

5th Grade Snow Packet Checklist

Use the list below to check off your assignments.

Day 1

- _____ Math
- _____ ELA (Reading/Writing)
- _____ Science
- _____ Social Studies

Parent/Guardian's signature saying you completed this packet:

Signature

Date

Reading

Sustained silent reading for 20 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 this part of your book.



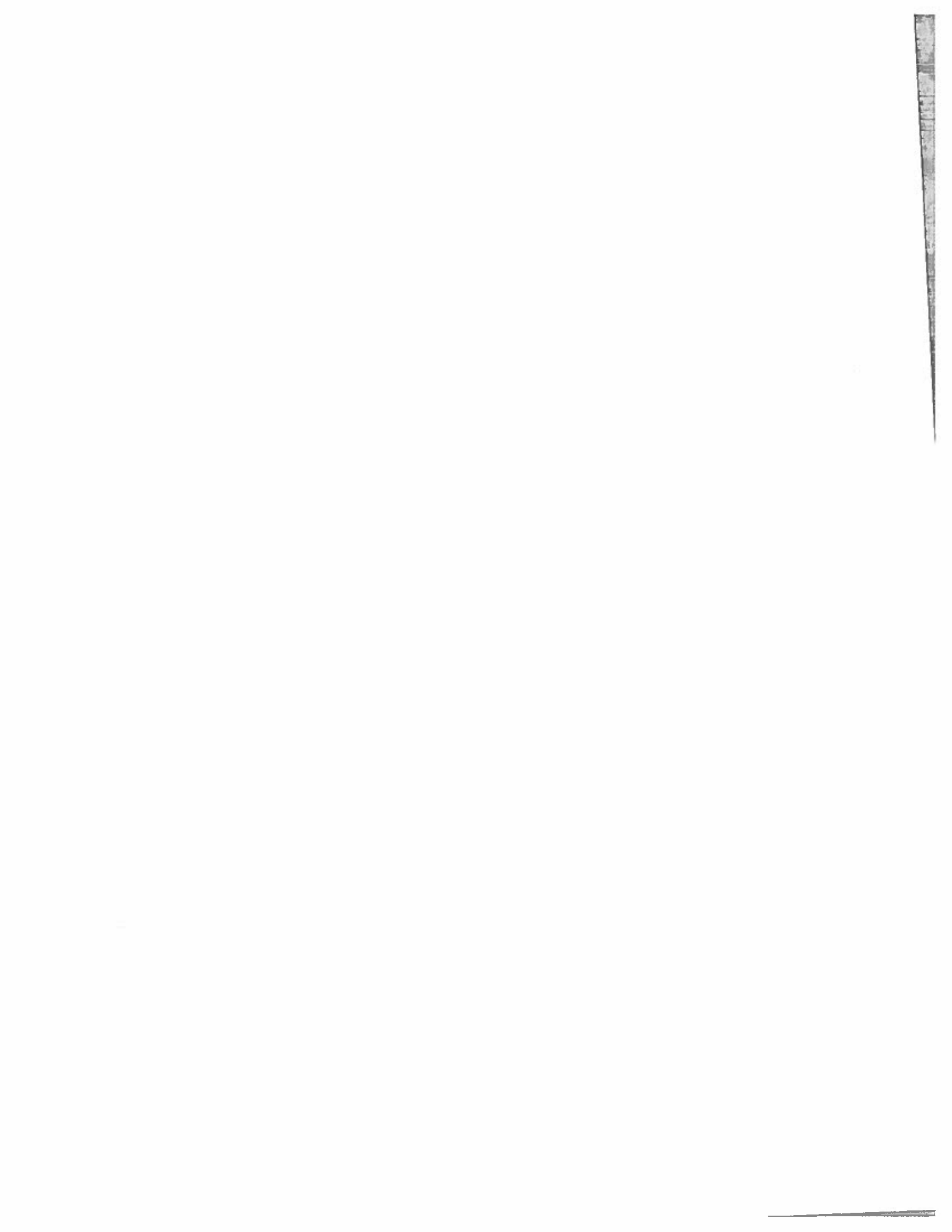
Name: _____

Date: _____

Why Is It Cold in Winter?

The paragraph below tells about weather changes in December. Can you find and mark ten errors in the paragraph? You might look for errors of capitalization, punctuation, spelling, or grammar.

Earths axis is tilted, so as we orbit the Sun, the angle of the sunlight hitting our planet change's through out the year. In December, people in the northern Hemisphere feel colder because they are tilted away form the Sun. at the same time, people in the Southern Hemispere are tilter toward the Sun, makeing it warmer in tat part of the world.



