and republicans vetoed the border wall.
4. What issue was being voted upon in Text 1?

5. What issue was being voted upon in Text 2?

6. Write a response that describes at least two similarities and two differences between the text.

<table>
<thead>
<tr>
<th>Activity #2:</th>
<th>Activity #2:</th>
<th>Activity #2:</th>
<th>Activity #2: Executive Branch - Checks &amp; Balances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity #3:</td>
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</tr>
</tbody>
</table>
# Somerset County Public Schools

## Fifth Grade Fine Arts Activities

### Week 8

| Student's Name ____________________________ | Teacher _______________________
|---------------------------------------------|-------------------------------|

### FINE ARTS

#### Activity #1
Find a plastic water bottle or jug. Fill the jug or bottle with sand, dirt, or water. Try to lift the bottle over your head and lower it back down to your shoulders 10 times with each arm. Then try to do 10 bicep curls with each arm. Do 10 sit-ups while holding the bottle on your chest. Try holding the bottle over your head while squatting down like a catcher in baseball. If you had fun, save your bottle and try it again in a few days. **If you are completing this in Google Classroom, write about how you felt after your workout.**

#### Activity #2
**Warm Colors** are red, yellow, and orange. Identify three things that are these colors. How do these colors make you feel?

**Cool Colors** are blue, purple, and green. Identify three things that are these colors. How do these colors make you feel?

Challenge yourself to draw a sunny ocean scene. What colors would you use for the warm sky? What colors would you use for the cool ocean?

#### Activity #3
Listen to 3 songs of your choice. Write down the title and the name of the artist performing the song. Each piece should be a focus on one of the five following elements of music: **Tempo, Melody, and Rhythm**. Write 2 sentences for each song to describe the highlighted element.
Activity #1
Read the two excerpts of text and answer the questions below. Complete this on a separate sheet of paper or on your Google Classroom answer sheet.

Text 1 - President Obama’s Veto of the Keystone XL Pipeline Bill. By Zoe Schlanger

As promised, President Obama on Tuesday, February 24, 2015, vetoed a bill that would force the passage of the Keystone XL pipeline.

President Obama speaks to the United States Senate.

“I am returning herewith without my approval S. 1, the "Keystone XL Pipeline Approval Act." Through this bill, the United States Congress attempts to avoid longstanding and proven processes for determining whether or not building and operating a cross-border pipeline serves the national interest.

The Presidential power to veto legislation is one I take seriously. But I also take seriously my responsibility to the American people. And because this act of Congress conflicts with established executive branch procedures could bear heavily on our national interest -- including our security, safety, and environment -- it has and cuts short thorough consideration of issues that earned my veto.”

Text 2 - Congress forces a Trump veto with a rebuke on border wall funding. By Sarah Ferris

The House of Representatives on Friday voted to once again overturn President Donald Trump’s national emergency to build a border wall, sending the legislation to Trump who is sure to veto it.

Eleven Republicans and one Republican-turned-independent sided with every Democrat to block Trump’s maneuver to circumvent Congress and divert billions in Pentagon funding to build President Trump’s wall.

1. What similarities do the two texts have in common? Both texts speak of:
   a. Presidential vetoes
   b. Vetoes
   c. The House of Representative vetoes

2. Identify the author’s purpose for writing each article.
3. In Text 2 . . .
   a. Democrats vetoed the border wall.
   b. Republicans vetoed the border wall.
   c. Both the democrats and republicans vetoed the border wall.

4. What issue was being voted upon in Text 1?

5 What issue was being voted upon in Text 2?

6 Write a response that describes at least two similarities and two differences between the texts.

Activity #2
Read Close Reading of 2 Texts and answer the questions.

Activity #3
Personification

DIRECTIONS:

Circle the OBJECT being personified. Underline the human characteristic being given. Write what is really happening under the sentence. If you are completing this in Google Classroom, write the object being personified and the human characteristic being given.

