5th Grade NTI

Day: 1

Reading
Math
Social Studies
Writing
Science

- Write your name on EVERY PAGE.
- Follow the directions carefully.
- If we **miss school**, this entire packet must be COMPLETED & turned in when we return to school.
- If we **don't miss school**...just bring the folder and packet back to school. Turn them into your homeroom teacher.

D

Name Toliver

Day 1
L.5.5C

Vocabulary Synonyms

Read each sentence. Choose the word that means the same as the underlined word. Fill in the circle next to the best answer.

1. The old trunk was <u>cherished</u> by the family.
   - **A.** opened
   - **B.** moved
   - **C.** stored
   - **D.** loved

2. Mrs. Harrison kept <u>cloth</u> in the trunk.
   - **F.** clothes
   - **G.** fabric
   - **H.** books
   - **J.** odds and ends

3. Like the furnishings in the house, the trunk was <u>plain</u>.
   - **A.** simple
   - **B.** heavy
   - **C.** fancy
   - **D.** broken

4. The British soldiers <u>pushed</u> past the woman into the house.
   - **F.** rolled
   - **G.** skipped
   - **H.** strolled
   - **J.** shoved

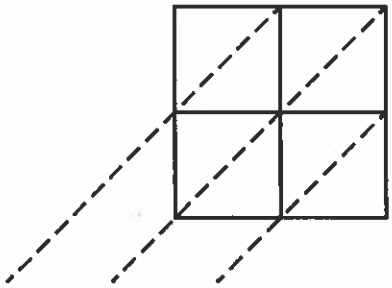
5. She grew <u>uneasy</u> when the soldiers opened the trunk.
   - **A.** difficult
   - **B.** angry
   - **C.** nervous
   - **D.** cautious

STOP

Name: _____ Day 1

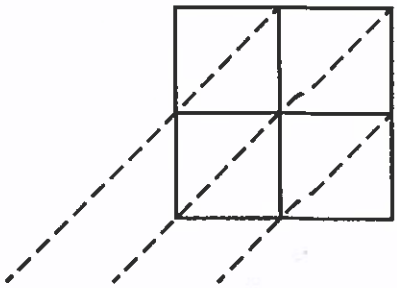
Lattice Multiplication

c. Find 24 x 56.



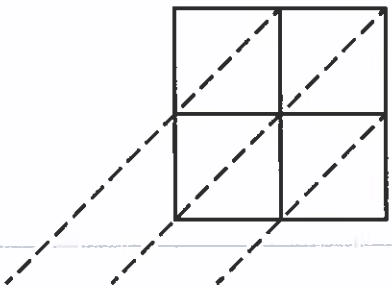
Answer: _____

d. Find 53 x 29.



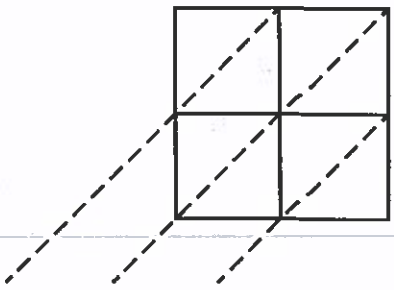
Answer: _____

e. Find 71 x 80.



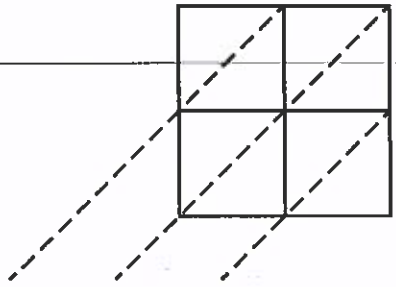
Answer: _____

f. Find 83 x 27.



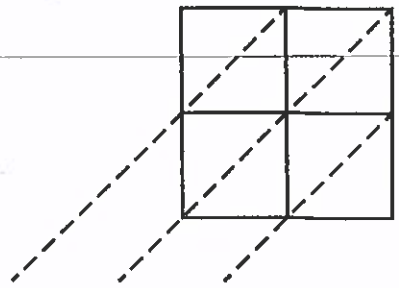
Answer: _____

g. Find 13 x 83.



Answer: _____

h. Find 41 x 46.



Answer: _____

J. St. Walker

DAY 1

5.G.GR.1

Latitude & Longitude

Social Studies Skills Series

Lines of Latitude and Longitude

Student's Name: _____ Date: _____

Instructions: Complete the following tasks using the globes.

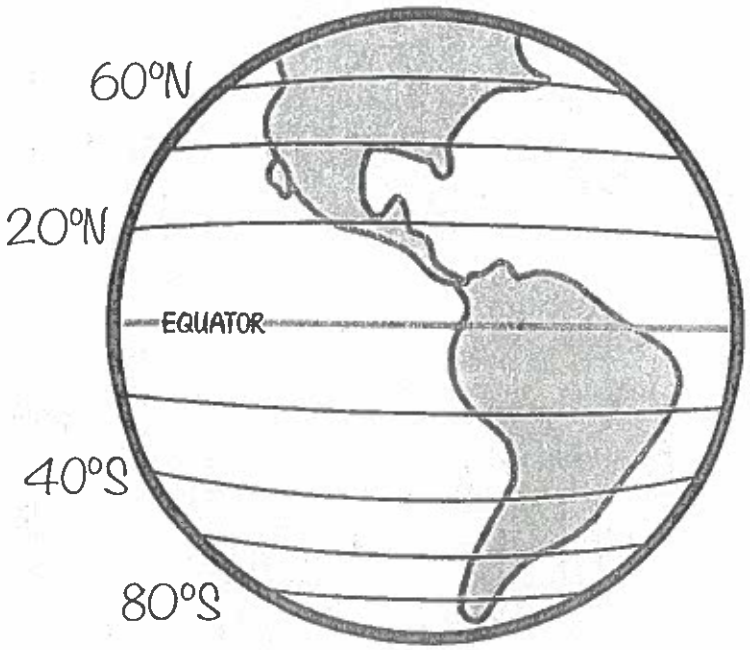
Globe with Lines of Latitude

1. Draw a star next to the globe's title.
2. Next to the Equator, write 0°.
3. Fill in the missing latitude measurements. Pay attention to the °North and °South labels.

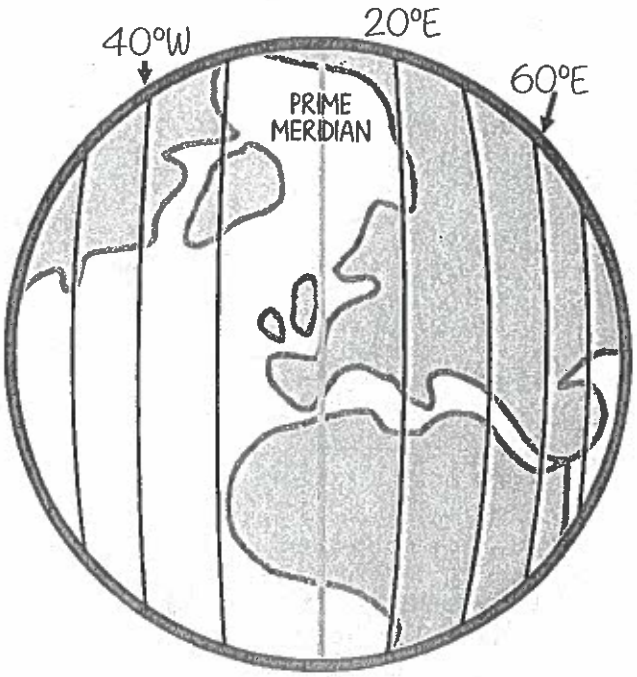
Globe with Lines of Longitude

1. Draw a star next to the globe's title.
2. Above the Prime Meridian, write 0°.
3. Fill in the missing longitude measurements. Pay attention to the °West and °East labels.

Lines of Latitude



Lines of Longitude



L.5.1

Using Commas With Coordinating Conjunctions

Name: (warren-day!)

Coordinating conjunctions join two independent clauses to make a compound sentence. Use a comma between the first independent clause and the coordinating conjunction. **Example:** *My brother likes the mountains, but I like the beach.*

To help you remember the coordinating conjunctions, think of the words "FAN BOYS".

For And Nor But Or Yet So

Combine the sentences using a comma and a coordinating conjunction.

1. I don't want to argue with you. I don't want to give in.

2. She had a lot of friends. She was a friendly girl.

3. I had a cute puppy. I lost him.

4. He studied for the test. He got a good grade.

5. Jim can boil eggs. Sally can make toast.

6. We can go to Disneyland. We can go to Sea World.

7. Dan moved to Michigan. He moved home again.

8. They didn't want to be late. They hurried.

9. Jill runs a mile every day. She swims on Fridays.

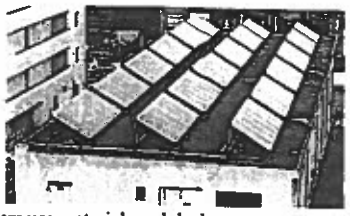
10. You can choose vanilla ice cream. You can choose chocolate.

Name _____ _____ Date _____

Solar Energy

DAY 1 Science

By Patti Hutchison



Caption: This hotel uses solar collectors to heat water.

Have you ever used solar power? Do you have a calculator that doesn't plug in or need batteries? If so, you have used solar power. There are many other ways to use energy from the sun.

Have you ever sat in a car on a hot summer day? Have you ever walked into a greenhouse? If so, you know the power the sun has for heating inside as well as outside.

Scientists have come up with several ways to capture the sun's energy. Builders use materials and design structures to collect, store, and distribute solar energy for heating in the winter and block incoming solar energy in the summer. This is called passive solar design.

Active solar heating systems are also used. Solar panels are mounted on a roof or other sunny location. They collect the energy from the sun and use it to heat a fluid, generally water or air. The heat is then either stored for later or pumped directly into the house. This type of solar heater can also heat the water in a home.

Have you ever tried to use your solar calculator in a darkened room? It doesn't work very well. The solar collector that powers it relies on direct light. The calculator does not store solar energy that can be used when it is dark. But homes and other buildings need energy when it is dark or cloudy. To make structures like these function using solar energy, solar energy must be turned into electricity.

Special cells have been developed in order to do this. They are called photoelectric cells. When sunlight falls on these cells, it creates an electrical current. The electricity can either be used right away or stored for later. These cells are quiet and produce no pollution. Some power companies set up towers that contain hundreds of these special cells. They are usually constructed in areas where the land is not useful for other purposes. They produce electricity for these areas.

There are some disadvantages of using solar energy for electricity or heat. Solar collectors and systems are costly. Any power that is not used must be stored somehow. This requires more equipment. But some people think the good things about solar energy outweigh the bad things.

Solar energy has many advantages. For one thing, it is free! It is also renewable. It doesn't cause any kind of pollution. Solar energy has been around since Earth was formed. Is it also the energy of the future?

Solar Energy

Questions

1. What is passive solar heating?

_____

_____

Name _____ Date _____

Wednesday, November 30

_____ 2. Active solar heaters use:
- A. solar panels
- B. concrete
- C. fire

_____ 3. Solar energy can be turned into electricity.
- A. true
- B. false

_____ 4. One problem with solar energy is that it has to be used right away. It can't be stored for later.
- A. false
- B. true

5. Name two disadvantages of solar power.

_____

_____

6. Name two advantages of solar power.

_____

_____

5th Grade NTI

Day: 2

Reading
Math
Social Studies
Writing
Science

- Write your name on EVERY PAGE.
- Follow the directions carefully.
- If we **miss school**, this entire packet must be COMPLETED & turned in when we return to school.
- If we **don't miss school**...just bring the folder and packet back to school. Turn them into your homeroom teacher.

D

Name _____ TOliver

Day 2

L.5.5C

Vocabulary Antonyms

Read each sentence. Choose the word that means the opposite of the underlined word. Fill in the circle next to the best answer.

1. The British soldiers were <u>rude</u> when they entered our house.
   - **A.** mean
   - **B.** rough
   - **C.** generous
   - **D.** polite

2. They were quite <u>noisy</u> as they searched the house.
   - **F.** chatty
   - **G.** silent
   - **H.** slow
   - **J.** awkward

3. I felt <u>upset</u> to have soldiers in my home.
   - **A.** worried
   - **B.** excited
   - **C.** calm
   - **D.** bored

4. They hoped to <u>capture</u> an important patriot leader.
   - **F.** catch
   - **G.** release
   - **H.** discover
   - **J.** replace

5. When they left, the house was very <u>messy</u>.
   - **A.** neat
   - **B.** cluttered
   - **C.** untidy
   - **D.** small

STOP

Comparing Decimals (Thousandths) Name:

Use '<' , '>' or '=' to compare the numbers. 5NBT 3b

DAY 2

1) 8.699 _____ 8.6

2) 5.818 _____ 5.818

3) 8.8 _____ 8.822

4) 5.4 _____ 4.4

5) 8.787 _____ 8.947

6) 5.163 _____ 5.62

7) 6.51 _____ 6.71

8) 3.184 _____ 3.751

9) 4.19 _____ 4.4

10) 1.74 _____ 1.36

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

DAY 2

S.St.Walker

5.G.GR.1

Latitude & Longitude

Social Studies Skills Series

Absolute Location vs. Relative Location

Student's Name: _____ Date: _____

What is absolute location? Absolute location refers to an EXACT location on Earth. When referring to an exact, or absolute, location, we often use latitude and longitude coordinates. We can also use street addresses to describe the absolute location of a building or place.