A

Number Correct: _____

Multiply by 10

| | | |
|-----|------------------|--|
| 1. | $12 \times 10 =$ | |
| 2. | $14 \times 10 =$ | |
| 3. | $15 \times 10 =$ | |
| 4. | $17 \times 10 =$ | |
| 5. | $81 \times 10 =$ | |
| 6. | $10 \times 81 =$ | |
| 7. | $21 \times 10 =$ | |
| 8. | $22 \times 10 =$ | |
| 9. | $23 \times 10 =$ | |
| 10. | $29 \times 10 =$ | |
| 11. | $92 \times 10 =$ | |
| 12. | $10 \times 92 =$ | |
| 13. | $18 \times 10 =$ | |
| 14. | $19 \times 10 =$ | |
| 15. | $20 \times 10 =$ | |
| 16. | $30 \times 10 =$ | |
| 17. | $40 \times 10 =$ | |
| 18. | $80 \times 10 =$ | |
| 19. | $10 \times 80 =$ | |
| 20. | $10 \times 50 =$ | |
| 21. | $10 \times 90 =$ | |
| 22. | $10 \times 70 =$ | |

| | | |
|-----|-------------------|--|
| 23. | $34 \times 10 =$ | |
| 24. | $134 \times 10 =$ | |
| 25. | $234 \times 10 =$ | |
| 26. | $334 \times 10 =$ | |
| 27. | $834 \times 10 =$ | |
| 28. | $10 \times 834 =$ | |
| 29. | $45 \times 10 =$ | |
| 30. | $145 \times 10 =$ | |
| 31. | $245 \times 10 =$ | |
| 32. | $345 \times 10 =$ | |
| 33. | $945 \times 10 =$ | |
| 34. | $56 \times 10 =$ | |
| 35. | $456 \times 10 =$ | |
| 36. | $556 \times 10 =$ | |
| 37. | $950 \times 10 =$ | |
| 38. | $10 \times 950 =$ | |
| 39. | $16 \times 10 =$ | |
| 40. | $10 \times 60 =$ | |
| 41. | $493 \times 10 =$ | |
| 42. | $10 \times 84 =$ | |
| 43. | $96 \times 10 =$ | |
| 44. | $10 \times 580 =$ | |

B

Multiply by 10

Number Correct: _____

Improvement: _____

| | | |
|-----|------------------|--|
| 1. | $13 \times 10 =$ | |
| 2. | $14 \times 10 =$ | |
| 3. | $15 \times 10 =$ | |
| 4. | $19 \times 10 =$ | |
| 5. | $91 \times 10 =$ | |
| 6. | $10 \times 91 =$ | |
| 7. | $31 \times 10 =$ | |
| 8. | $32 \times 10 =$ | |
| 9. | $33 \times 10 =$ | |
| 10. | $38 \times 10 =$ | |
| 11. | $83 \times 10 =$ | |
| 12. | $10 \times 83 =$ | |
| 13. | $28 \times 10 =$ | |
| 14. | $29 \times 10 =$ | |
| 15. | $30 \times 10 =$ | |
| 16. | $40 \times 10 =$ | |
| 17. | $50 \times 10 =$ | |
| 18. | $90 \times 10 =$ | |
| 19. | $10 \times 90 =$ | |
| 20. | $10 \times 20 =$ | |
| 21. | $10 \times 60 =$ | |
| 22. | $10 \times 80 =$ | |

| | | |
|-----|-------------------|--|
| 23. | $43 \times 10 =$ | |
| 24. | $143 \times 10 =$ | |
| 25. | $243 \times 10 =$ | |
| 26. | $343 \times 10 =$ | |
| 27. | $743 \times 10 =$ | |
| 28. | $10 \times 743 =$ | |
| 29. | $54 \times 10 =$ | |
| 30. | $154 \times 10 =$ | |
| 31. | $254 \times 10 =$ | |
| 32. | $354 \times 10 =$ | |
| 33. | $854 \times 10 =$ | |
| 34. | $65 \times 10 =$ | |
| 35. | $465 \times 10 =$ | |
| 36. | $565 \times 10 =$ | |
| 37. | $960 \times 10 =$ | |
| 38. | $10 \times 960 =$ | |
| 39. | $17 \times 10 =$ | |
| 40. | $10 \times 70 =$ | |
| 41. | $582 \times 10 =$ | |
| 42. | $10 \times 73 =$ | |
| 43. | $98 \times 10 =$ | |
| 44. | $10 \times 470 =$ | |

Science- Day 1

1. Fill a plastic cup $\frac{3}{4}$ of the way full with water
2. Place it outside
3. Make a prediction about what the water will look like in 1 hour
4. Check the water in the cup in 1 hour and observe actual changes
5. Repeat this process in 1 hour and 2 hours and fill in your observation table and the table below

Observation Table

| Hour | Prediction | Actual Observation | Difference |
|------|------------|--------------------|------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |

* Keep this table for your notes. You will need it for Day 2 & 3.

Name _____ Date _____

Observation Table Day 1

| <u>Hour</u> | <u>Prediction</u> | <u>Actual Observation</u> | <u>Difference</u> |
|-------------|-------------------|---------------------------|-------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |

If we continued this experiment for 5 hours, what do you think would happen? _____

Lincoln and the 13th Amendment to End Slavery

By ReadWorks



Abraham Lincoln was the sixteenth President of the United States. Today, Lincoln is widely regarded as one of the greatest presidents in the nation's history, in part because he helped to permanently end slavery in America. He did this by pushing Congress to pass the 13th Amendment before the end of the Civil War.

