

5th Grade NTI



Day:

6

Reading

Math

Social Studies

Writing

Science

- Write your name on EVERY PAGE.
- Follow the directions carefully.
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Identifying verbs

Grade 3 Verbs Worksheet

Circle the verbs in the sentences.

Verbs are doing words.
A verb can express
a physical action (e.g. to run),
a mental action (e.g. to think)
or a state of being (e.g. to be).

1. There were no seats at the concert, so we stood. (2)
2. Bill helped Tina with her homework. (1)
3. My dad looked very happy when he got an award. (2)
4. I packed myself a snack for after school. (1)
5. Joe covered second base for the whole game. (1)
6. The dog barked at the cat in the tree. (1)
7. My mom framed the picture that I drew. (2)
8. The teacher explained present tense and past tense. (1)
9. The waiter served us lemonade and French fries. (1)
10. Cathy raises chickens for their eggs. (1)
11. My brother opened his laptop computer to check his mail. (2)
12. We all watched the last game together. (1)



Language Arts

Reading and Math for K-5

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A

Name

Oliver Doyle

Topic, Main Idea, and Supporting Details

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

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.

Go on

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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

The First Continental Congress

The British wanted to punish and control the colonies, but instead, the laws they enacted made the colonies more united against Great Britain. Before the French and Indian War, each colony functioned as an independent body. After the passage of the Intolerable Acts, the colonists realized that it would be best to work together to deal with the British.



The First Continental Congress met in Philadelphia in 1774.

A convention of delegates, or representatives, came together in Philadelphia in 1774. That meeting was the **First Continental Congress**. A congress is a group of leaders who meet to make decisions and rules. All of the colonies, except Georgia, sent delegates. The colonists sent a letter to the king of England. The letter explained that all men had certain rights and that British laws had violated those rights. The colonists agreed that England should be able to make certain laws. However, the colonies should have responsibility for managing most of their own affairs. The letter asked the King and Parliament to repeal the unfair laws.

Next, the Congress planned an action that would force Great Britain to repeal the laws. The colonists agreed to boycott all English imports. The colonists refused to purchase goods from England until the Intolerable Acts were repealed. The congress met for over a month, but before leaving, the leaders agreed to meet again the next year if an agreement with England had not been reached.

Which two words mean about the same?

- resolution delegate repeal representative

- What was the purpose of the boycott on all English imports?
 - to force Great Britain to repeal its unfair laws
 - to encourage trade with other countries
 - to create a Continental Congress
 - all of these
- Put a check next to the two outcomes of the First Continental Congress.

_____ voted on the taxation of tea and other goods	_____ sent a letter asking Britain to repeal its unfair laws
_____ planned the Boston Tea Party	_____ planned a way to force Great Britain to repeal the laws
- Which word means "to refuse to purchase a company's goods"?

boycott	resolution	repeal	congress
---------	------------	--------	----------
- What was the French and Indian War mostly about?
 - The Indians did not get along with the French.
 - The French and the British were fighting over land.
 - The French helped the Indians to defend their land.
 - England helped the Indians win their land from the French.
- A(n) _____ is a tax on imports.

demand	tariff	boycott	proclamation
--------	--------	---------	--------------
- Match each event with its effect.

_____ Proclamation of 1763	A) sharing ideas and goods between the New World and Europe
_____ First Continental Congress	B) stopped the westward expansion of the colonies
_____ Intolerable Acts	C) laws to punish the colonists
_____ Columbian Exchange	D) a meeting of colonial representatives to plan a response to British actions

Decimals in expanded form

Grade 5 Place Value Worksheet

Write the numbers in expanded form.

$$30.512 = (3 \times 10) + (5 \times \frac{1}{10}) + (7 \times \frac{1}{100}) + (2 \times \frac{1}{1000})$$

1) 0.546

2) 4.01

3) 28.5

4) 34.5

5) 2.75

6) 7.14

7) 24.1

8) 0.947

9) 3.56

10) 8.13

11) 1.16

12) 2.9

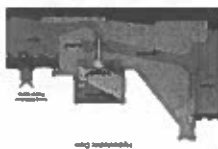
13) 87.2

14) 9.68

15) 45.2

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

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



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 produces the ash. This ash is a problem because it can get into the water and harm the fish that live in the lake and rivers near coal power plants. Another bad thing about burning coal is that it is a nonrenewable resource. The 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 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 water turns the blades of the turbine. In the turbine, 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.