What is relative location? When using relative location, we are describing a location based on other locations. For example, a geographer might describe the relative location of Canada as north of the United States.

Absolute Location or Relative Location?

Instructions: For each situation below, write absolute location or relative location.

_____ 1. Lucina looked at a world map to find out which country is located at 0° latitude and 0° longitude. She found that this particular location is in the Atlantic Ocean.

_____ 2. A cargo ship in the Pacific Ocean is calling out for help because the ship is taking on water. Should the captain relay the ship's absolute location or relative location?

_____ 3. The Pollico Building Company plans to construct a new apartment complex three blocks north of Washington Street.

_____ 4. Washington, D.C. is located at 39°N, 77°W.

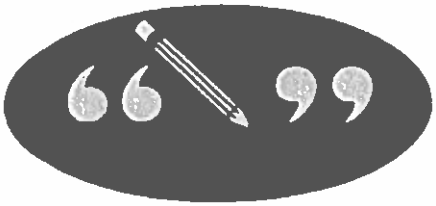
_____ 5. On a school trip to Spain, Branise explained that her home state of Louisiana was located in the southern United States and to the north of the Gulf of Mexico.

_____ 6. Once you pass the grocery store, you'll need to drive about fifteen minutes to reach the interstate.

_____ 7. The horseback riding camp is about five miles west of city hall.

_____ 8. Please join us for Milly Sanchez's 12th birthday party. Our home is located at 235 Mockingbird Lane, Maxon, MI 25490.

L.5.2 (Warren-Day2) Name: _____



Add the Quotation Marks

Below are sentences with direct quotations. Rewrite each sentence, adding the quotation marks before and after the quotation.

1) Phillip said, I think we're going to the movies.

_____

2) My vote goes to Belinda, said George.

_____

3) Robert asked, What time is it?

_____

4) Let's each lunch, said Denise, I'm hungry.

_____

5) I never met a man I didn't like, said Will Rogers.

_____

6) I like your shoes, exclaimed Carrie, where did you get them?

_____

7) Thank you for the nice present! said Emma.

_____

8) Liam asked Wesley, Do you want to come with us?

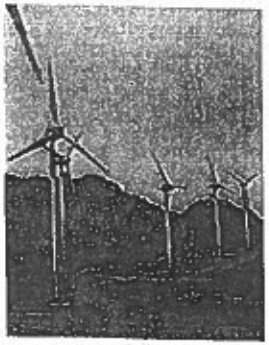
_____

Name _____ Date _____

Wind Energy

DAY 2 Science

By Patti Hutchison



There's nothing like the feeling of a cool breeze on a hot summer day. The wind takes the heat away from your body, making you more comfortable. Wind can be used to produce other comforts, also.

Wind is caused by the uneven heating of the Earth's surface by the sun. Warm air rises. Cooler air rushes in to fill up the space. This causes wind. Wind energy is an indirect form of solar energy. It has been used for many years to power sailboats. It also powers windmills that pump water from the ground.

Wind can also power a wind turbine. A wind turbine is a tall windmill. It has large blades that look like an airplane propeller. A wind turbine is built high on a tower. This helps it capture winds that blow freely and are not blocked by trees and buildings.

The wind turns the blades on the turbine that are connected to a generator. Electricity is produced. As the blades turn faster, more and more electricity is generated. The electricity travels through a transformer. It flows through the network of wires to homes and other buildings.

In some areas, many wind turbines have been built together on acres of land. These are called wind farms. There are many wind farms in the U.S. The majority of them are in the plains region that runs through the middle of the country. There are many wind farms in Texas, Oklahoma, Kansas, and Iowa. Numerous wind farms can also be found in the northeast, the southwest, and on the eastern side of the Cascade Mountains in Washington and Oregon.

As with all forms of energy, wind energy has advantages and disadvantages. Since it is an indirect form of solar energy, it is free. It is also a renewable resource. Another bonus is that it produces no air pollution.

One disadvantage of wind energy is that it can't be harnessed just anywhere. Wind farms have to be built in areas where wind is constantly blowing. If there is no wind, electricity is not produced. Wind turbines can be expensive to build and maintain. They can be very noisy. They can also be harmful to birds.

Use of wind energy has grown in the past few years. Wind farms have been built in many areas. Some people even install smaller wind turbines near their homes or businesses. They produce their own electricity using the power of the wind. Wind energy may help meet our growing needs for energy in the future.

Wind Energy

Questions

1. Name two uses for wind energy.

_____

_____

Name _____ Date _____

2. Describe a wind turbine.

_____

_____

3. Why is a wind turbine built high on a tower?

_____

_____

____ 4. What are the blades on a wind turbine connected to?

A. a generator
B. a sailboat
C. a propeller

____ 5. Many wind turbines built together on acres of land are called a:

A. wind farm
B. sailboat
C. windmill

____ 6. A disadvantage of wind energy is that it:

A. is noisy
B. is renewable
C. causes air pollution

5th Grade NTI

Day: 3

Reading
Math
Social Studies
Writing
Science

- Write your name on EVERY PAGE.
- Follow the directions carefully.
- If we **miss school**, this entire packet must be COMPLETED & turned in when we return to school.
- If we **don't miss school**...just bring the folder and packet back to school. Turn them into your homeroom teacher.

A

Name _____ Day 3

Story Structure RL 5.2/3 Subskill

Read the passage. Then read each question and fill in the circle next to the best answer.

The Recital

Chad finished playing his favorite piece on the piano. Then he looked up at his piano teacher.

"How lovely, Chad! I can tell that you've been practicing," exclaimed Mrs. Franklin. "Now, I have a surprise for you. In two weeks, we're going to have a recital at the Parkdale Library. You'll be able to play your song for your family. The other students and their families will attend, too."

On the way home Chad kicked a stone from the path. He thought about how awful it would be to play in front of other people. "I just don't think I can do it," he decided.

That afternoon Chad asked his sister Cara to help him think of a way to get out of the recital. "It won't be so bad," she told him. Then she invited him to come with her to the library.

After they had been there awhile, Cara said, "Let's go find the piano. As many times as I've been here, I've never seen it." The librarian directed them to a room on the second floor.

The shiny, black piano was the most beautiful one Chad had ever seen. As he ran his hand lightly over the keys, Cara sat down in a chair. "Go ahead, Chad. Just pretend that I'm not even here," she urged.

Chad began playing. Within minutes he was carried away by the beautiful sound of the instrument. When he finished, Cara's clapping startled him. Later, Chad and Cara stopped at the drugstore. Mr. Turner, who owned the store, greeted them. His daughter, Melissa, was one of Mrs. Franklin's students.

"Chad, I can't wait to hear you play at the recital," said Mr. Turner. Chad looked at Cara. He thought about the piano and how much his mother and father would enjoy hearing him play it.

"Thanks," replied Chad. "I think you'll really like the piece I've chosen to play."

Go on

1. Who is the main character in this story?
   - **A.** Mrs. Franklin
   - **B.** Mr. Turner
   - **C.** Cara
   - **D.** Chad

2. What problem does Chad have?
   - **F.** He doesn't want to go to the library with Cara.
   - **G.** He feels nervous about his piano recital.
   - **H.** He doesn't like his piano teacher.
   - **J.** He has not practiced his piano piece enough.

3. Who helps Chad solve his problem?
   - **A.** Cara
   - **B.** Mrs. Franklin
   - **C.** Chad's mother
   - **D.** Melissa

4. Where does Chad solve his problem?
   - **F.** at Chad's school
   - **G.** in the library
   - **H.** on the way home from his lesson
   - **J.** in Cara's bedroom

5. Which is the first **important** event?
   - **A.** Chad walks home.
   - **B.** Mrs. Franklin tells Chad about the recital.
   - **C.** Chad kicks a stone.
   - **D.** Cara invites Chad to the library.

STOP

Comparing Decimals (Thousandths)

Name:

Use '<' , '>' or '=' to compare the numbers. 5NBT 36

DAY 3

11) 5.61_____5.610

12) 9.38_____9.34

13) 7.72_____7.720

14) 4.33_____4.19

15) 9.923_____8.923

16) 9.621_____9.78

17) 1.8_____1.6

18) 9.723_____9.372

19) 9.837_____9.286

20) 9.57_____9.11

Answers

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

1-10	95	90	85	80	75	70	65	60	55	50
11-20	45	40	35	30	25	20	15	10	5	0

DAY 3

S.St. Walker

5.G.GR.1

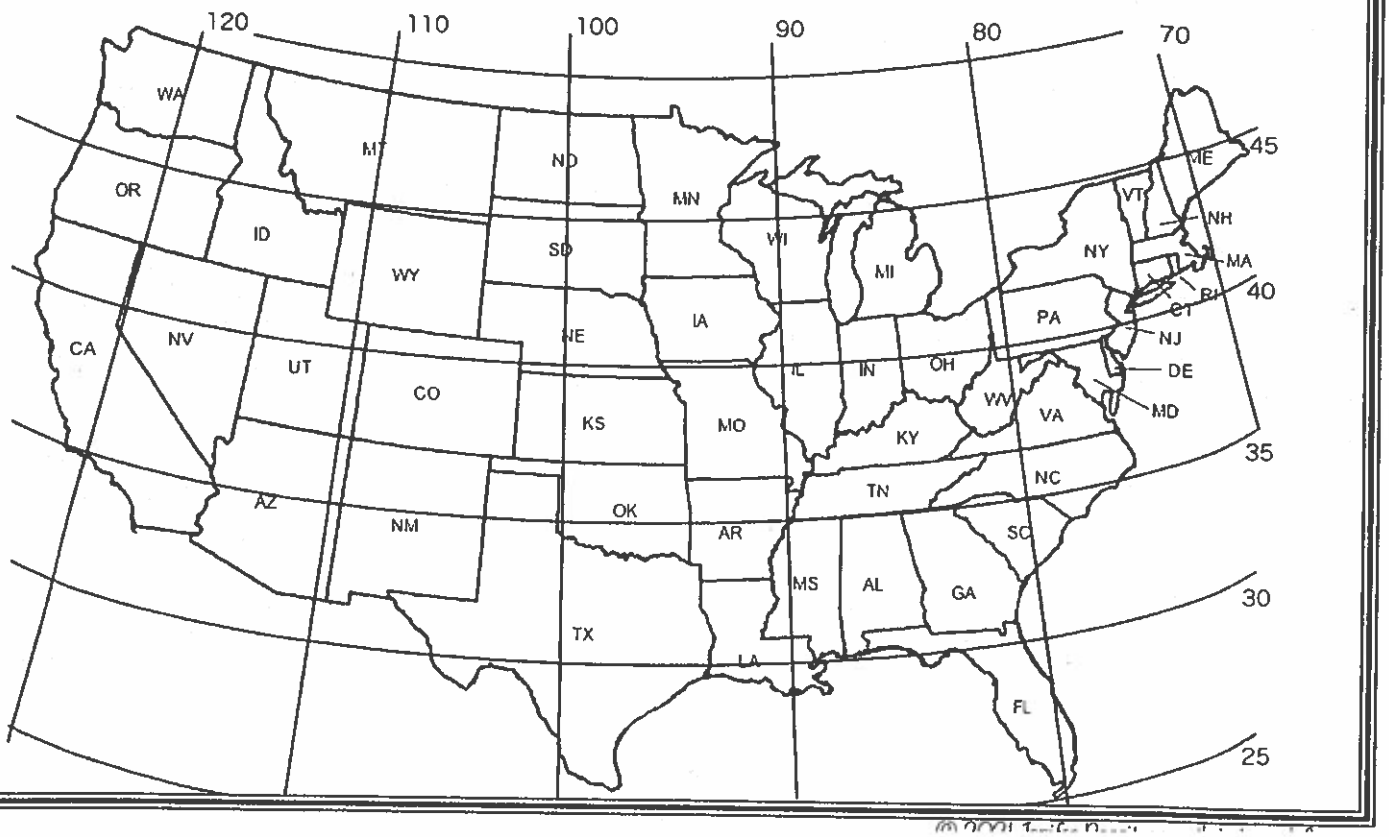
Latitude & Longitude Practice #1

Student's Name: _____ Date: _____

Instructions: Use the map below to complete the tasks and answer the questions.

1. Circle the title of the map.
2. Finish labeling the map with °West and °North labels. The United States is located north of the Equator, so our latitude measurements are °N. We are located west of the Prime Meridian, so our longitude measurements are °W.
3. Use green to lightly shade the states that touch longitude line 110°W.
4. Use yellow to lightly shade the states that touch longitude line 80°W.
5. Draw a star inside the states that touch latitude line 30°N.
6. Draw a triangle at 30°N, 80°W. Are you on land or in the water? _____
7. Use a blue crayon or marker to draw a line of longitude at approximately 115°W. Label the line.
8. Use a red crayon or marker to draw a line of latitude at approximately 32°N. Label the line.
9. Find 42°N, 93°W. Which state is located at that point? _____

United States Map



Name: (Warren-Day3 Date:

What's Your Opinion? C.5.1

Write a paragraph that answers the following prompt. Be sure to support your opinion with facts and details.

What animal makes the best pet?

Name: (Warren-Day3) Date:

What's Your Opinion?