An "amendment" is a change. The 13th Amendment was the 13th change to the United States Constitution. The United States Constitution is the fundamental law of the nation. The people who wrote the Constitution in 1787 wanted to make it possible but difficult to change the Constitution. In order to add a Constitutional Amendment, two-thirds of the members of both the Senate and the House of Representatives must vote for it. Then three-quarters of the states must approve, or "ratify," it.

In 1864, President Lincoln pressed to achieve the difficult task of getting the 13th Amendment passed, two years after he had signed the Emancipation Proclamation. The Emancipation Proclamation declared slaves free, but it only applied to the three million slaves who lived in the so-called Confederacy. The Confederacy was made up of the 11 states that were rebelling against the Union. There were more than 700,000 other slaves who lived in areas that were not rebelling, and they were not legally free. Lincoln believed he had the legal right, given to the president by the Constitution in times of war, to take action necessary to defeat the rebels. He thus thought he could legally free the slaves in those regions of the country that were rebelling. This helped the war effort in a practical way, since the Proclamation also directed the United States Army to allow African American men to enlist. By the end of the Civil War, almost 200,000 African Americans had served in the Union Army.

But Lincoln did not believe he had the legal right to free the slaves in the “border states,” which included Delaware, Kentucky, Maryland, and Missouri. These states had remained loyal to the Union. All four states permitted slavery.

Lincoln also feared that once the war was over, leaders of the nation would reverse the Emancipation Proclamation. He feared they might consider the Emancipation Proclamation only a wartime measure.

That is why Lincoln wanted a ban on slavery written right into the Constitution.

In 1864 the Senate passed the amendment with the necessary two-thirds majority. But the House of Representatives failed to pass the amendment.

Before the House voted on the amendment for the second time, Lincoln invited individual congressmen to the White House. Lincoln acted friendly and polite, using arguments he thought would convince each congressman. He told Congressman James Rollins from the border state of Missouri that a vote for the amendment would send a signal to the South from the border states, including Missouri. Lincoln argued this would quickly end what had been a long and bloody war.

He didn’t just try to reason with the congressmen opposed to the amendment. He asked his allies in the House to double their efforts to convince their colleagues. When they asked how they could convince two more congressmen, Lincoln said, “I am President of the United States, clothed with great power. The abolition of slavery by constitutional provision settles the fate, for all coming time, not only of the millions now in bondage, but of unborn millions to come—a measure of such importance that these two votes must be procured. I leave to you to determine how it shall be done...”

To change their votes to support the amendment, some congressmen were offered high-paying government jobs once they left the House, or jobs for their friends or relatives.

The effort paid off. The House reversed its previous vote, gaining a two-thirds majority. The amendment was ratified by rapidly reaching the required number of states.

By the end of 1865, the Constitution had a new amendment, which reads:

“Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

“Section 2. Congress shall have power to enforce this article by appropriate legislation.”

Name: _____ Date: _____

1. Lincoln helped to permanently end slavery in America by pushing Congress to pass which Amendment?

- A the 10th Amendment
- B the 12th Amendment
- C the 13th Amendment
- D the 14th Amendment

2. The problem that Lincoln saw with the Emancipation Proclamation was that it could potentially be reversed after the end of the Civil War, if leaders viewed it as only a wartime measure. How did Lincoln attempt to solve this problem?

- A Lincoln declared all slaves in the border states free.
- B Lincoln tried to acquire more legal rights as president.
- C Lincoln invited Congressmen to the White House.
- D Lincoln pressed to pass the 13th Amendment.

3. It is difficult to change the Constitution of the United States. What evidence from the passage supports this conclusion?

- A Two thirds of both the Senate and the House must vote for the change, then three quarters of the states must approve it.
- B The 13th Amendment to the Constitution states that, "Congress shall have power to enforce this article by appropriate legislation."
- C A change to the United States Constitution is called a Constitutional Amendment. The 13th Amendment was the 13th change made to the Constitution.
- D Lincoln believed he had the legal right, given to the president by the Constitution in times of war, to take action necessary to defeat the rebels.

4. Read the following sentences: "To change their votes to support the amendment, some congressmen were offered high-paying government jobs once they left the House, or jobs for their friends or relatives. The effort paid off. The House reversed its previous vote, gaining a two-thirds majority." Based on this information, what can you conclude?

- A The congressmen could not be persuaded to change their votes on the Amendment.
- B The congressmen could be persuaded to change their votes with offers that personally benefited them.
- C Lincoln got in trouble for bribing congressman to vote for the Amendment.
- D The congressmen were less concerned with personal gain than they were with the impact of slavery on the nation.

5. What is this passage mostly about?

- A President Lincoln and the Emancipation Proclamation
- B how the 13th Amendment helped to end the Civil War
- C the African Americans who served in the Union army
- D how and why Lincoln pressed to pass the 13th Amendment

6. Read the following sentence: "The abolition of slavery by constitutional provision settles the fate, for all coming time, not only of the millions now in **bondage**, but of unborn millions to come—a measure of such importance that these two votes must be procured."