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

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

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

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

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

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

5th Grade NTI



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7

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Math

Social Studies

Writing

Science

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Name: Lois Talbot

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**

certain place. *n.* 3. A strongly held position on an issue. 4. A small structure for selling goods.

1. To support oneself on the feet in an upright position. 2. To be in a

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**

as boards. *n.* 3. A piece of sawed lumber. 4. A group of people that oversees a company or activity.

1. To climb onto a vehicle or vessel.
2. To cover up with something such

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



Name: _____ Date: _____

Words with Similar Meanings

Synonyms are words that have the same or similar meanings.

Synonyms for *pretty*: beautiful, gorgeous, attractive

Write the word in parentheses that means the same or about the same as the word on the left.

1. small

2. large

3. warm

4. eat

5. brave

6. silly

7. smart

8. nice

9. stinky

10. scare

11. run

12. cold

13. draw

Answer Choices

1. (large, tiny, fat)

2. (huge, round, little)

3. (cold, blanket, hot)

4. (full, guzzle, hungry)

5. (scared, courageous, big)

6. (foolish, tired, laugh)

7. (open, loud, intelligent)

8. (bad, delightful, cold)

9. (foul, sweet, run)

10. (brave, scream, frighten)

11. (dash, walk, crawl)

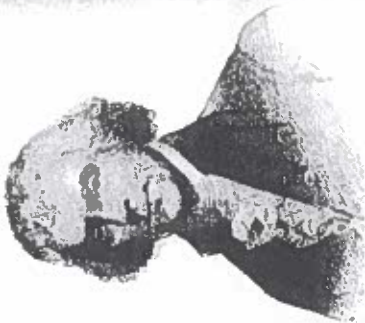
12. (steamy, snow, chilly)

Language Arts

The Declaration of Independence

The colonial leaders had tried to settle their differences with Britain, but they did not succeed. After much debate, the delegates of the Second Continental Congress agreed that the colonies should break free from Britain. They decided to write a statement announcing that America was an independent country. This announcement was **The Declaration of Independence**. Thomas Jefferson wrote the first draft of the Declaration, which he divided into several parts. In the **Preamble**, or first part, of the Declaration, Jefferson explained why separation from Britain was necessary.

The document declared that "all men are created equal" and that men have certain rights. It explained that governments receive their power from the "consent of the governed." In other words, citizens must have a say in the rules and laws of their country. The Declaration goes on to say that when a government does not listen to the voice of the people, the people have a responsibility to change the government. The Declaration also outlined the many wrongs that Parliament and the King of England had committed and reminded the reader that the colonies had done everything they could to avoid separation from Britain. The final section stated that the colonies were now free from Great Britain.



Thomas Jefferson

Thomas Jefferson and the committee presented the Declaration to the Congress and after several days of discussion, it was approved. On July 4, 1776, the delegates of the Second Continental Congress signed the Declaration of Independence to show that they agreed with what was written. The final draft was printed on flyers and in newspapers. It was read at public meetings. Copies were sent to Great Britain.

1 2 In the passage, underline the meanings of the term *preamble* and of the phrase, *consent of the governed*.

Day 7

3 Who wrote the first draft of the Declaration of Independence?

4 Who signed the Declaration of Independence?

5-7 What happened after the Declaration of Independence was completed?

_____ The final draft was printed on flyers and in newspapers

_____ The Declaration was read in public meetings

_____ The delegates of the Second Continental Congress signed the document

_____ Copies of the Declaration were sent to Great Britain

_____ Gun battles occurred in Lexington and Concord

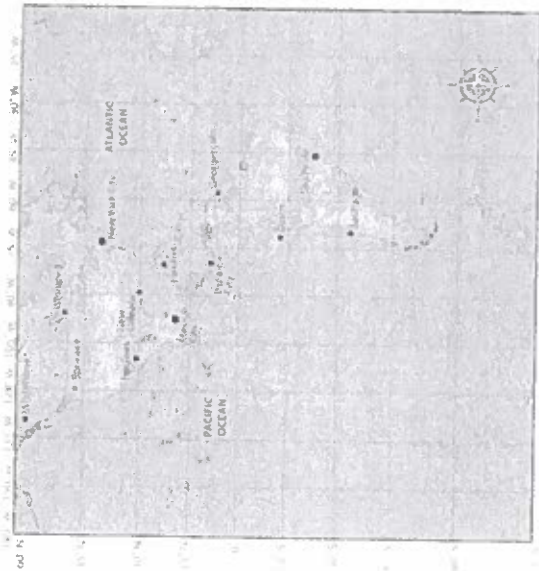
8-10 Use the map to answer the following questions.

