5th GRADE
WARM-UP
15 MINUTES
### GOOGLE EARTH USAGE OVERVIEW:
Teachers can use *I’m Feeling Lucky* and *Street View* in Google Earth to randomly select a location in the world and relate it to multiple content areas. Teachers can also choose to preselect a location that lends itself well to relevant standards and objectives using *Search* or *Voyager Stories*.

### LESSON SUMMARY:
- Passport Warm Up is an engaging daily routine in which students review geography, math, science, social studies, ELA and current events concepts.

- This activity is designed to be independent practice for students that requires minimal to no direct instruction on the part of the teacher.

- Teachers can choose from the standards based example questions listed below, or use them as inspiration to generate their own questions.

- To stay within the 15 minute time frame, teachers should use 1-2 questions per subject.

### LEARNING OBJECTIVES:
- Students will engage in daily review of fifth grade geography, math, science, social studies, ELA and current events concepts.

- Objectives will vary widely based on teacher determined review concepts.
### SUGGESTED STANDARDS

#### 5th GRADE

| GEOGRAPHY: | Geography Essential Elements and Standards, Grade 5, Places and Regions, Standard 5 - That people create regions to interpret the Earth's complexity. |
|           | Geography Essential Elements and Standards, Grade 5, Human Systems, Standard 11 - The patterns and networks of economic interdependence on Earth's surface. |
|           | Geography Essential Elements and Standards, Grade 5, Environment and Society, Standard 15 - How physical systems affect human systems. |

| MATH:     | CCSS.MATH.CONTENT.5.G.B.3 - Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. |
|           | CCSS.MATH.CONTENT.5.NBT.A.1 - Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. |
|           | CCSS.MATH.CONTENT.5.NBT.B.5 - Fluently multiply multi-digit whole numbers using the standard algorithm. |
|           | CCSS.MATH.CONTENT.5.NBT.B.6 - Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. |

| SCIENCE:  | NGSS.5.LS2-1 - Develop a model to describe the movement of matter among plants, animals, decomposers and the environment. |
|           | NGSS.5.ESS2-1 - Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. |
|           | NGSS.5.ESS1-2 - Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night and the seasonal appearance of some stars in the night sky. |
|           | NGSS.5.PS2-1 - Support an argument that the gravitational force exerted by Earth on objects is directed down. |
**Social Studies:**

*Social Studies standards vary state by state.*

**ELA:**

- **CCSS.ELA-LITERACY.RI.5.1** - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- **CCSS.ELA-LITERACY.RI.5.5** - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

- **CCSS.ELA-LITERACY.W.5.1** - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- **CCSS.ELA-LITERACY.W.5.3** - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- **CCSS.ELA-LITERACY.L.5.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **CCSS.ELA-LITERACY.L.5.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
**PASSPORT WARM UP - 5th GRADE**

**TIME:**
15 minutes

**MATERIALS NEEDED:**
- Access to Google Earth “I'm Feeling Lucky”/Voyager.
- Student copies of Passport Warm Up Student Response Template.

**IMPLEMENTATION GUIDE:**
1. Select the subjects, standards and questions that are appropriate to your class.

2. Provide each student in your class with a copy of the Passport Warm Up Student Response Template (below).

3. Use I'm Feeling Lucky to “roll the dice” and randomly select a location in the world OR pre-select a location using Search or a Voyager Story.

4. Students respond to the questions using a print out of the Student Response Template (below) OR teachers can share the Student Response Template using Google Classroom.

5. When relevant, use Street View, Google Search and Wikipedia to gather the information needed for students to answer the questions about that location. Students can work independently or with a partner to search for information needed.

6. Allow time for students to share their answers with the class.

7. Quick Tip: Track your classroom’s “travels” using Google Tour Builder!

**CREDITS:**
Written by Sarah Schwartz Johnson in collaboration with Kelley O’Connor.

*Note - this template is designed for teachers to modify for use with their grade level and standards.*
STANDARDS BASED EXAMPLE QUESTIONS

GEOGRAPHY:
• Name the country and continent of this location. Name the surrounding bodies of water.
• What activities can be accessed based on the physical characteristics of this location? (For example, there are mountains for skiing, lakes for fishing, etc.)
• Describe the physical characteristics of this region. How are they similar or different to the region in which you live?
• What natural hazards might pose a threat to this location? How can they be prevented?
• Is this an advantageous location for people to settle? Why or why not? What resources does this location provide access to?

MATH:
• Identify and name examples of the following 2-dimensional shapes and describe or sketch them below: quadrilateral, triangle, pentagon, hexagon, octagon, circle.
• Find an example of both parallel and perpendicular lines. Describe or sketch them below.
• Using the population of this location, write the value of the underlined digit (teacher selects a digit to underline).
• Double (triple, quadruple) the area of this location. Write the new area in square feet.
• If the area of this location was divided in half, what would the size of each part be in square feet?

SCIENCE:
• Research the ecosystem of this location and create a food web that includes a minimum of 3 organisms. (For example, grass → cows → humans).
• Based on the position of this location relative to the north pole, south pole and equator, make a statement about the amount of daylight per day during the month of December. (For example, this location is close to the north pole. This means that there will be very little daylight during the month of December.)
• Is this location in close proximity to the ocean? How does this influence the ecosystem here?
• What natural disasters may pose a threat to this location? What steps can be taken to minimize destruction?
• If you dropped a penny from a hot air balloon directly above this location, where would it land? Explain your reasoning.
STANDARDS BASED EXAMPLE QUESTIONS CONTINUED

SOCIAL STUDIES:  
• Research the type of government that is used in this location. Is it the same or different than the government where you live?  
• Is this location urban, suburban or rural? What can you infer about the kinds of jobs that might be available in this location?  
• What is the latitude and longitude of this location?  
• Write one fact about this location. Write one opinion about this location.  
• Research a prominent historical figure from this location. What was their contribution?

ELA:  
• Choose an adjective to best describe this location. Write one synonym and one antonym for the word you chose.  
• Imagine you are on vacation in this location. Write a personal letter to a family member or friend using sensory details to describe your day.  
• Compare and contrast this location to the community in which you live. Include at least 5 similarities and 5 differences.  
• Would this location be a good place to live? Write an opinion essay telling why or why not that includes 3 reasons supported by facts and details.  
• Write a short story that takes place in this setting including all plot elements and detailed sensory descriptions.

CURRENT EVENTS:  
• Research the latest news in this location. Write a paragraph telling about the event and why it is newsworthy.  
• Research the latest news in this location. What information can you infer about the demographics of a place based on the local news? (Is it urban, suburban or rural? Is the community working class, middle class or wealthy? etc.)  
• Research the biggest challenges facing this location. How are they similar to those facing the community in which you live? How are they different?  
• Write one fact and one opinion about this location.  
• Imagine you are a local news reporter. Write a list of topics you would be interested in investigating in this location.
STUDENT RESPONSE TEMPLATE:

Welcome to:

<table>
<thead>
<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>GEOGRAPHY</td>
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