1. The wind sang her mournful song through the falling leaves.

2. The microwave timer told me it was time to eat my TV dinner.

3. The video camera observed the whole scene.

4. The strawberries seemed to sing, "Eat me first!"

5. The rain kissed my cheeks as it fell.

6. The daffodils nodded their yellow heads at the walkers.

7. The water beckoned invitingly to the hot swimmers.

8. The snow whispered as it fell to the ground during the early morning hours.

9. The china danced on the shelves during the earthquake.

10. The car engine coughed and sputtered when it started during the blizzard.
Activity #1  Luminosity vs. Apparent Magnitude

A star’s luminosity, also referred to as absolute magnitude, is how bright a star really is. The apparent magnitude is how bright the star appears from a given viewpoint. Below are two illustrations of the constellation Canis Major. The first picture depicts the actual luminosity of the stars based on their true brightness. The second picture shows how they would look from Earth.

Step 1: Rank the stars, from the brightest to least bright, based on their luminosity using the first picture.

1. Aldura
2. ____________
Step 2: Rank the stars, from brightest to least bright, based on their apparent magnitude using the second picture.

1. Sirius
2. _______________
3. _______________
4. _______________
5. _______________

**Activity #2**

Use Activity#1 to help with the following:

In a paragraph, explain why Sirius appears brighter to us here on Earth even though Aldura has the greatest absolute magnitude. Use what you have learned in class about stars’ relative distance from Earth to support your answer.

**Activity #3**

Complete Star Brightness CER (attached to the packet)
Use the symbols >, <, = to compare the following fractions below. You may use the diagram above as a visual aid.
Then, order these fractions from least to greatest:

1/2, 2/5, 3/10, 4/5

Order these fractions from greatest to least:

2/3, 5/9, 1/6, 1/2

*Reminder: Finding equivalent fractions first will help to order better. Remember: 1/2 is the same as 4/8 because they take up the same space. Also, you can multiply 1 by 4 and 2 by 4 to make an equivalent fraction.

Activity #2

Complete Comparing and Ordering Fractions (attached to the packet)

Activity #3

Tim, Jerry, and Hank each bought identical chocolate cakes. Tim ate 1/2 of his cake. Jerry ate 4/6 of his cake. Hank ate 5/10 of his cake. Hank stated that he has eaten the most because he has eaten five slices! Explain why he is incorrect using words and numbers. Who did eat the most? Explain how you know.
Activity #1
Use the, *Checks and Balances*, a reference guide to answer the following questions:

1 Which branch can veto a bill written in the legislative branch?

2 Which branch can override a veto? Which branch are they ‘checking’ on?

3 Which branch has the power to impeach the President?

4 Which branch has the power to rule laws unconstitutional?

5 Which branch gets to appoint Supreme Court Justices? Which branch has to approve those appointed as a Justice?

6 Which power does the legislative branch have that you feel is the most important? Explain with examples of why this power is important to us as citizens.
Activity #2

Executive Branch- Checks and Balances

What powers does the President of the United States have? What are the checks and balances on the President’s power? During election years—and this one is no exception—presidential candidates make promises on the campaign trail that are meant to sway voters and give a preview of policies they would push for if elected. Candidates often make promises that they wouldn’t actually have the power to enact without support from Congress or other government agencies.

Directions: On a separate sheet of paper, or on the space provided below, answer the following prompt.

What are some campaign promises that presidential candidates would make? Do you think whoever is elected will actually be able to keep these promises? Why or why not? Be sure to include details and evidence that support your opinion.

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

Activity #3

Executive, Legislative, or Judicial?

Complete the Branches of Government worksheet with your packet. Use the Checks and Balances Reference Sheet to help you.
Checks & Balances

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

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

**Name:**

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**Li Bing and the Flooding**

A very long time ago, there were people who lived along a river in China. The river was named the Min River. There was a problem with the Min River. Once a year, every year, the river overflowed, and water would flood the people’s homes. This was a very bad thing for the people who lived along the Min River. So some of the people got together and started to think about how they could fix it.

Eventually, the governor of the people got involved. His name was Li Bing, and he was very smart. Li Bing investigated the problem. Li Bing found out that the problem of the flooding river started up in the mountains. The tops of the mountains were very high up, where it was very cold. When it was wintertime, the tops of the mountains would become covered in snow. When springtime came, all the snow would melt. The problem was that the melted water would run down the mountains and go into the Min River. This is why it would overflow and flood people’s homes.