• Santiago, Chile, is on which continent?

• It is in which two hemispheres?

• What city is closest to 46° N, 120° W?

• This is a(n) _____ (absolute / relative) location



Tidal Energy

By Steve Leonard

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



from ways to convert energy from the ocean (by a turbine) to collect wind energy using offshore windmills. These may be important sources of energy in the future.

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 places where it is found in the United States.
 - C It is easy to collect.
 - 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 swirling
 - D big waves
4. How is tidal energy collected?
 - A solar panels
 - B windmills
 - C wells
 - D special dams and a turbine system

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.

5. How does gravity cause tides?

5th Grade NTI



Day:

8

Reading

Math

Social Studies

Writing

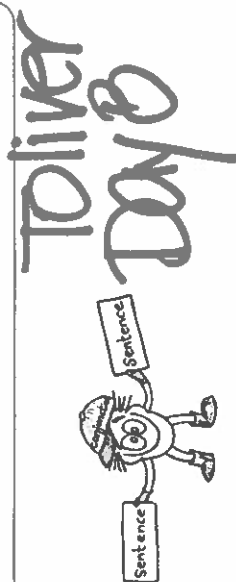
Science

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Name: _____ Date: _____

Conjunctions Worksheet (Circling Part 2)

Conjunctions are words that join two or more words, phrases or clauses. Example: for, and, nor, but, or, yet, so.



Directions: Read each sentence below. Circle the conjunction that connects the two phrases.

Example A: Stephen loves to play basketball, for he is very tall.

Answer: for

1. David has to wake up early, so he can climb the mountain.
2. Sophia ate a lot, yet she is still hungry.
3. The man is fast, but the woman is faster.
4. Derek went to the mall, so he could shop.
6. May loves to cook, but she needs new stove.
7. Stephen loves to play baseball, for he is good at it.

Language Arts

A

Name _____

Text Organization

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.

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

Go on

STOP

The End of the Revolutionary War

The last major battle of the war took place in Yorktown, Virginia. The British general, **Cornwallis**, led his troops to a peninsula on the Chesapeake Bay. From here, Cornwallis thought that British ships could bring in supplies. However, a French fleet of ships moved into the bay and blocked the British ships from getting through. With the help of French troops, George Washington was able to move his troops in behind General Cornwallis and trap him on the peninsula. The colonial army then attacked the British base, destroying much of what was inside. Cornwallis realized that he was trapped and agreed to surrender.



General Cornwallis surrenders

This event signaled the end of the war. The people of Britain were tired of the war, so the British government met with colonial leaders in Paris to draw up a treaty. The **1783 Treaty of Paris** recognized the United States as an independent nation and established boundaries for the new country: Canada to the north, the Mississippi River to the west, and Florida to the south. Finally each side agreed to pay off its war debts, return seized land, and release prisoners. With the signing of the treaty the Revolutionary War was officially over.

1. What convinced the British to end the war?

- A) The Americans surrendered.
- B) The British people were tired of fighting, and its army had suffered a major loss at Yorktown.
- C) General Cornwallis decided to cooperate with General Washington.
- D) A fleet of French ships offered the British a treaty.

2. Which document finalized the end of the Revolutionary War?

- Declaration of Independence
- the Constitution
- the Preamble
- 1783 Treaty of Paris

3. What was the Revolutionary War about?

- A) The colonies wanted to be independent.
- B) The colonies wanted to seize land in Europe.
- C) The British wanted to be free of America.
- D) The French declared war on the British.

4-6. According to the 1783 Treaty of Paris, what were the boundaries of the United States?

- _____ to the north
- _____ to the west
- _____ to the south

7. What is the document that said the colonies were free from England?

- Declaration of Independence
- First Continental Congress
- Constitution
- Stamp Act

8. Why did the Sons of Liberty throw hundreds of chests of tea into Boston Harbor in 1773?

- A) They wanted to blame the Mohawk Indians for the plan.
- B) The Sons of Liberty were opposed to drinking tea.
- C) It was a protest against taxation without representation.

9. According to the Declaration of Independence, the power of government comes from _____.

- kings and presidents
- Congress
- the people
- Parliament

10. The colonists had to quarter the British soldiers. What does this mean?

- A) give them money
- B) give them housing and food
- C) provide guns and ammunition
- D) vote for their laws



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

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

5. What are some benefits to using biodiesel fuel?

Name _____ Date _____

DAY 8 Science

By Neg Leonard

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Questions

Biodiesel

Why do we use direct fuel?

