

# 5<sup>th</sup> Grade

Snow

Packet

Day 2

# 5<sup>th</sup> Grade

## Snow Packet Checklist

Use the list below to check off your assignments.

Students will be held accountable for each assignment.

### Day 2

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

- \_\_\_\_\_ Spelling/Grammar
- \_\_\_\_\_ Reading/Science
- \_\_\_\_\_ Reading/Social Studies
- \_\_\_\_\_ Math
- \_\_\_\_\_ Art
- \_\_\_\_\_ Music
- \_\_\_\_\_ Physical Education

Parent's Signature saying you completed this packet:

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## **“I Can” statements for Day 2 of the Reimagined Time Packet**

I can identify the correct homophone.

I can write sentences in 5<sup>th</sup> grade language about 10 objects in my home.

I can draw a cartoon about the objects.

I can read and answer questions about a topic in science.

I can read silently for 30 minutes and write about what I’ve read.

I can read and answer questions about a topic in social studies.

I can multiply 2 digit by 3 digit numbers.

I can read and show my work for math word problems.

# Day 2

## Spelling/Grammar

The following words from the list of frequently misspelled words are homophones. Homophones sound the same but have different meanings. Circle the correct form of the word to complete the sentence.

there	to	know
their	too	whole
they're	knew	buy

1. I hope \_\_\_\_\_ dog is not as hyper as it was when I visited last week.  
a. they're                      b. their                      c. there
2. Please ask the class to go over \_\_\_\_\_ and wait in the bleachers.  
a. they're                      b. their                      c. there
3. \_\_\_\_\_ friends with Missy and Jamel.  
a. they're                      b. their                      c. there
4. Sarah will be going \_\_\_\_\_.  
a. to                              b. too
5. Sarah will be going \_\_\_\_\_ the game with Bobby.  
a. to                              b. too
6. Alejandro \_\_\_\_\_ the answer to the question.  
a. knew                              b. new
7. Do you \_\_\_\_\_ how to fly an airplane?  
a. no                              b. know
8. The baby ate the \_\_\_\_\_ jar of baby food.  
a. hole                              b. whole
9. My mother refused to \_\_\_\_\_ me a rabbit.  
a. buy                              b. by                              c. bye



# Reading/Science

## Xylem & Phloem Get Things Moving

Most plants are vascular plants, having organized systems for transporting materials around to the various parts of the plant. We all know that the human body has organs in it, like the heart, lungs, kidneys and so on. But vascular plants have organs, too. The organs in a vascular plant include leaves, roots and stems. Leaves help the plant produce food by gathering sunlight and using it in the process of photosynthesis. The roots help the plant stay in one place. They burrow down into the ground and hold on. The roots also absorb nutrients and water out of the ground that the plant can use. Stems hold water, and help support the plant. They also act as a highway system to help plants get what they need.

There are two kinds of vascular tissue inside the plant's organs: xylem and phloem. Xylem carries water and nutrients through the plant from the roots to the stem and leaves. Xylem always flows up, not down. After sugar is made in the leaves during the process of photosynthesis, phloem picks up the sugar and carries it throughout the plant. The natural direction of phloem is downward, but it can flow upward when it has sugar to deliver. Sometimes the plant needs to use the sugar right away. At other times, the sugar is stored to be used later.