As used in this sentence, what does the word "**bondage**" refer to?

- A slavery
- B the South
- C the North
- D freedom

7. Choose the answer that best completes the sentence below.

Lincoln was afraid that slavery would be reestablished after the Civil War, _____ he pressed to have a ban on slavery written into the Constitution.

- A yet
- B namely
- C so
- D for example

8. What did the Emancipation Proclamation declare?

9. Lincoln believed that he could legally free slaves in the rebel states. But he also believed that he should not free slaves in states loyal to the Union. Why did Lincoln believe these two things?

10. Explain the role that the Civil War played in the passage of the 13th Amendment. Support your answer using information from the passage.

Nouns

Write a sentence for each noun.

Example: snow The snow is melting.

1. horse

2. book

3. fork

4. television

5. car

6. ball

7. pencil

8. snow

9. table

10. shirt

Name _____

3 Branches of Government Word Search

by Kim Iverson

Directions: Listed at the bottom of the worksheet are 15 words that you are to find in the puzzle below. The words can be found in horizontally, vertically, backwards, or diagonal. Circle the words once you have found them.

C S H N R I C O N G R E S S N S M X L
H O Y G O T P P R E S I D E N T S K I
E B N N O M I N A T I O N S L N W M W
C G R S V U F J T C M J O E N E B C M
K Z H A T I G A I O J Y K N S D V O T
S H I K N I X Q F S E L J A B E I N N
A A W F D C T Y Y T P A U T O C E S E
N F J G E F H U W I X E T E G E V T D
D E U U O Z R Z B T D L K H C R I I I
B G D Q D E V I T U C E X E P P T T S
A E I A P G S Z C T D G C X B X A U E
L H C F J T E S U I D I Q E M Q L T R
A D I J R C C S V O R S Z C O A S I P
N S A B U T M C O N E X S A H K I O E
C K L P D L Q N T V R Y F V L P G N C
E B X I Y A Q V W R U Z T L Y J E L I
S U P R E M E C O U R T N M I N L N V

LEGISLATIVE

CONGRESS

JUDGES

RATIFY

CONSTITUTION

EXECUTIVE

JUDICIAL

NOMINATIONS

PRESIDENT

BRANCH

SENATE

SUPREME COURT

CHECKS AND BALANCES

VICE PRESIDENT

PRECEDENTS

Handwritten scribbles or marks at the top left corner of the page.

5th Grade Snow Packet Checklist

Use the list below to check off your assignments.

Day 2

- Math
- ELA (Reading/Writing)
- Science
- Social Studies

Parent/Guardian's signature saying you completed this packet:

Signature

Date

Reading

Sustained silent reading for 20 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 this part of your book.



Name: _____
Date: _____

American Red Cross

The paragraph below tells about a special date in December history. Can you find and mark ten errors in the paragraph? You might look for errors of capitalization, punctuation, spelling, or grammar.

Clara Barton is born on December 25, 1821. As an young adult, she become a teacher and, later, a clerk in the U.S. Patent Office in Washington, D.C. then the Civil War took her live in a very different direction. Clara travel to the front lines of battle as a nurse. In 1881, she would founded the American Red Cross. Since that time, the Red Cross has benn an active force in helping countless victim in there time of need.



A

Number Correct: _____

Multiply by 3

| | | |
|-----|-----------------|--|
| 1. | $1 \times 3 =$ | |
| 2. | $3 \times 1 =$ | |
| 3. | $2 \times 3 =$ | |
| 4. | $3 \times 2 =$ | |
| 5. | $3 \times 3 =$ | |
| 6. | $4 \times 3 =$ | |
| 7. | $3 \times 4 =$ | |
| 8. | $5 \times 3 =$ | |
| 9. | $3 \times 5 =$ | |
| 10. | $6 \times 3 =$ | |
| 11. | $3 \times 6 =$ | |
| 12. | $7 \times 3 =$ | |
| 13. | $3 \times 7 =$ | |
| 14. | $8 \times 3 =$ | |
| 15. | $3 \times 8 =$ | |
| 16. | $9 \times 3 =$ | |
| 17. | $3 \times 9 =$ | |
| 18. | $10 \times 3 =$ | |
| 19. | $3 \times 10 =$ | |
| 20. | $3 \times 3 =$ | |
| 21. | $1 \times 3 =$ | |
| 22. | $2 \times 3 =$ | |

| | | |
|-----|-----------------|--|
| 23. | $10 \times 3 =$ | |
| 24. | $9 \times 3 =$ | |
| 25. | $4 \times 3 =$ | |
| 26. | $8 \times 3 =$ | |
| 27. | $5 \times 3 =$ | |
| 28. | $7 \times 3 =$ | |
| 29. | $6 \times 3 =$ | |
| 30. | $3 \times 10 =$ | |
| 31. | $3 \times 5 =$ | |
| 32. | $3 \times 6 =$ | |
| 33. | $3 \times 1 =$ | |
| 34. | $3 \times 9 =$ | |
| 35. | $3 \times 4 =$ | |
| 36. | $3 \times 3 =$ | |
| 37. | $3 \times 2 =$ | |
| 38. | $3 \times 7 =$ | |
| 39. | $3 \times 8 =$ | |
| 40. | $11 \times 3 =$ | |
| 41. | $3 \times 11 =$ | |
| 42. | $12 \times 3 =$ | |
| 43. | $3 \times 13 =$ | |
| 44. | $13 \times 3 =$ | |

