

**Small Group 5<sup>th</sup> Grade Power Lesson: Problem Solving through Difficult Events**

**Materials used:** The Day the Towers Fell by Amanda Jenkins, available through Benchmark Education at [www.benchmarkeducation.com](http://www.benchmarkeducation.com)

Mei Ling in China City by Icy Smith, available through East West Press at [www.eastwestdiscovery.com](http://www.eastwestdiscovery.com)

*Tic Tac Trouble* available through RAFT at [www.raftstore.net](http://www.raftstore.net)

**Part I: Google a picture of the Pearl Harbor bombing. Discuss what you see in the picture and what you think it means. The teacher or parent leader will guide you when reading The Day the Towers Fell book.**

1. List 5 facts on the bombing of Pearl Harbor compared with the bombing of the World Trade Center.

Pearl Harbor Bombing	World Trade Center Bombing
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

2. List 3 ways community members responded to both of these events.

1.
2.
3.

3. List 4 new ideas you learned from reading this book.

1.
2.
3.
4.

4. List 5 new words you learned from reading this book and use a computer to research the definitions and uses of words for credible information.

1.
2.
3.
4.
5.

**Part II: Read Mei Ling in China City book.**

1. Consider Mei Ling’s perception and understanding of losing a good friend to a relocation camp during World War II. List 5 ways Mei Ling responded to the loss of her friend.

1.
2.
3.
4.
5.

2. Describe 5 ways Mei Ling continued to participate in her cultural practices in her community.

1.
2.
3.
4.
5.

3. When considering the first book you read and the second book you read, list 5 key themes in how community members adjusted to changes in their community during World War II.

Community Members changes in The Day the Towers Fell book	Community Members changes in Mei Ling in China book
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

4. When considering the two books you read how did community members relate to the Japanese soldiers and Japanese citizens during the war? Cite page numbers in your examples.

Relationships with Japanese soldiers	Relationships with Japanese citizens
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

5. Based on your reading, list 5 examples of racism described in the books. Research racism on the computer to explain your answers.

1.
2.
3.
4.
5.

### Part III: Play the Tic-Tac-Trouble game

1. List 5 types of math word problems that could be developed from both books.

1.
2.
3.
4.
5.

2. Write out a 1 word problem that can be developed from the books. Solve the problem in 4 different ways and show your work. Discuss why it is important to be able to express your work in different formats.

3. Write a reflection on how you used specific strategies to solve the math problem in 4 different ways.

4. Mei Ling and her community are raising funds for families in China affected by the war. Use the template below to create a fundraising goal with a strategy and budget that can be completed in six weeks for families of a specific country that need assistance from a war.

Fundraising Goal: We will raise funds totaling \$ \_\_\_\_\_ in the next six weeks to assist families that have been affected by war in the country of \_\_\_\_\_. Funds will be raised by \_\_\_\_\_.

Sample Budget Template with Example from Mei Ling in China City

<p><b>Total Anticipated Income Example: \$200</b> Mei Ling will sell 100 American flags and 100 opera tickets at \$1 each for a total of 200 items times \$1 equals \$200.</p>	<p><b>Your Anticipated Income Strategy</b></p>
<p><b>Anticipated Fundraising Expenses: \$0</b> Mei Ling purchased poster boards and marking pens to advertise the American flags and opera ticket sales for a total cost of \$10 that she donated out of her allowance. Mei Ling’s parents donated \$25 in food items so that Mei Ling could offer a free cup of orange juice with each ticket or flag sold. Anna May Wong, a well-known actress, donated an additional \$298 to the fundraiser.</p>	<p><b>Your Anticipated Fundraising Expenses:</b></p>
<p><b>Total Funds Raised by Mei Ling for China: \$498</b> Mei Ling sold all 100 American flags and 100 opera tickets at \$1 each for a total of \$200 and received one donation of \$298 that was submitted to the United China Relief Fundraiser staff.</p>	<p><b>Your Total Funds Raised:</b></p>

5. What math operations did you use to create a fundraising goal with a strategy to support the goal? Describe how you planned your project budget from the examples described in the Mei Ling in China City book.

**Part IV: The chart lists supplemental materials that can be aligned and integrated to the common core standards through graphic organizer power lessons.**

**Sample Power Lessons Using a Benchmark Education Company Book, an East West Discovery Book, and a RAFT Kit**

<b>Benchmark Education Company Book Projected Grade Levels</b>	<b>East West Discovery Book</b>	<b>RAFT Kit</b>	<b>SCCOE Math Kit</b>
N/A (Preschool – Second Grades)	Daddy, My Favorite Guy The Doll’s Nose	Turtle Time (board game to develop character comparisons while citing pages in books)	N/A
N/A (Preschool – Second Grades)	My Ducky Buddy Relativity	The Circle Game (board game to identify which object sink and float and create a statistical analysis chart of the various objects that sink and float)	N/A
N/A (Third – Fourth Grade)	Questions for Kids	N/A	SCCOE Anglegs Kit
Dino-Pals are Dino-Mite! (Third – Fifth Grades)	Thomas the Rex (various levels) Endeavour’s Long Journey	N/A	SCCOE Tangrams Kit
Math in the Garden (Third – Sixth Grades)	The TET Pole The Tale of the Lucky Cat	The Germinator (watch plant growth in a CD case)	N/A
Stable Boy at the Alamo (Fourth – Sixth Grades)	Three Years and Eight Months	Frack Jack (a hands-on way to learn fractions)	SCCOE Fractional Circles Kit
Communities Helping Communities (Fifth – Sixth Grades)	Half Spoon of Rice: A Survival Story of Cambodian Genocide What in the World!	N/A	SCCOE Fractional Tiles