2. What is used to make diesel fuel?
- to power vehicles
 - to heat water
 - to power factories
 - to heat homes

- A. coal
B. solar power
C. rocks
D. oil

3. Which of these is NOT used to make biodiesel fuel?

- _____ 4 You do not need to _____ a diesel engine to use biodiesel.

On the left is a picture of a car. The car is a dark color, possibly black or dark blue, and is shown from a side profile. It has a boxy, somewhat angular design, typical of cars from the 1970s or 1980s. The car is parked on a light-colored surface. To the right of the car is a large block of text, which is a list of 15 numbered items. The text is in a serif font, likely Times New Roman. The items are numbered 1 through 15, and each item is a sentence or a short paragraph. The text is arranged in a single column, with each item starting on a new line. The background of the entire page is a light, textured gray. The overall layout is simple and clean, with the car image and the list of items being the primary visual elements.

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15. The background of the entire page is a light, textured gray. The overall layout is simple and clean, with the car image and the list of items being the primary visual elements.

DAY 8 Science

DATE _____

8人

11) $15,800,000 \div 10$

12} 9 \times 10^4

(13) $70,000 \div 10$

$$(4) \quad 3.3 \times 10^{-1}$$

$$(5) \quad 9,800 + 10^2$$

(6) 95×10^{-4}

$7) \quad 100 + 10^1$

$$(48) \quad \langle \cdot \rangle \times \langle \cdot \rangle$$

$$\{e\} \quad 690\,000 \div 10^2$$

$$D) \quad 9 \times 10^2$$

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

Math

www.elsevier.com/locate/jnls

5th Grade NTI



Day: 9

Reading

Math

Social Studies

Writing

Science

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Day 9 Oliver

Name: _____ Date: _____
Comparing Metaphors Worksheet

A metaphor is a figure of speech that compares two things. It often uses the word "is or was."

Directions: For each metaphor given below, write what is being compared.

Example A- *The noise is music to his ears.*

Answer- *noise is compared to beautiful music*

1. My dad was an angry beast when I brought home my poor report card.

_____ is compared to _____

2. The lion at the show was a funny clown because it would play with its food.

_____ is compared to _____

3. The teacher was a bear to deal with in the class because he was so strict.

_____ is compared to _____

4. The boy has a heart of gold.

_____ is compared to _____

Language Arts

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A

Name: _____
Day 9 Oliver

Sequence of Events

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.

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

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

- When did the events in the fourth paragraph take place?
 - before the eruption
 - during the eruption
 - in the years following the eruption
 - one hundred years after the eruption

- Which of these shows the order in which living things returned to the mountain?
 - animals, plants, trees
 - plants, trees, animals
 - trees, animals, plants
 - plants, animals, trees

- Which signal word or words from the last paragraph show a time shift from the past to the present?
 - Today
 - discoveries
 - For example
 - renew



Lesson #59

Branches of Government (Part I)

The first three Articles of the Constitution establish the three branches of government: the legislative branch, the executive branch, and the judicial branch. Article One describes the legislative branch, also known as the legislature, or Congress. The responsibility of the legislature is to make laws for the country. Congress has two parts, the Senate and the House of Representatives. The Senate is made up of two representatives from each state. The House of Representatives also has spokespersons from each state, but the number is based upon each state's population. Congress has the power to introduce taxes, build an army, declare war, and supervise trade.

Article Two outlines the executive branch, which is responsible for enforcing laws. The President is the head of the executive branch, the head of state, and the Commander-in-Chief of the United States Armed Forces. The president can also make treaties with other countries, nominate officials and judges, and issue pardons. If a person is convicted of a crime, a pardon releases that person from punishment. The Cabinet, which includes the Vice President and the heads of fifteen departments, is also part of the executive branch.

Article Three of the Constitution establishes the judicial branch or the court system. The purpose of the judicial branch is to interpret laws. The Constitution created the Supreme Court, the highest court in the United States. Article Three also guarantees a person's right to trial by jury in criminal cases. A jury is a group of people who decide whether a person is innocent or guilty during a court trial.