Li Bing knew that the melting snow was the cause of the flooding. But he also knew that he couldn’t stop the snow from melting. So he started to think about other ways that he could fix the problem. Then Li Bing had a great idea. He realized that the best way to solve the problem would be to turn it into an opportunity. An opportunity is a chance for something good to happen. Away from the river, there was a flat piece of land that had its own problem. It didn’t have any water. So Li Bing started thinking about how he could get the extra water that was bad for the people who lived along the Min River to the flat plain of land that needed water to grow plants. Li Bing got a bunch of workers together and created a levee in the Min River. A levee is a big wall that people build to stop water from going somewhere. The levee makes the water go somewhere else.

Li Bing and his workers made the levee out of bamboo and stones. It took him and his men four years to build. When the levee was done, the water stopped flooding the homes of the people who lived along the Min River and started going into the land that was flat and needed water. Now the people who lived along the river didn’t have to worry about the river flooding, and plants began to grow in the flat land.

**The Pool**

Alex and Karen were sitting in their backyard on a hot summer day. All they wanted to do was go swimming, but the local public pool was closed, and all of the adults were too busy to give them a ride to the beach. “I just want to sit in the cool water,” said Alex, imagining how nice it would feel. “Let’s blow up that kiddie pool that we have in the garage,” suggested Karen. “We can fill that with water, and it will help us cool off.” The two ran to the garage and found the inflatable pool stuck in a box. They dragged it out to the lawn and looked at it. “It needs to be blown up,” said Karen.

Alex sat down and started blowing air into the pool through the nozzle, but after a while, he realized it wasn’t doing very much. He was exhausted and out of breath from all the blowing. He sat back, defeated. “Okay, so how are we going to get it inflated then?” Karen thought it over. Alex went back to the garage and got a bicycle pump, but the ends didn’t match up. Karen eventually realized something. “Did we check the pool box and see if there is a pump at the bottom?” she asked. They ran into the garage and tipped the box over. Out fell a pump. They laughed as they went back to the yard and connected the pump to the pool. “We were so excited to find the pool that we didn’t gather all of the pieces first.” Finally, the pool was blown up. But as Karen and Alex looked at it they realized that it was slowly deflating. “There must be a hole somewhere,” said Karen. They each took a side and examined the pool, but couldn’t find anything. “The hole may be too small to see,” said Alex. “Maybe we can feel it,” suggested Karen. She traced her finger along the pool, only to find that she couldn’t feel anything. “I know,” said Alex, “let’s listen, and maybe we will hear the air escaping.” They placed their ears next to the pool and listened. Sure enough, Karen heard a soft sound as air escaped through a hole. “I found it!” she said. Now we have to patch it.

Alex ran into the house and grabbed a bunch of different things to try and patch the pool. First, he suggested glue, but that didn’t seem to make sense to Karen. It would have to dry, and they wouldn’t be able to swim until it did. Then he suggested a Band-Aid, but that wouldn’t stick around the hole. Last he pulled out a roll of gray, heavy-duty tape. “That should do it,” said Karen, cutting a piece and placing it over the hole. They refilled the pool with air, and this time it stayed full. “Now we have to fill the pool,” said Alex. “Let’s drag it over to the spout.” They did, and Alex turned on the water. The pool was soon full. Alex and Karen went inside and put their bathing suits on. Then they ran back outside and sat in the pool. “Well, we can’t swim, but at least we found a way to stay cool,” said Alex. “And we worked together.”

1. What text structure do both of these stories use?
a. Sequence
b. Cause and Effect
c. Compare and Contrast
d. Problem and Solution

2. Part A: What is a possible theme for both stories?
   a. The power of true love
   b. The power of teamwork
   c. The human effect on nature
   d. One cannot be successful without friendship

Part B: Support your answer with evidence from both texts.

___________________________________________________________________________________________
___________________________________________________________________________________________

3. What was the problem with the Min River?
   a. Snow melted, ran off the mountain, and caused the river to flood into the village.
   b. A mudslide from the mountains destroyed the village every year.
   c. The villagers needed to build a bridge to cross the river.
   d. The governor needed water for the flat plain of land to grow plants.

4. What is NOT a problem that Alex and Karen have as they try to blow up the kiddie pool and fill it with water?
   a. Alex tried blowing air into the pool through the nozzle.
   b. Alex went back to the garage and got a bicycle pump, but the ends didn’t match up.
   c. Karen tried to tape the bicycle pump to the pool to blow it up.
   d. Karen found a hole when they pumped up the pool.

5. Compare how Li Bing solved the problem with the Min River to how Alex and Karen solved a problem with blowing up the kiddie pool and filling it with water.