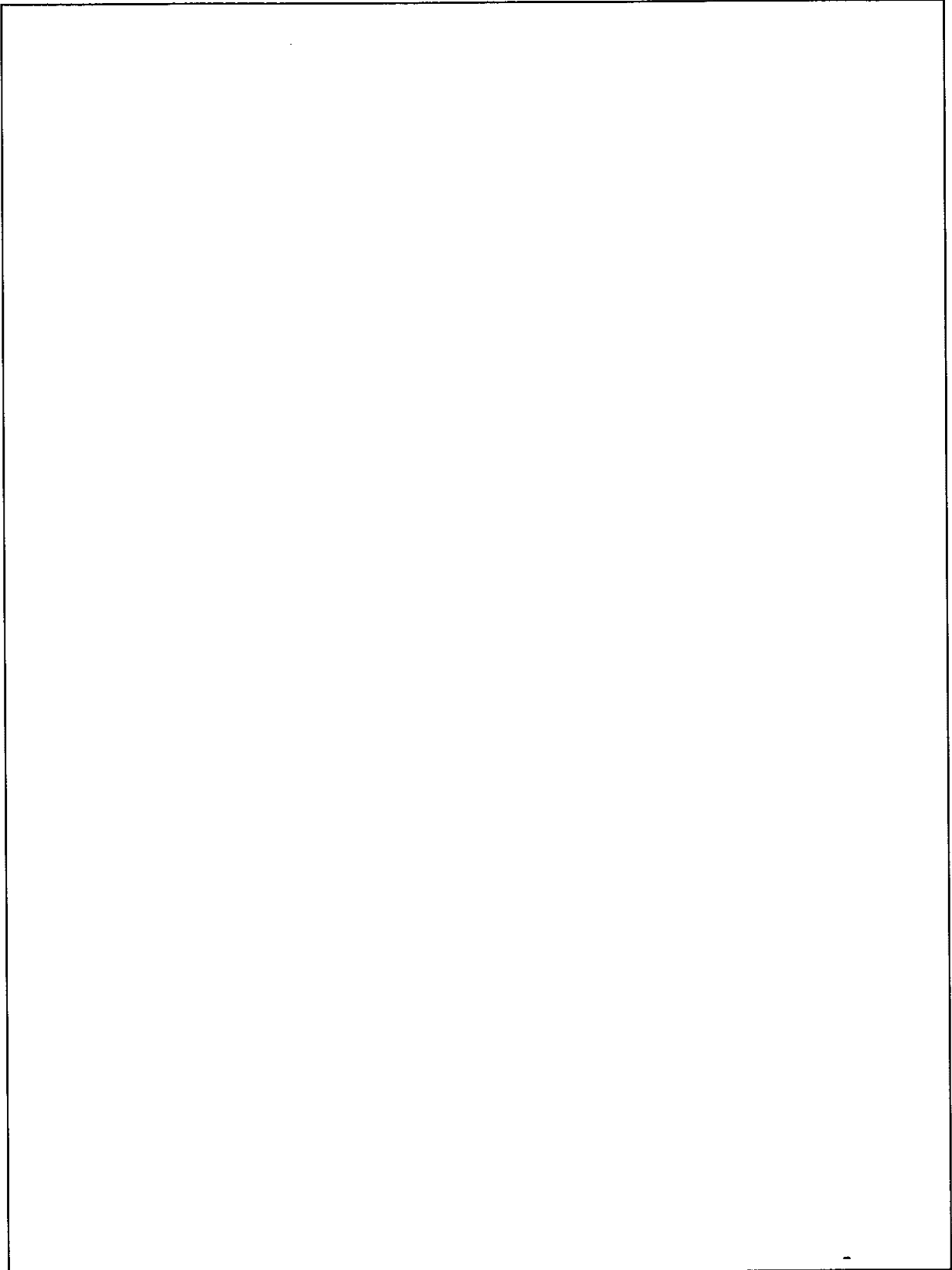
Vascular tissue is found in clusters in most plants, with xylem and phloem "packaged" together. It takes a certain amount of "pull" to make water flow up a plant. Root pressure gets the process started. Roots tend to be salty, which draws water in. The special tissue of the roots prevents the water from going back out. Water drops cling to each other, and to some other molecules. This property of water is called cohesion. But even root pressure and cohesion are not enough. Transpiration is the final piece that keeps things moving. As water evaporates off of the plant's leaves, it "pulls" more water up through the plant to take its place. In fact, almost all of the water that flows through a plant moves up through the plant fairly quickly and is transpired.

**Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.**

1) What is a vascular system? \_\_\_\_\_

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**Cartoon**



2) What is the main difference between xylem and phloem?

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3) What are the three primary organs in a vascular plant?

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4) Why is it important to the plant that phloem moves both up and down?

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5) How does water flow up a plant? \_\_\_\_\_

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**Sustained Silent Reading for 30 minutes. (If no book is available from school, you must read any available reading material.)**

**Book**

**Name:** \_\_\_\_\_

**First page read:** \_\_\_\_\_

**Last Page read:** \_\_\_\_\_

**Describe one thing that happened in the part of your book you read using 5<sup>th</sup> grade language.**

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# Reading/Social Studies

## Bartering for Basics

Early Native American groups lived in different cultural regions. Their environments had different resources. Each group specialized in making particular products or developing certain skills, based on their resources. As they perfected their techniques, something exciting began to happen. For the first time in their tribes' history, they had a surplus of materials. They had enough to meet their own needs with some left over. The conditions were perfect for an economy to develop. In an economy, goods, services and often money are organized into a system to manage those resources.

Native American groups began to work with each other to simplify their work and share items they wanted or needed. They began to barter as they began to interact with each other. Bartering is trading goods or services directly for other goods or services rather than using any form of money. Having the ability to barter with other tribes meant that it was easier on all the groups. No one group had to work as hard to make or find everything they needed for survival.

Native American tribes would often travel long distances for the opportunity to trade with each other. In between trading times, they would gather or create surplus products. They set things aside especially for the purpose of bartering with other tribes at their trade meetings.

An additional benefit of trading between cultural regions was the ability to enjoy products that were impossible to make with the resources in the tribe's home territory. Tribal members of the Desert Southwest region wanted tools fashioned from whalebone. There is no whalebone available in the desert. However, they could get it from the tribes of the Pacific Northwest region, who had access to resources found on the beach or in the sea.

Some people still use bartering today to get the something they need or want. For example, you might offer to do the dishes for your brother if he will take you to the movies. Especially in tough economic times, people return to this age-old way of getting things that they need. We will probably always have some form of money, but we don't always have to use it.

**Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.**

1) What is the purpose of this passage?

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2) What was one advantage to bartering for the Native Americans?

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3) What does it mean to specialize?

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4) What is an economy?

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5) Do you think that you would like to try bartering with someone in the future? Why, or why not?

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# Math

Solve the following. Show all work!

$$\begin{array}{r} 108 \\ \times 87 \\ \hline \end{array}$$
$$\begin{array}{r} 234 \\ \times 56 \\ \hline \end{array}$$
$$\begin{array}{r} 180 \\ \times 72 \\ \hline \end{array}$$
$$\begin{array}{r} 818 \\ \times 23 \\ \hline \end{array}$$
$$\begin{array}{r} 973 \\ \times 15 \\ \hline \end{array}$$
$$\begin{array}{r} 355 \\ \times 40 \\ \hline \end{array}$$

$$\begin{array}{r} 566 \\ \times 75 \\ \hline \end{array}$$
$$\begin{array}{r} 633 \\ \times 42 \\ \hline \end{array}$$
$$\begin{array}{r} 101 \\ \times 52 \\ \hline \end{array}$$
$$\begin{array}{r} 546 \\ \times 78 \\ \hline \end{array}$$
$$\begin{array}{r} 662 \\ \times 23 \\ \hline \end{array}$$
$$\begin{array}{r} 113 \\ \times 95 \\ \hline \end{array}$$

Show your Work. Explain with pictures, words, or numbers.

1. Valentine candy bars were sold for \$.50. After the holiday they were marked down for quick sale and the whole lot sold for \$31.93. What was the reduced price of the candy bars?

2a. Using exactly 50 coins, how can you make change for a dollar bill?

2b. If you have 11 coins, what are the possible amounts of money you could have?

# Day 2

## Art 5<sup>th</sup>

I can research artwork of various artists using internet sites, software, and /or library resources.

(VA.O 5.5.05)

**Activity:** The student will go on a hunt for any information he or she can find on an artist. The student can use internet, books, encyclopedia, or text his or her friend! The student will create a mini, illustrated fact sheet about what he or she has learned. Be creative in gaining resources and in your illustrations. \_\_\_\_\_ Parent/guardian initial

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## Grade 5th

### Reading Rhythmic Notation

CSO's MU.O.GM3-5.1.05 MU.O.GM3-5.2.05 MU.O.GM3-5.2.21

Read the notation for each line of Ha, Ha, Ha, Plop! Perform the body percussion accurately.

\_\_\_\_\_ Play it along with music found on your music player.

On a scale of 1-5 (1 being low and 5 being the best) Rate your:

\_\_\_\_\_ rhythmic accuracy

\_\_\_\_\_ Steady speed

\_\_\_\_\_ differences in body sounds

Draw any notes or rests below that you are not familiar with.

\_\_\_\_\_ date \_\_\_\_\_

### HA, HA, HA, PLOP!

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# Clay County Physical Education Reimagined Time (Snow Packet) For Elementary Students (5<sup>th</sup> )

Clay County Schools Elementary Physical Education teachers have compiled a list of activities that your child can complete while at home. The list consist of exercises, stretches and cardio activities. It is suggested that children have 60 minutes of physical education a day. However, our goal is for children to get 30 minutes of exercise a day and we want to keep that going during snow days.

I can actively engage in physical activities

I can engage in moderate to multiple activities in a variety of settings.

I can work independently on my fitness level.

### Stretches (Pick three) (minimum of 1 minutes per stretch)

Make sure to stretch before getting started so our body is prepared for the activity. (Do 20 of each stretch)

Arm circles	Butterflies	Toe touches	Shoulder stretch	Trunk lift	Hurdler stretch	Calf raises
V stretch						

### Exercises (Pick two) (minimum of 2 minutes per exercise)

We want to keep our body strength up and these will help us. (Do 20 of exercises)

Push-ups	Set-up	Windmills	Jumping jacks	One legged jumps	leg raises
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### Cardio (Pick one) (minimum of 2 minutes per cardio activity)

These will keep us in shape. (Do three one minute periods with breaks in between)

Skipping	Gallopig	Hopping	Side to side hops	lunges	Running in place
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### Activities (Pick two) (minimum of 10 minutes per activity)

Make and obstacle course and run through it.	Turn on some music and dance.	Make a snowman.
Jump rope.	Use a hula hoop.	Make a snow angel.
Find three object's that can be used for juggling and juggle.	Find a balloon and see how long you can keep it in the air.	Website gonoodle.com
Practicing balancing on one foot then try the other one.	Shovel the drive way.	Cup stacking
Have a snowball distance throw	Go sledding	Other

Signature \_\_\_\_\_

Date: \_\_\_\_\_

List Stretches: \_\_\_\_\_

List exercises: \_\_\_\_\_

List Activities: \_\_\_\_\_