B

Number Correct: _____

Improvement: _____

Multiply by 3

| | | |
|-----|-----------------|--|
| 1. | $3 \times 1 =$ | |
| 2. | $1 \times 3 =$ | |
| 3. | $3 \times 2 =$ | |
| 4. | $2 \times 3 =$ | |
| 5. | $3 \times 3 =$ | |
| 6. | $3 \times 4 =$ | |
| 7. | $4 \times 3 =$ | |
| 8. | $3 \times 5 =$ | |
| 9. | $5 \times 3 =$ | |
| 10. | $3 \times 6 =$ | |
| 11. | $6 \times 3 =$ | |
| 12. | $3 \times 7 =$ | |
| 13. | $7 \times 3 =$ | |
| 14. | $3 \times 8 =$ | |
| 15. | $8 \times 3 =$ | |
| 16. | $3 \times 9 =$ | |
| 17. | $9 \times 3 =$ | |
| 18. | $3 \times 10 =$ | |
| 19. | $10 \times 3 =$ | |
| 20. | $1 \times 3 =$ | |
| 21. | $10 \times 3 =$ | |
| 22. | $2 \times 3 =$ | |

| | | |
|-----|-----------------|--|
| 23. | $9 \times 3 =$ | |
| 24. | $3 \times 3 =$ | |
| 25. | $8 \times 3 =$ | |
| 26. | $4 \times 3 =$ | |
| 27. | $7 \times 3 =$ | |
| 28. | $5 \times 3 =$ | |
| 29. | $6 \times 3 =$ | |
| 30. | $3 \times 5 =$ | |
| 31. | $3 \times 10 =$ | |
| 32. | $3 \times 1 =$ | |
| 33. | $3 \times 6 =$ | |
| 34. | $3 \times 4 =$ | |
| 35. | $3 \times 9 =$ | |
| 36. | $3 \times 2 =$ | |
| 37. | $3 \times 7 =$ | |
| 38. | $3 \times 3 =$ | |
| 39. | $3 \times 8 =$ | |
| 40. | $11 \times 3 =$ | |
| 41. | $3 \times 11 =$ | |
| 42. | $13 \times 3 =$ | |
| 43. | $3 \times 13 =$ | |
| 44. | $12 \times 3 =$ | |

Science- Day 2

1. Fill a plastic cup $\frac{3}{4}$ of the way full with one of the following liquids:
 - Salt water
 - Drink mix (like Kool-aid powder)
 - Choice liquid (carbonated beverage, juice, vinegar, oil, milk, etc.)
2. Place cup outside
3. Make a prediction about what the liquid will look like in 1 hour
4. Check the liquid in the cup in 1 hour and observe actual changes
5. Repeat this process in 1 hour and 2 hours and fill in your observation table and the table below

Observation Table

| Hour | Prediction | Actual Observation | Difference |
|------|------------|--------------------|------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |

* Keep this table for your notes. You will need it for Day 3.

Name _____ Date _____

Observation Table Day 2

| <u>Hour</u> | <u>Prediction</u> | <u>Actual Observation</u> | <u>Difference</u> |
|-------------|-------------------|---------------------------|-------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |

If we continued this experiment for 5 hours, what do you think would happen? _____

Slavery, the Civil War & Reconstruction Background to the Civil War – Balance Sheet

Before the Civil War began, each side thought that it would quickly win the war. The South was **confident**¹ in its fighting ability, and the North was confident in its factories. General Sherman of the Northern Army best described the Southern attitude. He said that the Southern **cavalry**² would win: “As long as they have good horses . . . and an open country, they are happy. They are splendid riders and utterly reckless. They are the best cavalry in the world.”

On the other hand, the South had very little of the right raw materials. By the end of the war, General Lee asked the President of the Confederacy to collect church bells from all over the countryside. The South melted down the church bells to make bullets. They simply had no other supplies left.

These are some of the advantages each side had:

North

- The Union had about 2,100,000 soldiers while the South had only 850,000.
- The North had 90% of all of the factories in the U.S. Factories were really important for making everything from uniforms and boots to bullets.
- The Union (the North) had more than twice as many railroads per square mile.
- The North already had many war supplies like iron, firearms, and trains.
- The North had better **cannons**³ and big guns.

South

- The South had more experienced military leaders.