STANDARDS-BASED RUBRIC

Use this rubric to assess your students' writing. Proficiency is aligned with the 5th grade standard for opinion writing.

	(1) Beginning	(2) Developing	(3) Proficient
Introduction	Topic is introduced in an unclear way or introduction is missing.	Topic is introduced clearly but there is a lack of organizational structure; or topic is somewhat unclear, but ideas are grouped in a logical way.	Topic or text is introduced clearly, an opinion is stated, and features an organizational structure in which ideas are logically grouped to support the writer's purpose.
Supporting Facts and Details	Reasons and supporting details are missing.	Some reasons or supporting details are offered, but may not be linked to the topic in a logical way.	Logically-ordered reasons that are supported by facts and details are provided.
Transitions	Linking or transitional words are missing.	Some transitional words are used, but may be inconsistent.	Opinion and reasons are linked using words, phrases, and clauses (e.g., *consequently, specifically*).
Concluding Statement	Concluding statement is missing or unclear.	A concluding statement is used, but may not relate to the opinion presented.	A concluding statement or section related to the opinion presented is provided.

Name _____ Date _____

Natural Gas

DAY 3 Science

By Meg Leonard

Natural gas is a non-renewable resource. Natural gas and oil form in similar ways. Millions of years ago, when some plants and animals died, they fell to the ground. They were covered with mud and soil. Over time, this mud and soil turned to rock. The decaying plants and animals turned into natural gas. People learned that they could use the natural gas for heat when they saw it catch on fire. Natural gas is found by geologists. These are scientists who study rocks. They look for certain rocks that usually contain natural gas. They tell people where to dig wells. Natural gas does not have an odor. This can be dangerous. It can easily catch on fire. A strong-smelling chemical is added to it to keep people safe. Natural gas is often used to heat homes because it burns cleaner than other fossil fuels. It can be used to make compounds that are used for many different products, such as paints and plastics. Scientists continue to look for natural gas. They also look for ways to make it safer. They look for more ways to use natural gas.

Natural Gas

Questions

_____ 1. Which of the following is true about natural gas?

A. It is a renewable resource.
B. It is not really a gas.
C. It has a strong odor naturally.
D. Oil forms in a similar way.

_____ 2. Who finds natural gas?

A. artists
B. geologists
C. biologists
D. chemists

_____ 3. According to the article, why can natural gas be dangerous?

A. It is very hard to find.
B. The wells can collapse.
C. It can easily catch on fire.
D. It is dangerous to drill for.

_____ 4. Which of the following is NOT a use for natural gas?

A. food
B. plastics
C. to heat homes
D. paints

Name _____ Friday, December 2 Date _____

5. How is natural gas found?

_____

_____

5th Grade NTI

Day: 4

Reading
Math
Social Studies
Writing
Science

- Write your name on EVERY PAGE.
- Follow the directions carefully.
- If we **miss school**, this entire packet must be COMPLETED & turned in when we return to school.
- If we **don't miss school**...just bring the folder and packet back to school. Turn them into your homeroom teacher.

E

Name _____ TOliver Day 4 L5.4C/L5.4C

Vocabulary Dictionary: Definitions

Read the dictionary entry and the questions that follow. Decide which meaning of the word *glass* is used in each sentence. Fill in the circle next to the best answer.

glass (glăs), *n.* **1.** A hard, clear material that is used to make windows and lenses: *The computer screen is made of glass.* **2.** A container to drink from made of glass: *He filled a glass with water.* **3.** The amount a glass can hold: *Pour a glass of milk into the bowl.* **4.** A mirror: *He stared at his reflection in the glass.*

1. *She studied her face in the glass.*

   A. definition 1 **C.** definition 3
   B. definition 2 **D.** definition 4

2. *He drank lemonade from a tall glass.*

   F. definition 1 **H.** definition 3
   G. definition 2 **J.** definition 4

3. *She polished the rock until it was as smooth as glass.*

   A. definition 1 **C.** definition 3
   B. definition 2 **D.** definition 4

4. *Add a glass of broth to each pot.*

   F. definition 1 **H.** definition 3
   G. definition 2 **J.** definition 4

5. *Allan looked through the glass into the house.*

   A. definition 1 **C.** definition 3
   B. definition 2 **D.** definition 4

STOP

Mixed rounding: round numbers to the underlined digit 5 NBT 4

Grade 5 Rounding Worksheet

Example: 54,689 rounded to the nearest 1,000 is 55,000

DAY 4

Round to the accuracy of the underlined digit.

1. 4,7<u>9</u>0 = _____
2. <u>8</u>,210 = _____
3. <u>1</u>,233 = _____
4. 88,<u>7</u>18 = _____
5. <u>9</u>,236 = _____
6. 63,<u>5</u>00 = _____
7. <u>3</u>7,627 = _____
8. 7,<u>0</u>57 = _____
9. 5,<u>9</u>54 = _____
10. 4<u>2</u>,004 = _____

Name: _____

NORTHWEST REGION

WORDS TO KNOW
Write the letter of each word next to its meaning.

Day 4
S.St - Walker

1. _____ large home made of Cedar wood
2. _____ a handmade artistic pole to tell stories

a. totem pole
b. plank house

3. Which Native American tribe lived in the Northwest region?

a. Navajo b. Chinook c. Comanche d. Seminole

4. Identify the climate of the Northwest region.

_____

_____

5. What is a totem pole and how was it made?

_____

_____

6. What resource did they have a lot of? How did they use it?

_____

_____

7. What did tribes in the Northwest region do for food?

a. hunt b. gather c. farm

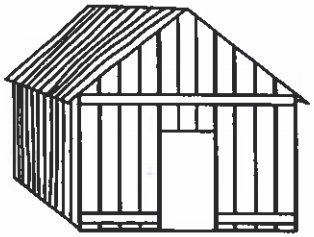
Name: _____

NORTHWEST REGION

There were many **tribes** that lived in the Northwest region. One of those tribes was the Chinook. This region was considered wealthy because they had a large supply of food and shelter.

The climate was very cold in the winter and warm in the summer. When it got cold and rainy in the winter they wore clothes made of animal skin. These tribes lived by the water and hunted fish. They also hunted deer in the forests. In this region, there was a large amount of wood. These tribes used this wood to build plank houses, canoes, and totem poles.

Plank House
The Northwest Native American tribes lived in large homes made of Cedar wood called **plank houses**. These homes were 100 feet long and 25 feet wide. These homes only had one door, but had holes in the ceiling to let out smoke.



Totem Poles
Totem poles were a handmade artistic pole used to tell stories. They were carved and painted to represent tribes and families.

K5 Learning L.5.2

Commas and quotation marks (warren-day4)

Grade 5 Punctuation Worksheet

Commas go **after** the dialogue inside quotation marks. Commas go **before** quotation marks when introducing dialogue.

Add punctuation to the sentence as needed.

"It's finally time for summer vacation," Steve said.

I cannot wait said Rachel.

We are going to swim every day Steve explained and eat ice cream for breakfast!

And we can ride our bikes Rachel added and go to the park.

Maybe we could go on vacation together suggested Steve.

Rachel said That would be amazing!

My family is going to Florida said Steve so maybe they can invite your family too.

I'll talk to my mom about it tonight said Rachel.

Let's start a countdown to summer right now suggested Steve.

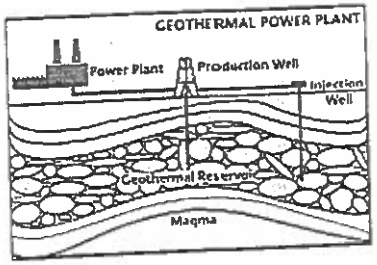
Great idea said Rachel.

Name _____ Date _____

DAY 4 Science

Geothermal Energy

By Meg Leonard



Geothermal energy is heat from inside the Earth. Heat is made in the Earth's core. This is very deep inside the Earth. You cannot tell from the Earth's surface if geothermal energy is under the ground. We see geothermal energy in volcanoes. It can also be found in hot springs. It can be found in geysers. There is an area called the Ring of Fire. It is along the coastlines of the Pacific Ocean. A lot of geothermal activity happens there. Geothermal energy can be used to make electricity. Water can be heated by geothermal energy. Then heated water can be used to heat buildings and make electricity. Geothermal energy is a renewable resource. This is because we will always have water from rainfall. The core of the Earth will always be very hot. There is little harm to the environment when this energy is used to heat a home. Geothermal power plants give off less carbon dioxide than other power plants. This is good for the Earth.

Geothermal Energy

Questions

____ 1. What is geothermal energy?
- A. energy from the sun
- B. energy from water
- C. energy made by heat from inside the Earth
- D. energy from wind

____ 2. What is the Ring of Fire?
- A. a volcano
- B. an area along the coastlines of the Pacific Ocean where you can find geothermal energy
- C. a hoop that is on fire
- D. a geyser

____ 3. Which of these is NOT a place where you can find geothermal energy?
- A. hot springs
- B. swamp
- C. geyser
- D. volcano

____ 4. Where is the Earth's core?
- A. just under the surface of the Earth
- B. between the surface and the center of the Earth
- C. very deep inside the Earth
- D. no one knows

5. Why is geothermal energy a renewable resource?

_____

_____

5th Grade NTI

Day: 5

Reading
Math
Social Studies
Writing
Science

- Write your name on EVERY PAGE.
- Follow the directions carefully.
- If we **miss school**, this entire packet must be COMPLETED & turned in when we return to school.
- If we **don't miss school**...just bring the folder and packet back to school. Turn them into your homeroom teacher.

C

Name Toliver

Day 5

L.5.4B

Word Roots *struct* and *rupt*

Choose the correct meaning for each underlined word. Fill in the circle next to the best answer.

1. The <u>construction</u> of the new dam will begin in August.
   - **A.** building
   - **B.** tearing down
   - **C.** changing
   - **D.** moving

2. The safety <u>instructions</u> said not to talk on the phone during a thunderstorm.
   - **F.** a book that tells about storms
   - **G.** a type of phone
   - **H.** someone who writes about safety
   - **J.** a list of steps telling how to do or make something

3. The pipe suddenly <u>ruptured</u>, and water poured into the room.
   - **A.** fell over
   - **B.** rolled away
   - **C.** broke apart
   - **D.** filled up

4. The earthquake caused widespread <u>destruction</u>.
   - **F.** panic
   - **G.** damage
   - **H.** tremors
   - **J.** sadness

5. The news of the storm <u>interrupted</u> my favorite program.
   - **A.** broke into
   - **B.** turned off
   - **C.** came after
   - **D.** came at an early hour

STOP

Mixed rounding: round numbers to the underlined digit 5 NBT 4

Grade 5 Rounding Worksheet

Example: 54,689 rounded to the nearest 1,000 is 55,000

Round to the accuracy of the underlined digit.

DAY 5

11. 5<u>6</u>,823 = _____ 12. <u>6</u>4,197 = _____

13. 58,<u>1</u>73 = _____ 14. <u>6</u>,141 = _____ 15. 3,6<u>5</u>2 = _____

16. 23,<u>3</u>69 = _____ 17. 72,<u>2</u>13 = _____ 18. 1,<u>0</u>36 = _____

19. 5,<u>3</u>70 = _____ 20. 12,<u>0</u>18 = _____ 21. <u>6</u>8,720 = _____

Days S.St.- walker

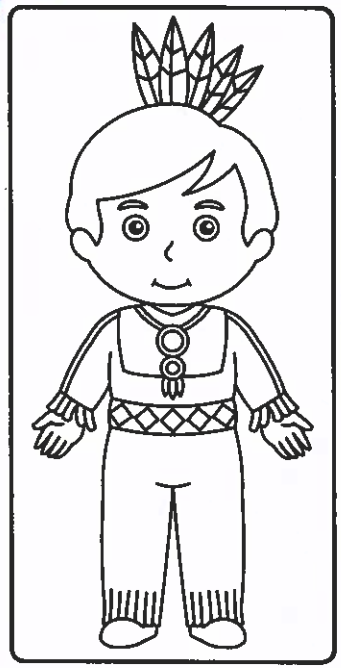
The Choctaw Indians

The Choctaw Indians were a resilient and resourceful Native American tribe that primarily inhabited the southeastern regions of North America, including parts of Mississippi, Louisiana, and Alabama. They were known for their advanced agricultural techniques and unique cultural practices.

The Choctaw were skilled farmers, growing crops such as corn, beans, and squash. They practiced a farming technique known as "slash-and-burn," which involved clearing land by cutting down and burning vegetation. This method helped enrich the soil for planting.

One of the distinctive aspects of Choctaw culture was their stickball game, known as "ishtaboli." Similar to modern-day lacrosse, ishtaboli was played with sticks and a ball. It was not only a form of entertainment but also held cultural and spiritual significance for the Choctaw people.

The Choctaw were known for their expert craftsmanship, particularly in creating intricate baskets. They used natural materials like river cane and palmetto leaves to weave these baskets, which were used for various purposes, including carrying and storing items.



Name: _____

The Choctaw Indians

1 - Where did the Choctaw Indians primarily live?

A - Northeastern regions of North America
B - Southwestern regions of North America
C - Southeastern regions of North America

2 - What were the three crops grown by the Choctaw Indians?