___________________________________________________________________________________________
___________________________________________________________________________________________


6. Who solved a more difficult problem, Li Bing or Alex and Karen? Support your answer with evidence from both texts.

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
Comparing and Ordering Fractions

Part 1: Order these fractions from greatest to least.

\[
\frac{5}{4}, \frac{7}{2}, \frac{2}{8}
\]

Part 2: Circle/Highlight two of the fractions below. Then, write a new fraction that falls between those two fractions.

\[
\begin{array}{c}
\frac{5}{4} \quad \frac{7}{2} \quad \frac{2}{8} \\
\hline
\text{New Fraction}
\end{array}
\]

Write >, <, or = on the line to compare the fractions. Explain how they could be compared without using common denominators.

\[
\frac{3}{8} \quad \frac{3}{4}
\]

Explain how you compared them without common denominators.
**Power of Branches**

Directions: Choose which branch of Government has the stated power. Executive, Legislative, Judicial

<table>
<thead>
<tr>
<th>Power</th>
<th>Branch of Government</th>
</tr>
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<tbody>
<tr>
<td>Introduces laws</td>
<td></td>
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<tr>
<td>Declares laws unconstitutional</td>
<td></td>
</tr>
<tr>
<td>Signs bills into laws</td>
<td></td>
</tr>
<tr>
<td>Coins money</td>
<td></td>
</tr>
<tr>
<td>Nominates Supreme Court Justices</td>
<td></td>
</tr>
<tr>
<td>Declares War</td>
<td></td>
</tr>
<tr>
<td>Vetoes Bills</td>
<td></td>
</tr>
<tr>
<td>Interprets/makes meaning of laws</td>
<td></td>
</tr>
<tr>
<td>Serves as commander-in-chief of the army and navy</td>
<td></td>
</tr>
<tr>
<td>Issues a pardon</td>
<td></td>
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<tr>
<td>Overrides a presidential veto</td>
<td></td>
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<tr>
<td>Borrows money on behalf of the United States</td>
<td></td>
</tr>
<tr>
<td>Makes treaties</td>
<td></td>
</tr>
<tr>
<td>Impeaches or removes the president</td>
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</tbody>
</table>
**Distance to Earth** - distance to the star measured in the distance light can travel in one year.

**Apparent Brightness** - brightness of a star as seen from Earth. The Sun has a brightness of 56 billion

**Stellar Radius** - the radius of a star compared to the Sun’s radius.

### Brightest of the Bright
The Sun appears to be the brightest star in the sky because it is closer to the Earth. Use the information on the chart to answer the question.

Which of the brightest stars is the brightest?

<table>
<thead>
<tr>
<th>Star</th>
<th>Distance to Earth (light years)</th>
<th>Apparent Brightness</th>
<th>Stellar Radius (solar radius)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun</td>
<td>.0001</td>
<td>56000000000</td>
<td>1.0</td>
</tr>
<tr>
<td>Sirius</td>
<td>8.6</td>
<td>3.86</td>
<td>1.7</td>
</tr>
<tr>
<td>Canopus</td>
<td>74</td>
<td>1.95</td>
<td>7.1</td>
</tr>
<tr>
<td>Rigil Kentaurus</td>
<td>4.3</td>
<td>1.28</td>
<td>1.2</td>
</tr>
<tr>
<td>Arcturus</td>
<td>34</td>
<td>1.04</td>
<td>25.4</td>
</tr>
<tr>
<td>Vega</td>
<td>25</td>
<td>.97</td>
<td>2.3</td>
</tr>
<tr>
<td>Capella</td>
<td>41</td>
<td>.93</td>
<td>11.9</td>
</tr>
<tr>
<td>Rigel</td>
<td>1400</td>
<td>.90</td>
<td>79.9</td>
</tr>
<tr>
<td>Procyon</td>
<td>11.4</td>
<td>.70</td>
<td>2.0</td>
</tr>
<tr>
<td>Achernar</td>
<td>69</td>
<td>.65</td>
<td>7.3</td>
</tr>
</tbody>
</table>

**Claim**: If you lined up all the stars at the same distance which would be the brightest? **Type the star's name here**

**Evidence**: Describe the evidence, data, and/or models that support your claim.

**Type the evidence here.**

**Reasoning**: Use reasoning to connect the relevant and appropriate evidence to the claim.

**Type your reasoning here.**