¹ **confident** – feeling sure of oneself

² **cavalry** – military troops that fight on horseback

³ **cannon** – a heavy gun mounted on wheels

0003
revised 11/10

- Many Southern men were excellent hunters and skilled with rifles. They had a very good cavalry.
- The South was fighting a defensive war. To win, it only had to keep the Union army from taking over. The South did not want to take over the North.
- The South was fighting on its own ground and was familiar with back roads and the **terrain**.¹

¹ **terrain** – the land

Name: _____ Date: _____

1. In the sentence, "They are splendid riders and utterly reckless," the pronoun "they" refers to

- a. the horses
- b. the Southern soldiers
- c. the Northern soldiers
- d. the factories

2. What was one main difference between the Northern and Southern armies?

- a. The Northern army was much smaller.
- b. The Southern army had more supplies.
- c. The Northern army was much larger.
- d. The Southern army had fewer experienced leaders.

3. Why did General Lee collect church bells toward the end of the war?

- a. He wanted to ring the bells to celebrate victory.
- b. He was worried about having enough raw materials.
- c. He was an excellent hunter.
- d. He needed them to melt down and make bullets.

4. What is one opinion from the passage about the Southern army?

- a. The army had 850,000 soldiers.
- b. The soldiers fought using rifles.
- c. The soldiers were excellent riders.
- d. The soldiers were led by generals.

5. The passage "Background to the Civil War" is mostly about

- a. the Southern strategy to hide in the background
- b. how the South used church bells during the war
- c. how quickly the Civil War ended
- d. the advantages each side had in the Civil War

6. What was the main reason the North thought it would win the Civil War?
What was the main reason the South thought it would win the Civil War?

7. Based on the passage, what probably made it very difficult for the South to keep fighting?

8. The question below is an incomplete sentence. Choose the word or phrase that best completes the sentence.

General Lee asked the President of the Confederacy to collect church bells from all over the countryside _____ the South needed supplies.

- a. and
- b. because
- c. so
- d. but

9. Answer the following questions based on the sentence below.

During the Civil War, the North used their railroads to move supplies.

Who? the North

(did) What? _____

Why? _____

When? _____

10. **Vocabulary Word:** confident: feeling sure about yourself.

Use the vocabulary word in a sentence: _____

Name _____

Critical Thinking

Refer to the map to solve the problem.



Alice, Jake, Teresa, and Alexander live in 4 different states: Maine (ME), Kansas (KS), New Mexico (NM), and Florida (FL). No one lives in a state whose name has the same number of syllables as his or her name. Alice can see the Gulf of Mexico from her house. Teresa's state touches the western border of Texas. Who lives where?

1. Alice lives in _____.
2. Jake lives in _____.
3. Teresa lives in _____.
4. Alexander lives in _____.

3 1957



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5th Grade Snow Packet Checklist

Use the list below to check off your assignments.

Day 3

- Math
- ELA (Reading/Writing)
- Science
- Social Studies

Parent/Guardian's signature saying you completed this packet:

Signature

Date

Reading

Sustained silent reading for 20 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 this part of your book.