A - Corn, beans, and rice
B - Corn, beans, and squash
C - Wheat, barley, and oats

3 - What was the farming technique used by the Choctaw called, and how did it work?

_____

4 - What was the significance of the Choctaw stickball game, ishtaboli?

_____

5 - What materials did the Choctaw use to create their intricate baskets?

_____

Name _____ Date _____ Flocabulary

Capitalization

Read & Respond Days (Warren)

Use the text to answer each question below.

1. "Grandma Nelly," "Uncle Rob" and "I" are capitalized because they are names, which are proper nouns. Make sure to capitalize "grandma" or "uncle" if they come before a name. But if you just say, "I love my grandma," you don't need to capitalize it.

In which of the following sentences should the word "aunt" be capitalized?

A. I visited my aunt Kenzie last summer.
B. I visited my aunt last summer.
C. David and his aunt love paddleboarding together.
D. No one has a better aunt than Michele.

2. "New York City" is capitalized because it is a specific city, or proper noun. But if you said, "I live in a city," it wouldn't be capitalized because it is more general. You should capitalize the name of towns, boroughs, states and countries. But you don't capitalize the words "town," "state," "borough" and "country."

Which of the following sentences uses capitalization correctly?

A. When I was a little girl, I moved from the city to a Town.
B. I love the lights and sights of downtown Tokyo.
C. The teacher made a lot of sacrifices for her City.
D. They're the best fried oreos in new jersey.

3. "July" is capitalized because it is the name of a specific month, or a proper noun. The season "summer," though, is not capitalized. Similarly, always capitalize the days of the week, like "Friday," "Saturday" or "Sunday." But you don't need to capitalize "week."

Which of the following sentences uses capitalization correctly?

A. The best season for harvesting maple syrup is the Fall.
B. I don't work the entire month of July because I have to celebrate my birthday month.
C. She left enough fish food to last her piranha the Week.
D. This is the Day that we celebrate the invention of the saxophone.

4. "JetBlue" is the name of a specific airline. So, it is a proper noun, and you capitalize it. But if you just flew on an "airplane," that wouldn't be capitalized. You should always capitalize specific brands. For example, you should capitalize "Subaru" because that is the name of a car company. But you don't have to capitalize the word "car." And you should capitalize "Coca-Cola" and "Coke." But you shouldn't capitalize "soda."

Which sentence uses capitalization correctly?

A. I made a pizza by my favorite brand, DiGiorno's.
B. I think I'm the only person who doesn't like Pizza.
C. Sera's Computer broke before she could take it back to the store.
D. The baby refuses to eat any fruit except for Grapes.

5. "JFK" is the name of an airport, so we capitalize it. It is also named after the president, John F. Kennedy. When you write a person's initials, you always use capital letters.

What is the correct way to capitalize Martin Luther King, Jr.'s initials?

A. MLK, Jr.
B. MIK, Jr.
C. mlk, Jr.
D. mIK, Jr.

6. "The Met" is a shortened version of "The Metropolitan Museum of Art." Even when we shorten a name, we still capitalize it. If you say, "I like museums," though, "museum" wouldn't get capitalized. Similarly, "The Mets" are a New York baseball team. You always capitalize the names of teams. But you don't capitalize the word "baseball" or "team."

Which sentence uses capitalization correctly?

A. My favorite team is the Cleveland Cavaliers.
B. I can't believe my sister likes watching Golf.
C. The Brazilian Swim team is very impressive.
D. Kristy has been studying Dance since kindergarten.

7. In addition to capitalizing Barack Obama's name, always capitalize people's positions when they come before their names. So, "President" gets capitalized when it comes before "Barack Obama." The same is true for "Supreme Court Justice Sonia Sotomayor." But if you're just saying, "The president is the leader of the United States," "president" stays lowercase.

Which of the following sentences uses capitalization correctly?

A. Queen Liliuokalani ruled for 14 years.
B. Dick Cheney used to be the Vice President.
C. The Mayor was elected in a landslide.
D. Humza dreams of becoming the President.

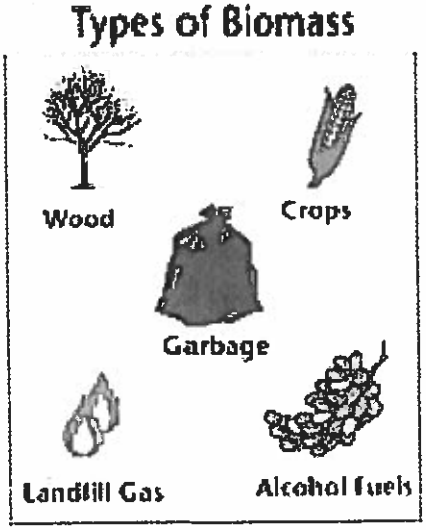
Name _____ Date _____

Biomass

DAY 5

By Meg Leonard

Biomass is organic material. It is made from plants or from animal waste. Biomass can be found in wood and crops. It can be found in garbage or landfill gas. It can be found in alcohol fuels. Biomass fuels can be burned to produce heat. It can be changed into other forms that resemble common fuels. Biomass can be made into fuel for vehicles. There are different ways to use biomass as a source of energy. When you burn wood, you are using a biomass fuel. Gases can be collected at landfills. Some biomass fuels are made from crops, such as corn or wheat. Biomass is a renewable resource. This is because plants and animals reproduce. Fossil fuels, like coal or oil, do not reproduce. We will always have waste. When burned, biomass fuels produce pollution, just like fossil fuels. However, because it is a source of renewable energy, people look for new ways to make and use biomass fuels each day.



Biomass

Questions

_____ 1. What is biomass?

A. organic material made from plants and animals
B. solar energy
C. wind energy
D. heat

_____ 2. Where can you find biomass?

A. in the rocks of a mountain
B. in the ocean
C. in a volcano
D. wood and garbage

_____ 3. Biomass is a renewable resource because:

A. Biomass never gets used up.
B. Plants and animals will always grow and reproduce, and we will always have waste.
C. We are always finding new deposits of biomass.

_____ 4. What is one problem with biomass?

A. It is hard to find biomass.
B. It produces similar amounts of air pollution as fossil fuels.
C. It is a nonrenewable resource.

5. What are some uses for biomass fuels?

_____

_____

5th Grade NTI

Day: 6

Reading
Math
Social Studies
Writing
Science

- Write your name on EVERY PAGE.
- Follow the directions carefully.
- If we **miss school**, this entire packet must be COMPLETED & turned in when we return to school.
- If we **don't miss school**...just bring the folder and packet back to school. Turn them into your homeroom teacher.

A

Name Toliver

Topic, Main Idea, and Supporting Details

Read the passage. Then read each question and fill in the circle next to the best answer. Day 6 RI.5.2

How to Clean Your Room

Cleaning a room doesn't have to be a hard or boring job. In fact, there are many ways to make this task easy and fun.

Listening to music can add fun to work. Before you start to clean your room, turn on a radio or put on your favorite CD. Be sure to choose music that has a lively beat. This will brighten your mood, and it will help the time go by quickly.

Picking up the trash in your room is a good place to start. This step is really quite easy. First, find a wastebasket or paper bag. Moving in time to the music, go around the room and pick up all the trash. When you finish, empty the wastebasket into a trash can.

Putting large objects away will make a room appear cleaner. Look around and find the four largest objects that need to be put away. Put these objects where they belong. In an instant your room will seem neater and your job smaller.

Next, put everything that is out of place into piles. You might place all the clothes in one pile, all the toys in another, and all the books and magazines in another. Plan ahead as you do this. That is, put the pile of toys near the toy box and the pile of clothes near the closet. Don't forget to sing along to the music while you work.

Finally, go through each pile and put everything where it belongs. Put the dirty clothes in the clothes hamper and hang up the clean clothes. Neatly arrange the books on the book shelf and put the toys in the toy box. Last, take a quick look around to be sure that you didn't forget anything. Be proud of a job well done.

Copyright © Houghton Mifflin Company. All rights reserved.

Go on

1. What is the topic of this passage?
   - **A.** how to pick up trash while moving to music
   - **B.** how to have fun while putting things in piles
   - **C.** how to clean up a room and have fun
   - **D.** how to find four large objects in a messy room

2. Which sentence from the passage states the main idea of the second paragraph?
   - **F.** Listening to music can add fun to work.
   - **G.** Before you start to clean your room, turn on a radio or put on your favorite CD.
   - **H.** Be sure to choose music that has a lively beat.
   - **J.** This will brighten your mood, and it will help the time go by quickly.

3. Which detail supports the idea that picking up trash is a good place to begin?
   - **A.** This step is really quite easy.
   - **B.** Put the toys in the toy box.
   - **C.** Be sure not to forget anything.
   - **D.** Cleaning a room doesn't have to be boring.

4. Which detail supports the idea that cleaning your room can be fun?
   - **F.** Find a wastebasket or paper bag.
   - **G.** Don't forget to sing along as you work.
   - **H.** Take a quick look around to be sure that you didn't forget anything.
   - **J.** Be proud of a job well done.

5. Which sentence from the passage states the main idea of the fourth paragraph?
   - **A.** Look around and find the four largest objects that need to be put away.
   - **B.** Put these objects where they belong.
   - **C.** In an instant your room will seem neater and your job smaller.
   - **D.** Putting large objects away will make a room appear cleaner.

STOP

Name _____ Date _____

Delicious Decimals
Expanded Form Practice

DAY 6

5 NBT 1

When you write a decimal in its expanded form, pay attention to place value! Multiply each digit by its place value and write them in an addition expression.

Example: 53.572

$(5 \times 10) + (3 \times 1) + (5 \times \frac{1}{10}) + (7 \times \frac{1}{100}) + (2 \times \frac{1}{1000}) = 53.572$

Directions: Write each decimal in expanded form.

1. 749.173 = _____
2. 32.846 = _____
3. 839.21 = _____
4. 436.834 = _____
5. 2.948 = _____

When you write expanded form as a decimal, pay attention to place value! Then, multiply each digit by its place value and add them together.

Example: $(5 \times 10) + (3 \times 1) + (5 \times \frac{1}{10}) + (7 \times \frac{1}{100}) + (2 \times \frac{1}{1000})$

53.572

Directions: Write each expanded form as a decimal.

1. $(6 \times 10) + (8 \times \frac{1}{10}) + (3 \times \frac{1}{100}) + (9 \times \frac{1}{1000}) =$ _____
2. $(3 \times 100) + (6 \times 10) + (7 \times 1) + (6 \times \frac{1}{10}) + (1 \times \frac{1}{100}) + (8 \times \frac{1}{1000}) =$ _____
3. $(1 \times 100) + (9 \times 10) + (6 \times 1) + (8 \times \frac{1}{10}) + (8 \times \frac{1}{100}) =$ _____
4. $(9 \times 100) + (7 \times 10) + (5 \times 1) + (3 \times \frac{1}{10}) + (8 \times \frac{1}{100}) + (5 \times \frac{1}{1000}) =$ _____
5. $(7 \times 100) + (6 \times 1) + (4 \times \frac{1}{10}) + (7 \times \frac{1}{100}) + (3 \times \frac{1}{1000}) =$ _____

DAY 6 S.St 5.G.GR.1

Latitude & Longitude Practice #4

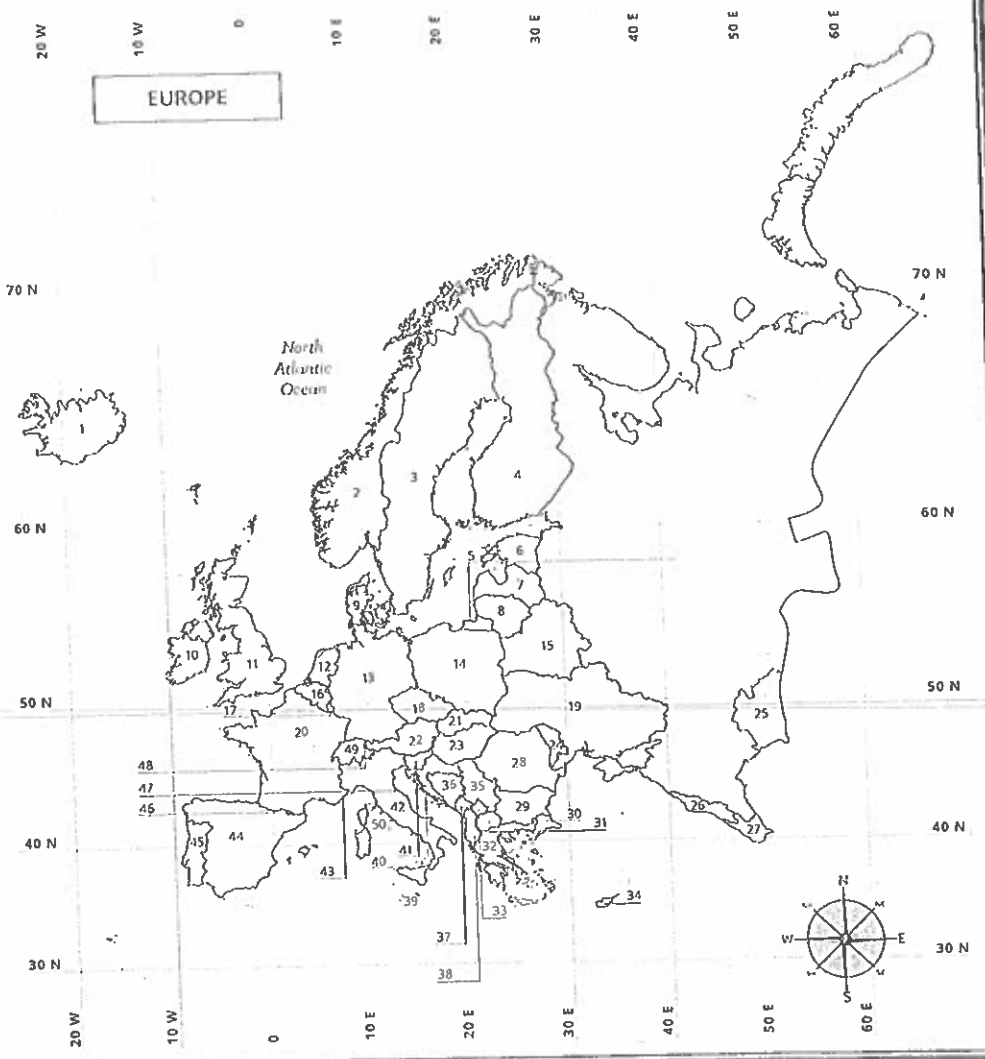
Student's Name: _____ Date: _____

Instructions: Use the map below to complete the tasks and answer the questions.