Day 9

1. The Judicial Branch interprets the law. What does this mean?

- A) The judicial branch sends police and armed forces where they are needed
- B) The judicial branch writes treaties and nominates judges
- C) The judicial branch is made up of courts and judges who decide what the laws of the United States mean.
- D) all of these

2-7. Place the letter of each item in the correct column on the chart

- A) enforces laws
- B) includes the Supreme Court
- C) includes the Senate and the House of Representatives
- D) introduces taxes
- E) makes treaties with other countries
- F) nominates officials and judges
- G) interprets laws
- H) Commander-in-Chief
- I) declares war
- J) pardons convicted criminals
- K) supervises trade
- L) ensures trials by jury

Executive Branch	Judicial Branch	Legislative Branch

8-10. Match each term with its clue

- | | |
|------------------|------------------------------------|
| _____ tariff | A) representative |
| _____ compromise | B) not buying a company's products |
| _____ boycott | C) fight |
| _____ skirmish | D) government by the people |
| _____ delegate | E) tax on imports |
| _____ republic | F) middle ground solution |



DAY 9 Science

ethanol

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 in 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 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 be used to make ethanol fuel?



Powers of 10 5NBT.2 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



5th Grade NTI



Day: 10

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.

Similes or metaphors

Grade 5 Vocabulary Worksheet

Beside each sentence, write **S** for simile or **M** for metaphor.

A simile compares two things with "like" or "as".
A metaphor says one thing is another thing.

The swing rocked like a baby learning to walk.

The fire roared to life.

The train screams down the track.

The soap is as slippery as an eel.

My eyes are as dry as dust.

The pool called invitingly to the hot children.

The cat's fur is a blanket of warmth.

My backpack is as heavy as a bag of bricks.

The town square was buzzing like a beehive.

Water is the hammer that erodes the rocks.

Write a simile:

Write a metaphor:

Language Arts

A

Name _____

Author's Viewpoint

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

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.

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

Go on →

WALKER-SOC ST.

LESSON #60

The Branches of Government (Part II)



Executive Branch

enforces the laws, includes President, Vice President, and other Cabinet members; makes treaties, issues pardons, nominates officials, President is Commander-in-Chief of the Armed Forces



Judicial Branch

interprets laws, decides whether laws agree with the Constitution, includes the Supreme Court, US district courts, and courts of appeals



Legislative Branch

makes the laws, includes Congress (Senate and House of Representatives), may introduce taxes, build an army, declare war, and supervise trade

Use the chart to complete the following items.

- Sometimes the courts must decide about whether or not a law conflicts with the Constitution. Which branch of government makes the decision?
executive legislative judicial none of these
- Sometimes the United States government makes treaties with other countries. Which branch of government is responsible for signing treaties?
executive legislative judicial none of these
- Sometimes the United States government needs to raise money, and it does this by taxing the citizens. Which branch of government may introduce taxes?
executive legislative judicial none of these

Day 10

- The purpose of the _____ branch is to interpret laws.
executive legislative judicial all of these
- The Vice President and other leaders appointed by the President advise the President about decisions such as _____.
A) making treaties, heading the armed forces, and enforcing laws
B) writing laws and interpreting laws
C) electing mayors and governors
D) setting up the Easter egg hunt at the White House
- A _____ is a group of people who decide whether a person is innocent or guilty during a court trial.
congress jury Senate constitution
- The highest court in the United States is the _____.
Supreme Court Congress Night Court executive branch
- The _____ has two parts: the Senate and the House of Representatives.
court system executive branch Congress Constitution
- The _____ is made up of exactly two representatives from each state.
Senate House of Representatives Congress legislature
- The _____ has spokespersons from each state, and the number is based upon each state's population.
Senate executive branch House of Representatives jury

Round numbers 0-1,000,000 to the nearest 1,000

NBT.2

Grade 5 Rounding Worksheet

Example: 954,689 rounded to the nearest 1,000 is 955,000

Round to the nearest thousand.

1. 777,973 = 2. 18,591 = 3. 3,383 =

4. 319,771 = 5. 9,299 = 6. 219,967 =

7. 115,261 = 8. 493,066 = 9. 166,914 =

10. 9,561 = 11. 948,324 = 12. 71,786 =

~~13. 9,070 = 14. 1,005 = 15. 2,000 =~~

~~16. 2,112 = 17. 887,310 = 18. 94,210 =~~

~~19. 552,604 = 20. 22,000 = 21. 87,200 =~~

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 in it. 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 energy sources. 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 a boulder at the top of a hill. The boulder has potential energy. Kinetic energy is the energy of motion. As the boulder rolls 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, 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.



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.