

# 5<sup>th</sup> Grade

Snow

Packet

Day 3

# 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 3

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 3 of the Reimagined Time Packet**

I can write a sentence for 15 of the commonly misspelled words.

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

I can write and illustrate a story comparing a typical school day and a snow day.

I can read and answer questions about a science topic.

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

I can read, answer, and show my work on math word problems.

I can write numbers in expanded form.

I can write the number represented by expanded form.

# Day 3

## Spelling/Grammar

**Pick 15 of the words from the word list on Day 1 and write your own sentences (in fifth grade language) to use when giving a Spelling test. Remember no pronouns. Underline the spelling word in each sentence.**

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
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3. \_\_\_\_\_  
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4. \_\_\_\_\_  
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\_\_\_\_\_
5. \_\_\_\_\_  
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6. \_\_\_\_\_  
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7. \_\_\_\_\_  
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8. \_\_\_\_\_

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9. \_\_\_\_\_

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10. \_\_\_\_\_

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11. \_\_\_\_\_

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12. \_\_\_\_\_

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13. \_\_\_\_\_

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\_\_\_\_\_

14. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

15. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Reading

**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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# Writing

**Compare and contrast a typical school day to a full snow day. Using fifth grade language write a paragraph describing the differences and illustrate your favorite of the two. Remember no pronouns. Write and illustrate your story on a separate sheet of notebook paper.**

# Reading/Science

## Tissues, Organs, & Systems

Multi-cellular organisms have many cells that work together in specific ways, each group performing certain functions. When each group does its part, the organism gets everything that it needs.

A tissue is a large group of cells that all have the same purpose or function. Each kind of cell has unique characteristics such as shape, size, flexibility, color and texture. Nerve cells combine with other nerve cells to make nerve tissue. Muscle cells combine with other muscle cells to make muscle tissue. Bone cells combine with other bone cells to make bone tissue and so on.

An organ is a group of tissues that work together to do a certain job for the body. Some of the human body's organs include the stomach, lungs, heart, kidneys, brain and liver. Some of a plant's organs include roots, stems, fruit and leaves.

When several different organs join to meet the organism's needs, they are working together in an organ system. There are several different organ systems constantly working in most multi-cellular organisms. You are probably familiar with some of the human body systems. The respiratory system includes the lungs and all the body parts that allow us to breathe in oxygen and exhale carbon dioxide. The circulatory system includes the heart and all the body parts that help move blood around the body. The blood, in turn, carries nutrients and oxygen to all the cells of the body. The respiratory and circulatory systems work very closely together. The digestive system helps the body get nutrients from food that is eaten, and store energy for future use. The excretory system helps remove waste products that would otherwise harm the body.

Each of the body's systems is necessary for the overall health of the body. As the body's building blocks, cells join to make tissues. Tissues join to make organs. Organs join to make systems. It's all arranged to ensure the organism's survival.

**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) Which statement supports the fact that bone cells are smaller than bone tissue?

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2) What is an organ? Give an example of an organ.

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3) List two organ systems.

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4) Which organ system do you think is the most interesting? Why?

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5) Why is it necessary for the respiratory and circulatory systems to work together?

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# Reading/Social Studies

## Rocky Relationships

There were many differences and disagreements between European colonists and the Native American people. There were other times when they worked together as allies. When competing groups both wanted to make peace, they met to work out treaties to end their fighting. Early English colonists in Plymouth and Jamestown were helped by the Wampanoag and Powhatan tribes. The colonists only survived the adjustment to the strange, new world because of the help from the tribes.

As a result of their times of cooperation, Native Americans and European colonists introduced each other to new ideas and new items. The Native Americans showed colonists special ways to grow and store food. They were familiar with living off the land and understood what was needed. Many of the words in our English language come from Native American words that were taught to the colonists. The words were then handed down as part of a new, combined language.

The Europeans brought wonderful new animals to the Americas. Horses, cattle and sheep were all new to the Native Americans. These animals became valuable sources of transportation and food. Metal items were also new to the natives. They began to use knives, needles, metal axe heads and metal pots for cooking. Cloth and glass beads were also very much in demand. Interaction between the groups changed everyone's lives.