1. Circle the title of the map and the compass rose.
2. Use a blue crayon or marker to trace the line of 0° Longitude and label it "Prime Meridian."
3. The island nation of Iceland is located at 65°N, 17°W. Shade Iceland using a yellow crayon or marker.
4. The nation of Finland is located mostly between the latitude lines of 60°N - 70°N and longitude lines of 20°E - 30°E. Shade Finland using a purple crayon or marker.
5. The country of Spain is marked with number 44. Write one coordinate for Spain: _____

   If you travel directly northeast from Spain, you'll reach France, marked with number 20. Write one coordinate for France: _____
6. Poland is located at 52°N, 20°E. Shade Poland using a red crayon or marker. If you were to travel directly northwest from Poland, which ocean would you reach?

   _____
7. Draw a happy face at 57°N, 5°E and a sad face at 50°N, 10°W. Use a green crayon or marker to draw an arrow from the happy face to the sad face. Which direction did you travel? _____
8. Norway is located at 61°N, 10°E. Use a pink crayon or marker to shade Norway. Write one other coordinate for Norway: _____



Name _____

Grammar
5.1.1

And, But, and *Or*

Day 6
(Warren) L.5.1

Conjunctions are words that connect other words or groups of words in a sentence. The words *and, but,* and *or* are coordinating conjunctions. *And* joins together. *But* shows contrast. *Or* shows choice.

Alligators use their tails and feet to dig holes in the shore.

Underline the conjunction in each sentence. Tell whether it connects subjects, predicates, direct objects, or sentences.

1. Soon the animals will need to migrate, or they will die. _____
2. The mangrove trees have special roots and bark. _____
3. Lichen spreads on the tree but does not kill it. _____
4. Marlberry bushes and cabbage palms cover the land. _____
5. The heron caught the fish, but the egret stole it. _____

Write the conjunction that best performs the function shown in parentheses.

6. Crocodiles quietly watch ___ wait for their prey. (joins together)
7. A hawk dove into the river ___ did not catch the fish. (shows contrast)
8. You can conserve water by taking shorter showers __by doing full laundry loads. (shows choice)
9. Plants ___ animals rely on each other in the wild. (joins together)
10. Governments ___ businesses must cooperate to achieve conservation goals. (joins together)

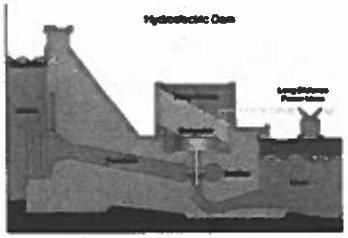
Revisit a piece of your writing. Edit the draft to make sure all conjunctions are used correctly.

Name _____ Date _____

How Do Hydroelectric Dams Work?

DAY 6 Science

By Brandi Waters



Have you ever seen a dam? A dam is a huge wall that is built across a river. The dam holds water and prevents it from flowing downstream. On one side of a dam is a huge lake, a reservoir. On the other side is a narrow river. The river flows from the bottom of the dam. The surface of the lake sits hundreds of feet above, near the top of the dam.

Why would anyone want to build a dam? It takes a lot of time, a lot of materials, and a lot of money to build one. When a dam is made, a river is blocked off. It makes the water level rise up on one side of the dam. A lot of land is flooded in the process. Why would anyone want to do this? The answer is electricity. Dams can be used to make electricity.

There are many ways to make electricity. One way is by burning coal. Coal is a cheap way to make electricity, but it has its problems. Burning coal makes smoke that pollutes the air. The process also heats up a lot of water. This can be bad for the fish that live in the lakes and rivers near coal power plants. Another bad thing about burning coal is that it is a nonrenewable resource. The coal is used up. Coal is dug up out of the ground, but some day, we will run out of it.

Electricity can also be made by burning fuels like natural gas. It can be made using nuclear reactors. Electricity can also be made using the heat of the sun or the power of wind or water. Hydroelectric dams make electricity by using the power of flowing water.

Dams can make electricity because they create a lot of water pressure. A huge, tall wall is built to hold back the water flowing down a river. There is a small opening near the bottom of the dam. The opening forms a tunnel that passes through the dam and out to the other side of the river. It allows some water to flow through the dam. The dam holds back a lot of water and forms a large lake. The lake creates a lot of water pressure. The force of gravity pushes water down and through the opening at the bottom of the dam. The taller the dam, the greater the force of the water. In the tunnel that carries water through the dam is a turbine. A turbine has blades on it, like a fan or the propeller on an airplane. As the water flows through the tunnel and past the turbine, it pushes against the blades of the turbine. The force of the water makes the turbine spin. The blades of the turbine are attached to a shaft. When the blades spin, the shaft spins, too. The shaft of the turbine is attached to a generator. The generator turns the power of the spinning shaft into electricity.

Dams are a clean way of making electricity. Nothing is burned, so no polluting smoke is made. Water is a renewable resource. As long as there is rain on Earth, water will continue to flow into the river. Why don't we get all of our electricity from hydroelectric dams? One reason is because hills or mountains are needed. Dams create water pressure with a change in elevation, or height, from the top of the dam to the bottom of the dam. In flat places, like Kansas or Florida, it is hard to find land with hills or mountains around rivers to help hold water in to form a lake.

Name _____ Monday, December 5 Date _____

How Do Hydroelectric Dams Work?

Questions

_____ 1. A dam is a _____ built within a river. Dams hold back water and create a lake where one did not naturally exist.

A. turbine
B. wall
C. hole
D. tunnel

2. What is one bad thing that happens to the land when a dam is built?

_____

_____

_____ 3. Which of the following is NOT a fuel or a power source for making electricity?

A. the sun
B. coal
C. lightning
D. wind

_____ 4. A _____ captures the energy of the water flowing through the dam. The moving water causes the blades to spin.

A. tunnel
B. generator
C. gravity
D. turbine

5. A _____ converts the captured power of the water into electricity.

_____

_____

6. What geographical features are needed when building a hydroelectric dam?

_____

_____

5th Grade NTI

Day: 7

Reading
Math
Social Studies
Writing
Science

- Write your name on EVERY PAGE.
- Follow the directions carefully.
- If we **miss school**, this entire packet must be COMPLETED & turned in when we return to school.
- If we **don't miss school**...just bring the folder and packet back to school. Turn them into your homeroom teacher.

E

Name Toliver

L.5.4a/L.5.4c Day 7

Vocabulary Dictionary: Multiple-Meaning Words

Read the definitions and the sentences that follow. Decide which definition fits the meaning of the underlined word in the sentence. Fill in the circle next to the best answer.

stand (stănd) *v.* ***stood, standing***
1. To support oneself on the feet in an upright position. **2.** To be in a certain place. *n.* **3.** A strongly held position on an issue. **4.** A small structure for selling goods.

1. My cousin works in a hot-dog stand next to the bowling alley.

A. definition 1
B. definition 2
C. definition 3
D. definition 4

2. The congresswoman's stand on raising taxes is widely known.

F. definition 1
G. definition 2
H. definition 3
J. definition 4

3. Some of the fans had to stand for the entire game.

A. definition 1
B. definition 2
C. definition 3
D. definition 4

board (bôrd) *v.* ***boarded, boarding***
1. To climb onto a vehicle or vessel. **2.** To cover up with something such as boards. *n.* **3.** A piece of sawed lumber. **4.** A group of people that oversees a company or activity.

4. My father and I had to board up the windows of the old house.

F. definition 1
G. definition 2
H. definition 3
J. definition 4

5. My aunt is a member of the board for Alton Industries.

A. definition 1
B. definition 2
C. definition 3
D. definition 4

STOP

Copyright © Houghton Mifflin Company. All rights reserved.

Multiplying and Dividing Powers of Ten 5 NBT 2 Name:

DAY 7

lve each problem.

) $80{,}000 \div 10^3$

2) 5×10^4

) $800{,}000 \div 10^4$

4) 5×10^1

) $800{,}000 \div 10^4$

6) 95×10^1

) $60{,}000 \div 10^4$

8) 3×10^3

) $40{,}000 \div 10^2$

10) 747×10^1

) $15{,}800{,}000 \div 10^3$

12)

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

DAY 7 Walker

Latitude & Longitude Quiz

Student's Name: ______________________ Date: __________

Part I: Latitude & Longitude Vocabulary

Instructions: Use the answer bank to complete questions 1-10.

Answer Bank

Equator   coordinates   latitude   relative location   Prime Meridian

Western Hemisphere   cartographer   hemispheres   absolute location   longitude

______________ 1. Sanji's teacher painted a foam ball to look like a globe. Then, he cut the ball in half to demonstrate the idea of ___, or halves of the Earth.

______________ 2. Bran's Art Studio is about 6 blocks east of the laundromat. The person who provided these directions used ___ to explain the location of the studio.

______________ 3. Manuel wanted to find the absolute location of his city, so he used a map to locate his city's ___. He discovered that his city is located at 78°N, 23°W.

______________ 4. If Pablo stands on the ___ and walks east, he will enter the Eastern Hemisphere.

______________ 5. A ___ must be able to use lines of latitude and longitude to mark specific locations on maps.

______________ 6. Lines of ___ allow us to find locations north or south of the Equator.

______________ 7. You'll find the Morning Sun Diner at 6705 North Barton Road. The person who gave this information used ___ to explain the location of the diner.

______________ 8. Lenore lives in the ___. Her home country is west of the Prime Meridian.

______________ 9. Sloan wanted to find out which countries touch the ___. Using a map, she wrote down each country that intersected with the line of 0° latitude.

______________ 10. Lines of ___ allow us to find locations east or west of the Prime Meridian.

Name : _____

NATIVE AMERICAN HERITAGE MONTH

Date : ___ / ___ / _____

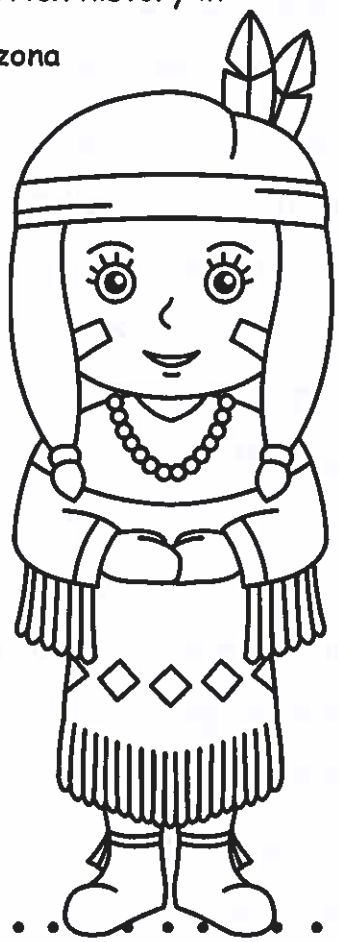
Day 7 S.St-Walker

Apache

The Apache Tribe is a group of Native Americans who have a rich history in the southwestern United States. They lived in what is now Arizona New Mexico, and parts of Oklahoma and Texas. The Apache people were known for their strong and skilled warriors. They were experts at riding horses and were often called the "Lords of the Plains."

The Apache Tribe lived in homes called wickiups. These were like small huts made from wooden poles and covered with brush or animal hides. Inside the wickiups, Apache families cooked meals, made crafts, and told stories.

The Apache people were great hunters and gatherers. They hunted animals like deer and rabbits and gathered fruits, nuts and plants to eat. They used bows and arrows for hunting and made beautiful baskets and pottery for their daily needs.