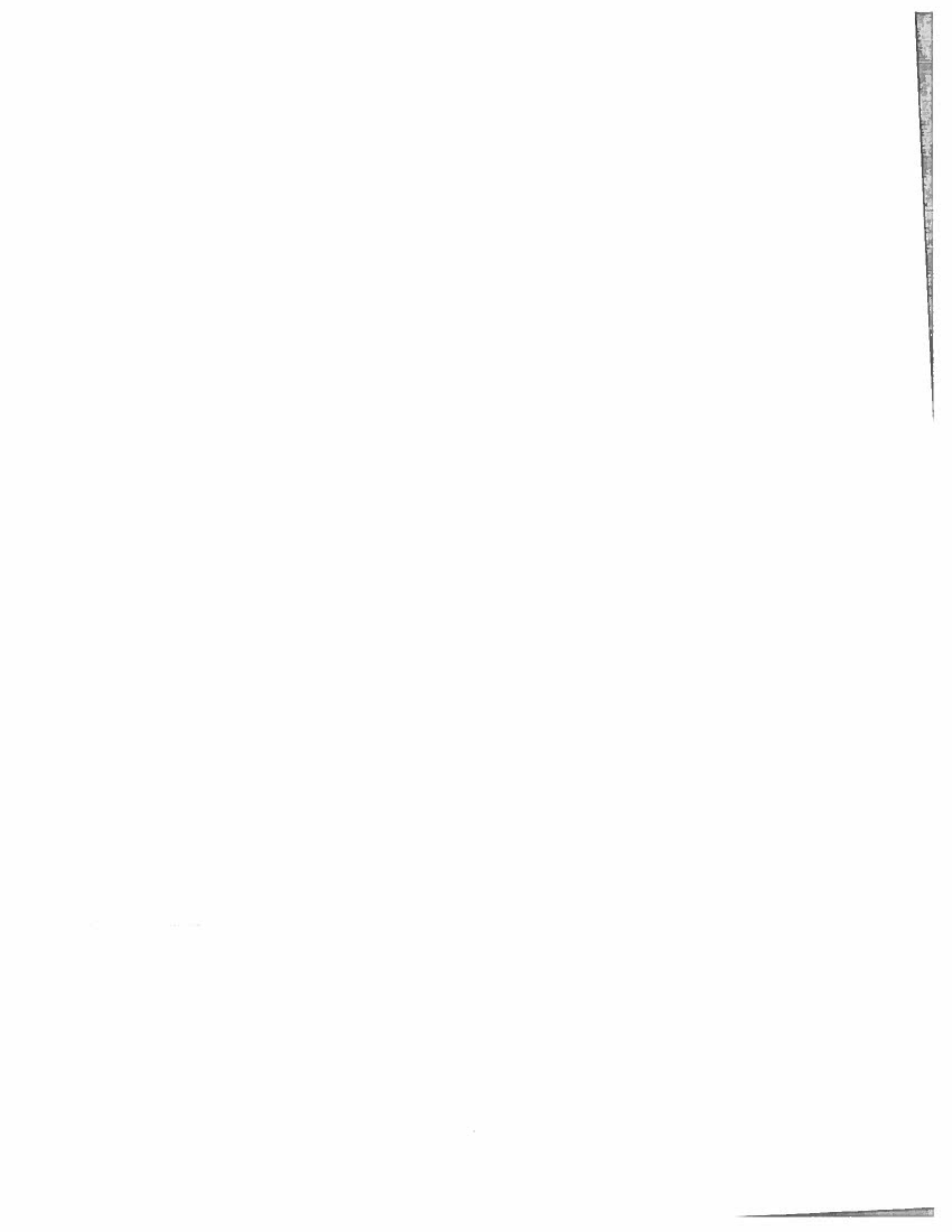
Name: _____

Date: _____

California Gold Rush

The paragraph below tells about a special date in January history. Can you find and mark ten errors in the paragraph? You might look for errors of capitalization, punctuation, spelling, or grammar.

On January 24, 1848 a discovery in a river near Coloma, California changed the course of that territory for ever. While building a saw mill, James Wilson Marshall found a golden nugget by accident. All though the mill owner tryed to keep the find a secret, news of the discovery soon started what is know as the "California Gold Rush" by 1850, so many people live in California that it became the 31st state of the United States.



A

Number Correct: _____

Find the Midpoint

| | | |
|-----|------|------|
| 1. | 0 | 10 |
| 2. | 0 | 1 |
| 3. | 0 | 0.01 |
| 4. | 10 | 20 |
| 5. | 1 | 2 |
| 6. | 2 | 3 |
| 7. | 3 | 4 |
| 8. | 7 | 8 |
| 9. | 1 | 2 |
| 10. | 0.1 | 0.2 |
| 11. | 0.2 | 0.3 |
| 12. | 0.3 | 0.4 |
| 13. | 0.7 | 0.8 |
| 14. | 0.1 | 0.2 |
| 15. | 0.01 | 0.02 |
| 16. | 0.02 | 0.03 |
| 17. | 0.03 | 0.04 |
| 18. | 0.07 | 0.08 |
| 19. | 6 | 7 |
| 20. | 16 | 17 |
| 21. | 38 | 39 |
| 22. | 0.4 | 0.5 |

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| 23. | 8.5 | 8.6 |
| 24. | 2.8 | 2.9 |
| 25. | 0.03 | 0.04 |
| 26. | 0.13 | 0.14 |
| 27. | 0.37 | 0.38 |
| 28. | 80 | 90 |
| 29. | 90 | 100 |
| 30. | 8 | 9 |
| 31. | 9 | 10 |
| 32. | 0.8 | 0.9 |
| 33. | 0.9 | 1 |
| 34. | 0.08 | 0.09 |
| 35. | 0.09 | 0.1 |
| 36. | 26 | 27 |
| 37. | 7.8 | 7.9 |
| 38. | 1.26 | 1.27 |
| 39. | 29 | 30 |
| 40. | 9.9 | 10 |
| 41. | 7.9 | 8 |
| 42. | 1.59 | 1.6 |
| 43. | 1.79 | 1.8 |
| 44. | 3.99 | 4 |