Times of peace were always interrupted by conflict between the colonists and the Native Americans. The Powhatan Wars between 1610 and 1646 were bloody battles. They ended with the Powhatan losing most of their land. In 1637 the Pequot War started because of trade and land arguments. The colonists and their allies from rival tribes attacked and burned down a Pequot Village. They massacred the villagers, brutally killing hundreds of people. In 1675 the Native American leader Metacom, also known as King Philip, gathered many native groups together to get rid of the colonists. This fierce year-long battle was called King Philip's War. Metacom was ultimately defeated. The colonists took over most of the Native American lands on the northeastern coast of North America.

The French and Indian War began in 1754. Although it was really between European colonists, Native Americans became involved as allies on both sides. The 1763 Treaty of Paris gave England control over some of the lands that had once belonged to the French.

**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 were the effects of the new items brought by the Europeans on the natives' way of life? Were they a helpful or hurtful change? Why?

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2) What was the ultimate result of the conflict between Europeans and Native Americans?

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3) What does the word "allies" mean? \_\_\_\_\_

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4) What type of conflicts started the Pequot War?

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5) What was Metacom's goal in King Philip's War? Did he succeed?

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# Math

**Show your Work. Explain with pictures, words, or numbers. Write your answers on notebook paper.**

1. At The Pizza Emporium, pizzas are sold by the slice or by the entire pizza. They are trying to decide how to price their 14 inch pepperoni pizza. How would you complete the chart? Justify your answers.

One Slice	1-3 pizzas	4 or more pizzas

- 2a. Which 3-digit numbers, whose digits are 6, 7, 8, are evenly divisible by 8?
- 2b. How is the divisibility test for 9 helpful in remembering the multiplication facts for 9?
3. Rick, Maria, and Bob have less than 20 tickets for rides at the fair. Rick has more tickets than Maria, and Maria has more than Bob. Rick gives Bob 3 tickets and Maria gives Bob 2 tickets. Then they all have the same number of tickets for rides. How many tickets did each person start with?
4. The club house is a rectangle that is 25 feet by 40 feet in size. The officers voted to put a 6-foot sidewalk all around the building, leaving a 2-foot space for plants between the building and the sidewalk.

Draw the sketch they might have used to explain their plan and give the perimeter of the outer edge of the sidewalk and the area of the sidewalk itself.

**Write each number in expanded form.**

1. 3,743,209

2. 8,062,560

3. 1,387,297

4. 9,734,008

5. 4,000,609

**Write the number represented by the expanded form.**

6.  $7,000,000 + 300,000 + 30,000 + 4,000 + 800 + 70 + 7$

7.  $2,000,000 + 900,000 + 20,000 + 9$

8.  $5,000,000 + 100,000 + 20,000 + 30 + 7$

9.  $6,000,000 + 80,000 + 70 + 2$

10.  $1,000,000 + 1,000 + 400 + 30 + 8$

## Day 3

### Art (5<sup>TH</sup>)

I can create artwork reflecting knowledge of color theory; i.e. using primary, secondary, intermediate/ tertiary, tints, shades, tones, neutrals, warm and cool, and monochromatic color scheme. (VA.O.5.2.04)

**Activity:** The student will draw a snow scene using cool colors \_\_\_\_\_ Parent/guardian initial \_\_\_\_\_

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Grade 5<sup>TH</sup>

#### Listening to Music:

MU.O.GM3-5.2.01, MU.O.GM3-5.1.07-9 I can listen to, analyze and describe music  
MU.O.GM3-5.2.05, I can evaluate a musical performance.  
I can perform music on an instrument or with my voice.

#### Choose one activity below.

**Music Listening:** Please listen to a style of music of your choice for 10 minutes. Write a brief description of the music. Please tell me what you listened to: I need to know, Name, artist, title, type of music. List the instruments that you heard. Were there different sections? In complete sentences, describe how the music made you feel and tell what you think about the music. Turn this in during your next music class. Be sure to have your parent sign and date it.

**Explore the website <http://www.sfskids.org>** Make sure that you spend a minimum 15 minutes exploring this site.

This website is the San Francisco Orchestra website for kids. You can listen to music, play music games, compose and write music, and explore orchestral instruments.

**Practicing Music:** If you play an instrument or are a vocalist, spend at least 15 minutes practicing on your instrument. List the selections that you practiced and the concepts you're worked on:

I practiced on my \_\_\_\_\_ for \_\_\_\_\_ minutes

I worked on these skills \_\_\_\_\_

I practiced this musical piece \_\_\_\_\_

Date \_\_\_\_\_

Parent/guardian signature \_\_\_\_\_

Date \_\_\_\_\_

# 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	lunge	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: \_\_\_\_\_