1. Where did the Apache Tribe live in the United States ?

2. What were the Apache people known for ?

3. What type of homes did the Apache people live in ?

Name : _____

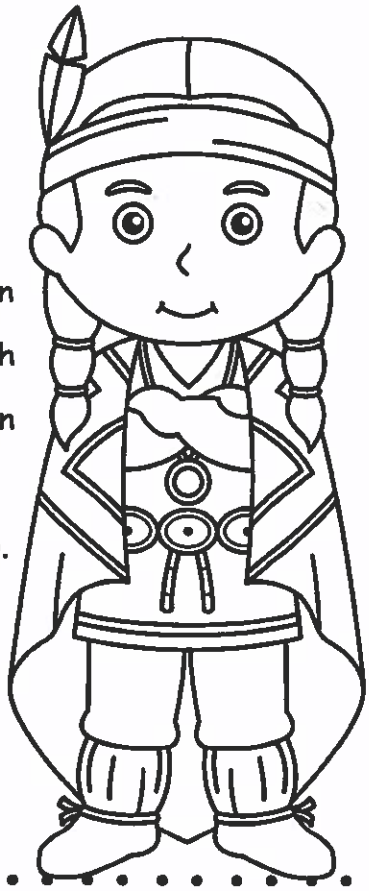
NATIVE AMERICAN HERITAGE MONTH

Date : ___ / ___ / _____

Day 7 Walker

Navajo

The Navajo Tribe, also known as the Diné, is a Native American group with a rich history in the southwestern United States. They primarily live in the Four Corners region, which includes parts of Arizona, New Mexico, Utah and Colorado. The Navajo people are known for their vibrant culture, including their beautiful woven rugs and strong sense of community.



The Navajo people often lived in homes called hogans. A hogan is a circular house made of wooden poles and covered with earth or bark. They had a door that faced east to greet the rising sun a symbol of a new day.

The Navajo people are famous for their intricate rug weaving. They create colorful, handwoven rugs with intricate designs. These rugs are not only functional but also pieces of art. The Navajo people have passed down the art of weaving from one generation to the next.

1. Where do the Navajo people primarily live in the United States ?

2. What is significant about the orientation of the door in a hogan ?

3. Why are Navajo rugs considered both functional and pieces of art ?

Name _____

Grammar
5.1.2

Day 7
L.5.1A
(Warren)

Combine Sentences and Ideas

When two complete sentences are joined using a comma and a **conjunction**, they form a **compound sentence**. If the sentences are related to the same subject or similar idea, use the conjunction *and*. If they present contrasting ideas, use the conjunction *but* or *or*.

I am interested in conservation, but I have never studied it before.

I am interested in conservation, and I hope to study it in college.

I will study conservation, or I will pursue botany.

Form compound sentences using a comma and a conjunction. Write your new sentence on the line.

1. Dad and I toured the Everglades my sister visited the museum.

_____

2. The tour lasted three hours I was glad Dad brought snacks.

_____

3. I liked seeing the wild animals. Dad enjoyed looking at the plants.

_____

4. I wish we could stay longer our trip will end in two days.

_____

5. We could go home now. We could stay for the slide show.

_____

Revisit a piece of your writing. Edit the draft to make sure sentences are combined correctly.

Name _____ Date _____

Tidal Energy

DAY 7 Science

By Meg Leonard

Caption: Dam of the tidal power plant of the Rance River, France

Tidal energy is energy from the tides. The tides are found in the ocean. Tides are caused by gravity. Gravity from the sun and moon pulls on the water in earth's oceans. This pull causes tides. Scientists and engineers have found out how to collect energy from the tides. As the tide flows in, the water flows through a special dam. Then the tidal energy is gathered. This is done with a turbine system. It is hard to find good places to collect tidal energy. There are only a few tidal power plants in the whole world. Right now, there are no sites in the United States that collect tidal energy. Only a few sites in the United States would be suitable for building a tidal power plant. Scientists look for new ways to collect energy from the ocean. They try to collect energy from waves. They look for ways to collect solar energy using offshore panels in the ocean. They look for ways to collect wind energy using offshore windmills. These may be important sources of energy in the future.

Tidal Energy

Questions

____ 1. Which of the following is true about tidal energy?

A. The United States is the only country that uses tidal energy.
B. There are many sites where it is found in the United States.
C. There are a few sites in the world that collect tidal energy.
D. It is easy to collect.

____ 2. What is tidal energy?

A. energy from wind
B. energy from the tides in the ocean
C. energy from the sun
D. energy from fossil fuels

____ 3. What causes tidal energy?

A. big winds
B. water moving in tides, caused by the sun and moon's gravity
C. lots of surfing
D. big waves

____ 4. How is tidal energy collected?

A. solar panels
B. windmills
C. wells
D. special dams and a turbine system

Name _____ Date _____

5. How does gravity cause tides?

Some people think that we should not use windmills to collect wind energy from over the ocean because it will ruin the view. Do you think this is a good reason for not collecting wind energy? Explain your opinion.

5th Grade NTI

Day: 8

Reading
Math
Social Studies
Writing
Science

- Write your name on EVERY PAGE.
- Follow the directions carefully.
- If we **miss school**, this entire packet must be COMPLETED & turned in when we return to school.
- If we **don't miss school**...just bring the folder and packet back to school. Turn them into your homeroom teacher.

A

Name Toliver

Text Organization Day 8 RI 5.5

Read the passage. Then read each question and fill in the circle next to the best answer.

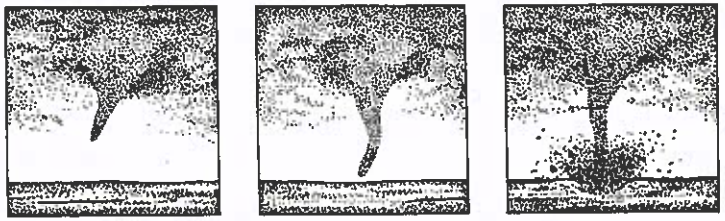
Spotting a Tornado

A small funnel-shaped cloud dropped from the slowly moving storm. As it grew larger, the cloud twisted violently like an angry snake. Two miles away, the people in the small town of Water Valley, Ohio, watched in horror.

The people of Water Valley had reason to be frightened. Small funnel clouds can quickly turn into fierce tornadoes that touch the ground. The wind speeds in a tornado may reach 200 to 300 miles per hour. Such powerful tornadoes can destroy everything in their path.

Tornadoes are carried along by the storm clouds in which they form. They may move in a straight path or appear to skip from place to place. This irregular movement makes it difficult to guess where tornadoes will move next — and it makes them more dangerous.

Look at the pictures below. If you ever see such a sight, take cover.



A tornado first appears as a small funnel-shaped cloud dropping out of storm clouds.

Go on

1. How is the passage organized?
   - **A.** by listing the events in the Water Valley, Ohio, tornado
   - **B.** by explaining what to do if you see a tornado
   - **C.** by describing a tornado and explaining how tornadoes form
   - **D.** by listing the wind speeds of tornadoes

2. Why is the town of Water Valley, Ohio, mentioned in the introduction?
   - **F.** to get the reader's attention
   - **G.** to explain the illustration
   - **H.** to explain the caption
   - **J.** to understand the title

3. Which text feature helps you picture the subject?
   - **A.** the introduction
   - **B.** the illustration
   - **C.** the title
   - **D.** the caption

4. What does the caption tell you?
   - **F.** how the people of Water Valley felt
   - **G.** how a tornado forms
   - **H.** how a thundercloud forms
   - **J.** what the wind speed is in a tornado

5. What can you learn from the title?
   - **A.** that the passage is about Water Valley
   - **B.** that the passage is about tornadoes
   - **C.** that the passage is about clouds
   - **D.** that the passage is about storms

STOP

Multiplying and Dividing Powers of Ten 5 NBT 2 Name: _____

DAY 8

11) $15{,}800{,}000 \div 10^3$

12) 9×10^1

13) $70{,}000 \div 10^3$

14) 331×10^1

15) $9{,}800 \div 10^2$

16) 95×10^4

17) $100 \div 10^1$

18) 9×10^1

19) $690{,}000 \div 10^2$

20) 9×10^2

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

1-10	95	90	85	80	75	70	65	60	55	50
11-20	45	40	35	30	25	20	15	10	5	0

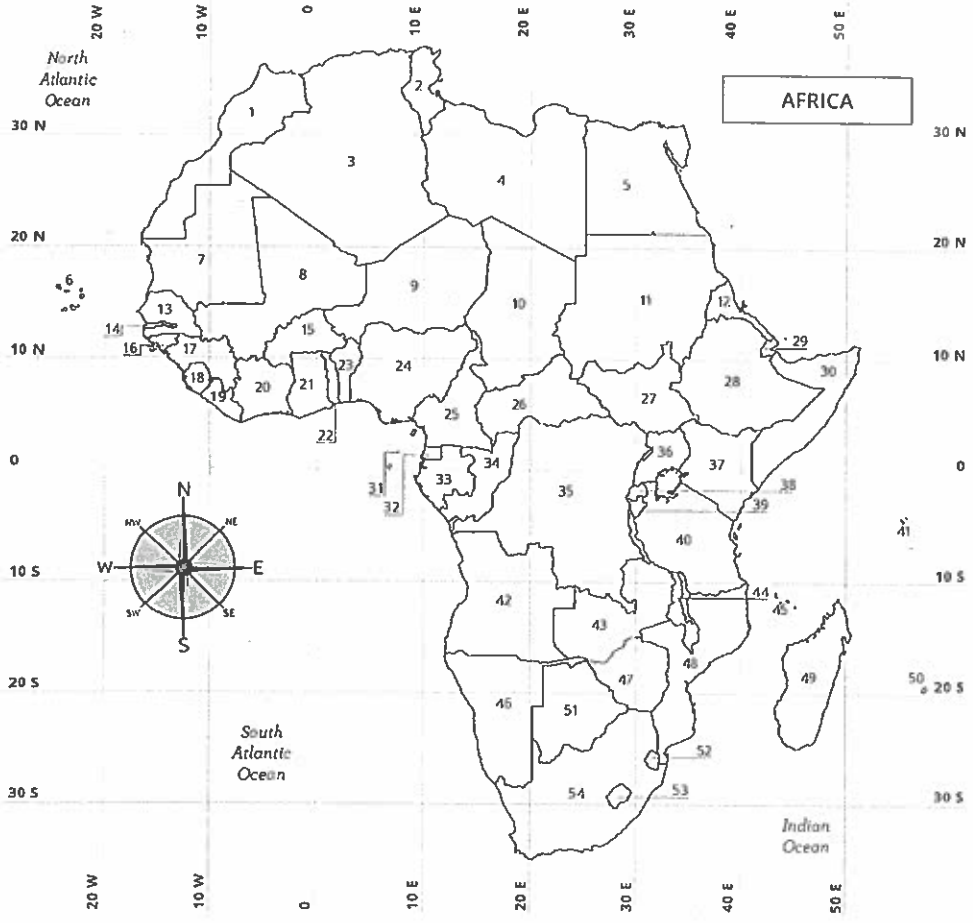
DAY 8 Sgt. Walker 5.G.GR.1

Part 2: Map Tasks and Questions

Instructions: Use the map to complete the tasks and answer the questions.

1. Which continent is shown on the map below? _____
2. Using a red crayon or marker, trace the Equator. Using your pencil, label the Equator.
3. Using a blue crayon or marker, trace the Prime Meridian. Using your pencil, label the Prime Meridian.
4. The island country of Madagascar is located at 20°S, 47°E. Shade Madagascar using a yellow crayon or marker.
5. Morocco is located at 32°N, 8°W. Shade Morocco with a green crayon or marker. Which ocean borders Morocco? _____
6. Draw a happy face at 18°N, 12°E and a sad face at 30°N, 20°E. Use a purple crayon or marker to draw an arrow from the happy face to the sad face. Which direction did you travel? _____
7. The country of Ethiopia is marked with number 28. Write two possible coordinates for Ethiopia.

_____



8. The country of Mali is marked with number 8. Write one coordinate for Mali: _____

   If you travel directly east from Mali, you'll reach Chad, the country marked with number 10. Write one coordinate for Chad:

   _____

9. Egypt is located at 25°N, 30°E. Shade Egypt with an orange crayon or marker.

Name _____

Grammar
5.1.3

Day 8
L.5.1a-d
(Warren)

Subordinating Conjunctions

Subordinating conjunctions are words that connect one sentence part to another. The subordinating conjunction makes one part of the sentence dependent on the other part. When two sentences are connected using a subordinating conjunction, they form a complex sentence. Some subordinating conjunctions are *if, because, although, after, when,* and *where.*

Because the hawk is desperate for food, it waits patiently to seize its prey.

Use a subordinating conjunction to write each pair of sentences as a complex sentence. Add commas where needed.

1. I wrote my report on the Everglades. I researched my topic thoroughly.

_____

2. Our class saw the sun set over the still water. We all sighed in amazement.

_____

3. We were on our best behavior. Going on the field trip was a privilege for our class.

_____

4. We were all tired after our day. We continued to talk enthusiastically about our experiences.

_____

_____

5. It was a great trip. We will go back again soon.

_____

Revisit a piece of your writing. Edit the draft to make sure all subordinating conjunctions are used correctly.

Name _____ Date _____

Biodiesel

DAY 8 Science

By Meg Leonard

Diesel is a type of fuel. It is used to power large vehicles, such as buses, tractors, and trucks. It is made from oil. This makes it a non-renewable fuel. Biodiesel can be used instead of diesel. Biodiesel is a renewable fuel. It can be made from vegetable oil. It can be made from animal fat. It can be made from grease. It can be used in any engine that runs on diesel fuel. No changes need to be made to the engine. Biodiesel fuel burns more cleanly than diesel fuel. Most people who use biodiesel fuel mix it with some petroleum diesel. This still saves some oil. Biodiesel produces less black smoke. It smells better, too. If restaurant grease is used, it can smell like French fries! Biodiesel produces some air pollution. However, it produces less toxic pollution than diesel fuel. Biodiesel is more expensive to produce than diesel fuel. If biodiesel were used instead of oil-based diesel fuel, there could be many negative effects on the environment. More fertilizers would be used. These are bad for the land. Because the price of crops for biodiesel command a good price, many farmers could stop growing crops for food in favor of the more profitable biodiesel crops. This could lead to food shortages. Biodiesel can be hard to use in cold environments. It starts to solidify at cold temperatures before traditional diesel fuel. Biodiesel works to clean out engines. However, it can also cause problems with hoses and fuel pumps. Biodiesel has some big advantages, but there are still some problems with it. If some of these problems can be solved, more vehicles may run on biodiesel fuel in the future.

Biodiesel

Questions

_____ 1. Why do we use diesel fuel?
- A. to power vehicles
- B. to heat water
- C. to power factories
- D. to heat homes

_____ 2. What is used to make diesel fuel?
- A. coal
- B. solar power
- C. rocks
- D. oil

_____ 3. Which of these is NOT used to make biodiesel fuel?
- A. grease
- B. animal fat
- C. natural gas
- D. vegetable oil

_____ 4. You do not need to _____ a diesel engine to use biodiesel.
- A. find
- B. make
- C. change
- D. use

Name _____ Date _____

5. What are some benefits to using biodiesel fuel?

_____

_____

Write a letter to a business that owns many large buses. Persuade them to use biodiesel fuel instead of diesel.

5th Grade NTI

Day: 9

Reading
Math
Social Studies
Writing
Science

- Write your name on EVERY PAGE.
- Follow the directions carefully.
- If we **miss school**, this entire packet must be COMPLETED & turned in when we return to school.
- If we **don't miss school**...just bring the folder and packet back to school. Turn them into your homeroom teacher.

A

Name Toliver

Sequence of Events Day 9

Read the passage. Then read each question and fill in the circle next to the best answer. RI 5.5 subskill

What a Blast!

On a spring morning in 1980, an earthquake shook the ground under Mount St. Helens in Washington. As a result, one side of the mountain slid away.

The earthquake created the largest landslide ever. It also awakened a volcano that had been quiet for over one hundred years. Just after the earthquake occurred, a blast of hot gas, steam, and rock spewed into the air. A huge cloud of ashes rose nearly ten miles into the sky. The ashes were then picked up by the wind and scattered over 35,000 square miles.

Over 150 square miles of forest were flattened by the blast. A scorching fire following the blast burned the forest to the ground. When the fire died down, scientists went in to view the area. They saw that the beautiful mountain scene now looked like the surface of the moon.

A year after the eruption, new plants began to appear at the edge of the blast zone. After several more years, the plants had spread across the area. Later, a few tiny trees sprang up from cracks in rocks. Following the trees, coyotes, foxes, and elk began to return to the mountain.

Today the volcano is a laboratory for scientists, who have made many discoveries. For example, they have learned how an ecosystem can renew itself and about the power of volcanoes.

Go on

1. What happened just before the landslide at Mount St. Helens?
   - **A.** Ashes were scattered over 35,000 square miles.
   - **B.** Coyotes, foxes, and elk came to the mountain.
   - **C.** The forest was burned by a scorching fire.
   - **D.** An earthquake happened under the mountain.

2. Which event happened first?
   - **F.** A blast flattened over 150 square miles of forest.
   - **G.** Scientists viewed the area destroyed by the volcano.
   - **H.** A fire burned 150 square miles of forest.
   - **J.** A few tiny trees sprang up from cracks in rocks.

3. When did the events in the fourth paragraph take place?
   - **A.** before the eruption
   - **B.** during the eruption
   - **C.** in the years following the eruption
   - **D.** one hundred years after the eruption

4. Which of these shows the order in which living things returned to the mountain?
   - **F.** animals, plants, trees
   - **G.** plants, trees, animals
   - **H.** trees, animals, plants
   - **J.** plants, animals, trees

5. Which signal word or words from the last paragraph show a time shift from the past to the present?
   - **A.** Today
   - **B.** discoveries
   - **C.** For example
   - **D.** renew

Copyright © Houghton Mifflin Company. All rights reserved.

STOP

K5 Learning

Powers of 10 5NBT2 DAY 9

Grade 5 Exponents Worksheet

Find the value of the following exponents.

1. 10^5

2. 10^8

3. 10^6

4. 10^1

5. 10^2

6. 10^4

7. 10^7

8. 10^3

Name: _____ Date: Day 9

S.St - Walker

Directions: Use the map to answer the questions.

1. Shade a state you would like to visit.

2. What is north of that state?

_____

3. What is south of that state?

_____

4. What is west of that state?

_____

5. What is east of that state?

_____

6. Describe the size the state you chose.

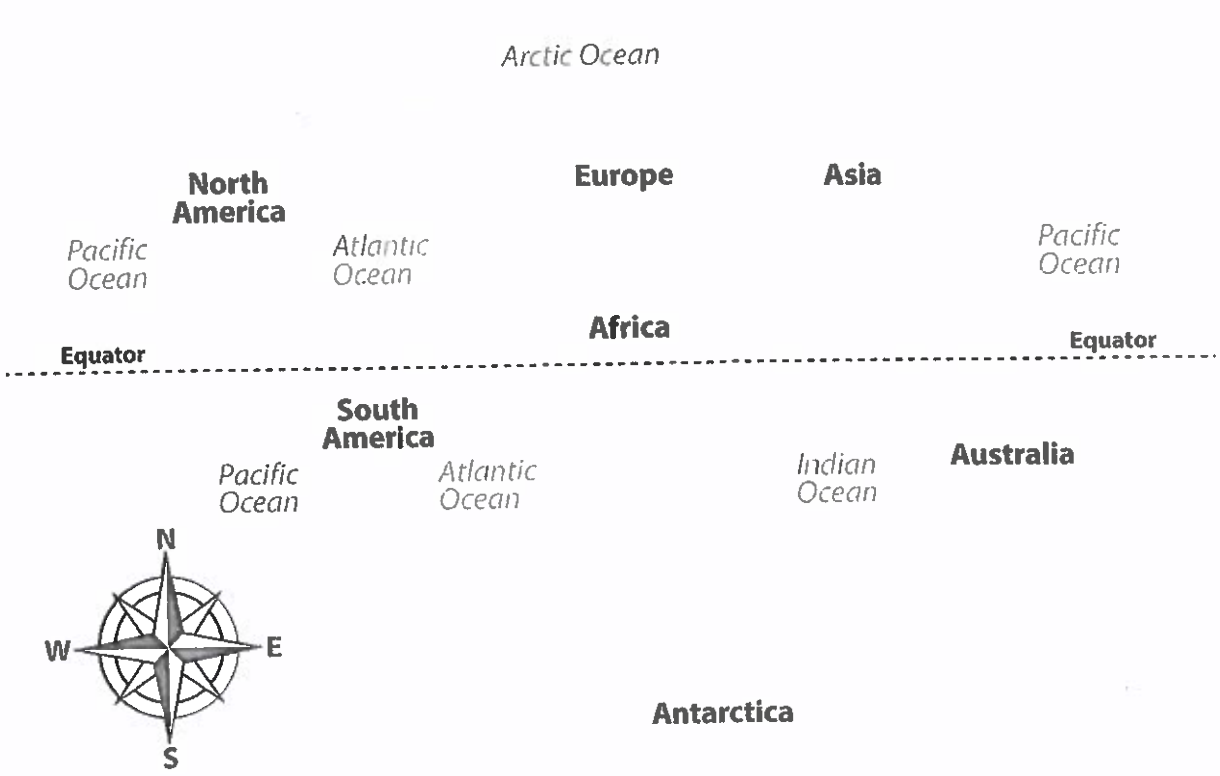
_____

Map Skills

Day 9

Name: _____ Date: _____

Directions: Study the map of the world. Then, answer the questions.



1. Circle the continent where you live.

2. Describe your continent's position. What other continents or bodies of water is it near? Use the compass rose to help you.

_____

_____

_____

3. Trace the equator in blue.

4. Name two continents that are on the equator.

_____

5. Name a continent that is entirely south of the equator.

_____

(Warren L.5.2a-e

Name _____ Day 9

My Sister, Dolley Madison

the war that began with great britain two years ago has now reached our doorstep at the beginning of the summer, british troops began to advance on our nations capital. As we now approach the end of august 1814 british soldiers have taken over washington. The White House, home to my sister dolley and president james Madison, her husband has been set afire. with her determined spirit Dolley has been a true heroine?

- commas
- names of people
- names of nationalities

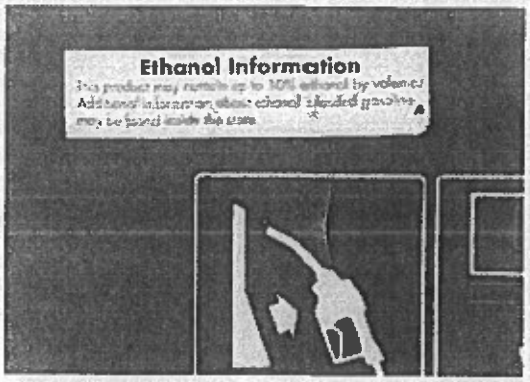
Name _____ Date _____

Ethanol

DAY 9 Science

By Meg Leonard

Ethanol is a renewable fuel. It is made from plants. Some of these plants are corn, sorghum, and wheat. Ethanol is an alcohol that is made from the sugars in these plants. Other things can be used to make ethanol. Potato skins, rice, and yard clippings are some examples. In the past few years, people have become more interested in using ethanol as a fuel. Here are a few reasons. It is a renewable fuel. We can always grow more plants. Gasoline is a non-renewable resource. We could run out of gasoline someday. Ethanol burns more cleanly than gasoline. It does not give off as much air pollution. Today, many gas stations sell gasoline that is mixed with ethanol. We may see even more ethanol fuel in the future.



Ethanol

Questions

_____ 1. What is ethanol?

A. corn syrup
B. natural gas
C. a non-renewable fuel
D. a renewable fuel

_____ 2. What is used to make ethanol?

A. oil
B. water
C. dirt
D. plants

_____ 3. Which of these is NOT true about ethanol?

A. It burns more cleanly than gasoline.
B. No one uses ethanol today.
C. It is made from the sugar in plants.
D. It can be mixed with gasoline.

4. What can used to make ethanol fuel?

_____

_____

5th Grade NTI

Day: 10

Reading
Math
Social Studies
Writing
Science

- Write your name on EVERY PAGE.
- Follow the directions carefully.
- If we <u>miss school</u>, this entire packet must be COMPLETED & turned in when we return to school.
- If we <u>don't miss school</u>...just bring the folder and packet back to school. Turn them into your homeroom teacher.

A

Name Toliver

Author's Viewpoint Day 10

Read the passage. Then read each question and fill in the circle next to the best answer. RI.5.6 Subskill

Sybil Ludington

On a cold night in 1777, two thousand British soldiers attacked the town of Danbury, Connecticut. Danbury was very important to the colonial army because it was a storage place for food, clothing, and medicine. Unfortunately, only 150 colonial soldiers were available to defend the town. The small army needed help!

A messenger quickly left on horseback to ask Colonel Henry Ludington to bring more troops. However, when the rider arrived at Ludington's farm, he learned that Ludington's men had gone home.

Who could round up the soldiers in the dead of night? Ludington thought of his 16-year-old daughter, Sybil. He knew she could do this dangerous job. In an instant, Sybil saddled her horse Star and rode into the frozen dark. She bravely galloped from farm to farm. She followed twisting, muddy roads across the countryside. Along the way, she shouted the news of the attack. She warned families to be ready to flee if the British should come their way.

Sybil arrived home early the next morning. When she got there she saw more than 400 men preparing to leave for the twenty-five-mile journey to Danbury. Colonel Ludington was very grateful that she had helped.

Today, people remember Sybil's courageous ride. A statue of Sybil and Star stands in the town of Carmel, Connecticut. Sybil has also been honored by having her picture on a postage stamp.

Go on

1. What is the author's viewpoint in this article?
   - **A.** Sybil's ride was the most important event in the American Revolution.
   - **B.** Ludington's soldiers should have been ready for battle.
   - **C.** Sybil was too young to make such a dangerous ride.
   - **D.** Sybil Ludington's bravery helped the colonial soldiers.

2. Which statement reflects the author's opinion?
   - **F.** Sybil Ludington was a very brave girl.
   - **G.** Danbury was a storage place for food, clothing, and medicine.
   - **H.** More than 400 men went to help the troops in Danbury.
   - **J.** A statue of Sybil and Star stands in the town of Carmel.

3. How do you know that the following statement is a fact, and not the author's viewpoint?

   On a cold night in 1777, two thousand British soldiers attacked the town of Danbury, Connecticut.
   - **A.** The author is reliable.
   - **B.** The statement can be proven.
   - **C.** Detailed information is given.
   - **D.** The statement is easy to believe.

4. Why did the author most likely write this article?
   - **F.** to entertain the reader with a story about a girl and a horse
   - **G.** to inform the reader about events during the colonial period
   - **H.** to describe the Connecticut countryside
   - **J.** to persuade the reader to visit the statue of Sybil

5. Which of these phrases shows that the author respects Sybil Ludington?
   - **A.** shouted the news
   - **B.** muddy roads
   - **C.** dangerous job
   - **D.** twenty-five-mile journey

Copyright © Houghton Mifflin Company. All rights reserved.

STOP

5NBT 5 Multiplication (Vertical) DAY 10 Name:

Solve each problem.

1) 223×12

2) 637×54

3) 535×43

4) 341×98

5) 653×16

6) 960×17

7) 362×12

8) 493×91

9) 807×55

10) 218×54

11) 663×27

12) 335×13

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

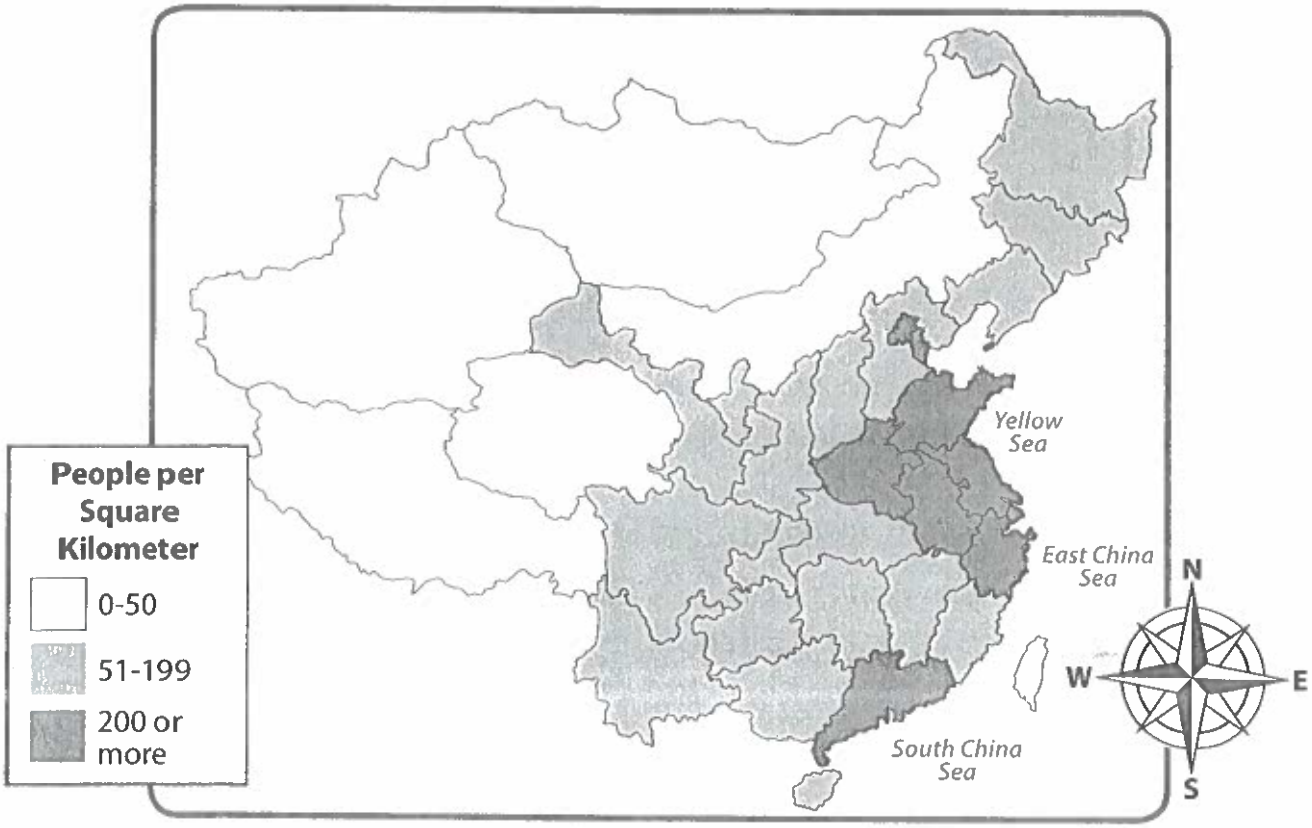
Day 10

Name: _____ Date: _____

S. St. - Walker

Directions: The map shows how many people live in different parts of China. Study the map, and answer the questions.

Population Density in China



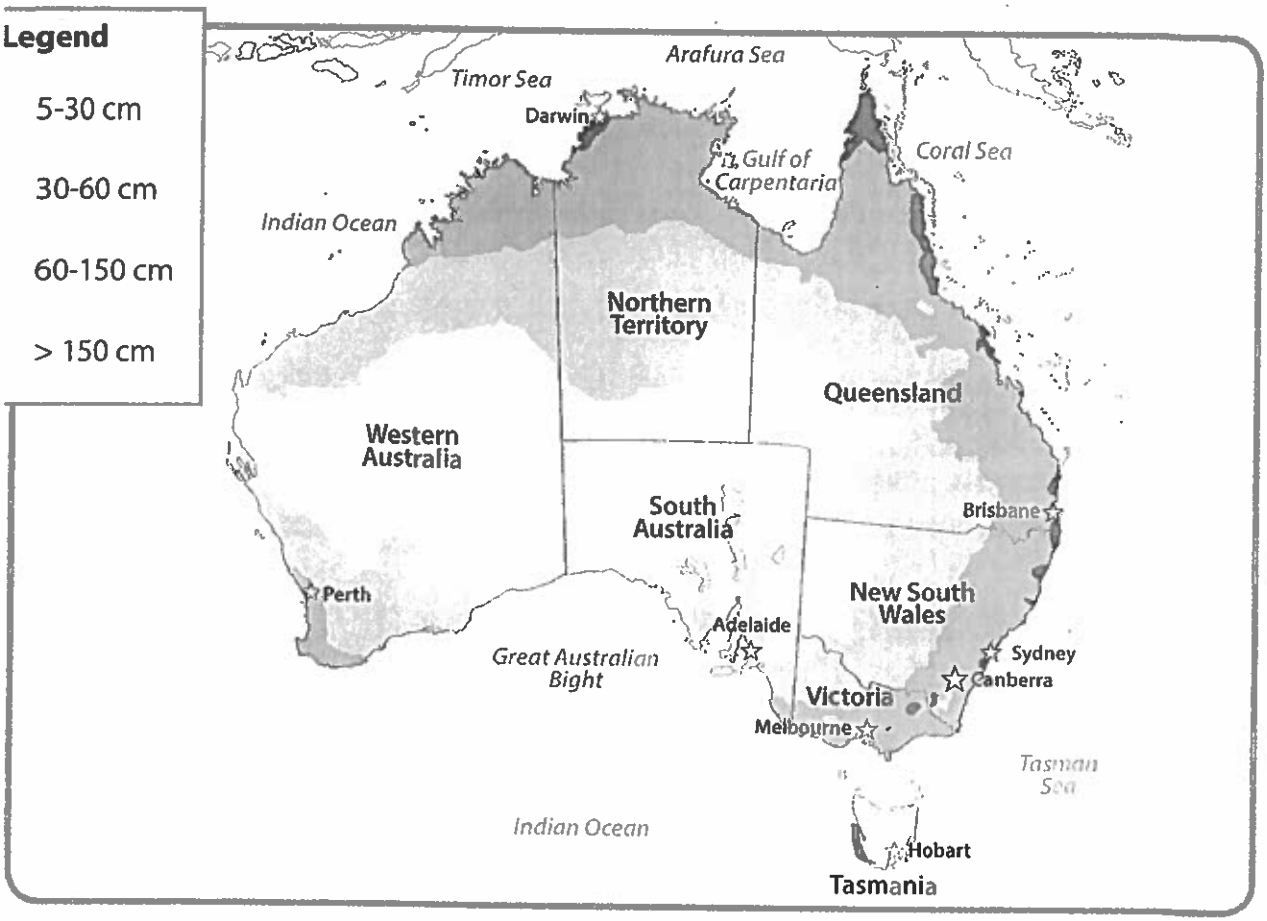
1. Describe where the highest populations are in China.

2. What bodies of water make China's eastern border?

3. Do you think the capital city, Beijing, is in eastern or western China? Why?

Name: _____ Date: _____

Directions: This map shows Australia's average yearly rainfall. Study the map, and answer the questions.



1. About how much rain does Darwin in the Northern Territory receive?

_____

2. Which regions of Australia receive the least amount of rainfall?

_____

3. Describe the rainfall in Tasmania.

_____

_____

4. How might the amount of rainfall help people decide where to create a city?

_____

_____

TEACH THIS
WORKSHEETS ACTIVITIES & GAMES

Day 10 (Warren)

DEMONSTRATIVE PRONOUNS

This, That, These or Those?

A. Complete the sentences with the demonstrative pronouns *this* or *these*.

1. ..... is one bad headache. I should probably take something for it.
2. ..... are confidential. You can't show them to anyone!
3. ..... looks a little big. Maybe I should ask for a shirt in a smaller size.
4. ..... seems like a bad idea. I don't want to be a part of it.
5. ..... can't be yours. They don't seem to suit you at all.
6. ..... is extremely important information. Make sure you understand it.

B. Complete the sentences with *that* or *those*.

1. ..... isn't what I said. I can repeat it again if you like.
2. ..... are so beautiful! I've always dreamt of having similar shoes!
3. ..... is something you'll have to ask your teacher. I don't have the answer for you.
4. ..... look like delicious desserts. I'd like to bring a few of them home.
5. ..... isn't my car. It's my neighbour's.
6. ..... need to be washed again. They still look dirty.

C. <u>Underline</u> the correct demonstrative pronouns in the sentences.

1. Is *that* / *those* your hat on the table? It isn't mine.
2. Are *those* / *these* your pencils here?
3. *This* / *These* is my father's watch.
4. *That* / *Those* was such an interesting experience.
5. Are *this* / *these* your shoes? I found them on the floor.
6. It looks dangerous! I don't know about *this* / *these*.
7. *This* / *these* is unacceptable behaviour!
8. *This* / *These* smell like cotton candy.
9. What are *that* / *those*?
10. What a beautiful project! Did you do *this* / *these*?
11. I want to do something like *that* / *those* to my hair! I always see it in magazines.
12. *That* / *Those* have a strong flavour. I'd recommend trying only one first.

Name _____ Date _____

DAY 10 Science

What Is Energy?

By Patti Hutchison

Energy is defined as the ability to do work. Every living thing needs energy. Most of it comes from the sun. Plants are producers. They capture the sun's energy. They use it to grow and reproduce. Any energy that is not used by the plant is stored. Animals are consumers. They eat the plants to get energy for their own life processes. We need energy in order to be able to do anything.

What did you eat this morning? Did you have a bowl of cereal? A piece of toast? These foods are made from grains, which come from plants. When you eat them, you are consuming the energy the plants have stored from the sun. This energy is used by your body. It helps you to do work.

Solar energy flows through the food chain. The food chain is a diagram that shows how energy from the sun is used by producers. It also shows how this energy is transferred to consumers in an ecosystem.

There is energy all around us. What do we use it for? We use it to keep warm. We use it to power our vehicles. Did you ever stop to think of where this energy comes from? If you heat with wood, it comes from plants. Even fossil fuels such as gasoline come from decayed plants and animals. Where did they get this energy that we are now using? You guessed it - from the sun! Many forms of energy can be traced back to the sun, but there are also energy sources that do not come from the sun. These include geothermal energy, hydroelectric energy, nuclear energy, and wind energy.

Energy sources are natural resources. They can be renewable or nonrenewable. Solar energy is, of course, a renewable resource. The sun will keep sending solar energy our way for a few more billion years.

Energy from plants is also a renewable energy source. Trees are cut for firewood to heat our homes. New trees can be planted to replace the ones that are cut down. If our forests are managed in this way, we will have wood to use as energy for years to come.

Fossil fuels, on the other hand, took millions of years to form. It would take millions of years for them to form again. These are nonrenewable sources of energy. Some examples are coal, oil, and natural gas.

There is a scientific law that says that energy cannot be created or destroyed. However, it can change from one form to another. All types of energy can be categorized as either kinetic energy or potential energy. Potential energy is stored energy. Think of Niagara Falls. The water at the top of the falls has potential energy. Kinetic energy is the energy of motion. As the water falls over the cliff, the energy changes from potential to kinetic. Gasoline, made from oil, is stored in a tank below the ground. At this point, it has potential energy. When it is burned in a car engine, it makes the car move. Then it has kinetic energy.

We use energy to light our homes, power our machines and cars, keep us warm in the winter and cool in the summer, and much more. We use batteries, engines, electricity, and fire, as well as other energy sources. Each of these use different forms of energy. There are many different forms of energy, but they all have one thing in common - they have the ability to do work.

Name _____ Date _____

Today, November 30

What Is Energy?

Questions

1. What is the definition of energy?

_____

_____

_____ 2. Most of our energy comes from:

A. the sun
B. Niagara Falls
C. automobiles

3. What is a food chain?

_____

_____

_____ 4. Resources such as solar energy and wood are called:

A. fossil fuels
B. nonrenewable
C. renewable

_____ 5. Resources such as oil, natural gas, and coal are:

A. nuclear energy
B. nonrenewable
C. renewable

6. Name the two broad categories of energy.

_____

_____