B

Number Correct: _____

Improvement: _____

Find the Midpoint

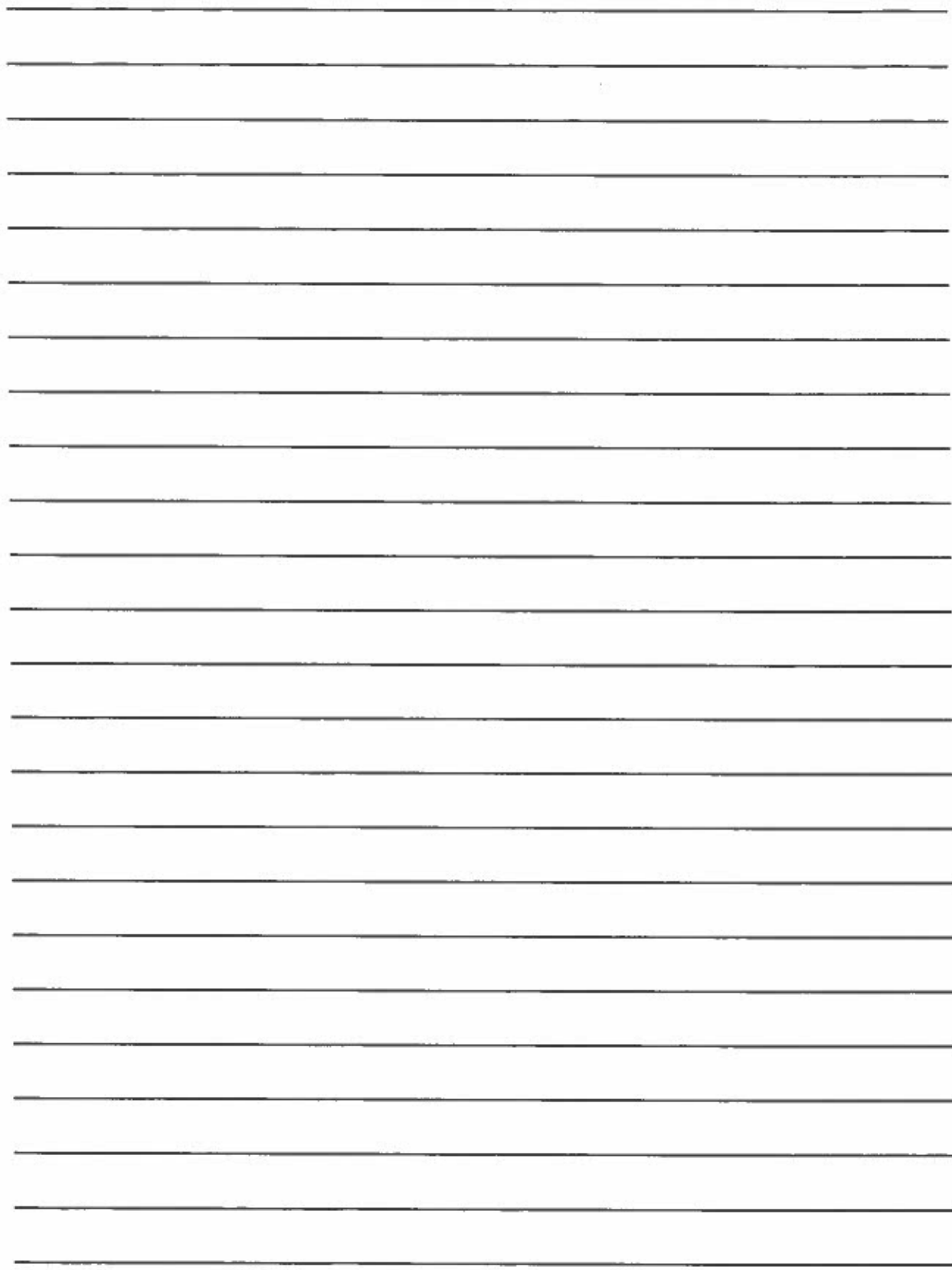
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| 1. | 10 | 20 |
| 2. | 1 | 2 |
| 3. | 0.1 | 0.2 |
| 4. | 0.01 | 0.02 |
| 5. | 0 | 10 |
| 6. | 0 | 1 |
| 7. | 1 | 2 |
| 8. | 2 | 3 |
| 9. | 6 | 7 |
| 10. | 1 | 2 |
| 11. | 0.1 | 0.2 |
| 12. | 0.2 | 0.3 |
| 13. | 0.3 | 0.4 |
| 14. | 0.6 | 0.7 |
| 15. | 0.1 | 0.2 |
| 16. | 0.01 | 0.02 |
| 17. | 0.02 | 0.03 |
| 18. | 0.03 | 0.04 |
| 19. | 0.06 | 0.07 |
| 20. | 7 | 8 |
| 21. | 17 | 18 |
| 22. | 47 | 48 |

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| 23. | 0.7 | 0.8 |
| 24. | 4.7 | 4.8 |
| 25. | 2.3 | 2.4 |
| 26. | 0.02 | 0.03 |
| 27. | 0.12 | 0.13 |
| 28. | 0.47 | 0.48 |
| 29. | 80 | 90 |
| 30. | 90 | 100 |
| 31. | 8 | 9 |
| 32. | 9 | 10 |
| 33. | 0.8 | 0.9 |
| 34. | 0.9 | 1 |
| 35. | 0.08 | 0.09 |
| 36. | 0.09 | 0.1 |
| 37. | 36 | 37 |
| 38. | 6.8 | 6.9 |
| 39. | 1.46 | 1.47 |
| 40. | 39 | 40 |
| 41. | 9.9 | 10 |
| 42. | 6.9 | 7 |
| 43. | 1.29 | 1.3 |
| 44. | 6.99 | 7 |

Science- Day 3

Compare and Contrast the results from the Day 1 and Day 2 experiments. Write 2 paragraphs to explain the similarities and differences between the two. Use your observations from the tables you created for Day 1 and Day 2. (NOTE: The 1st paragraph should be the similarities and the 2nd paragraph should be the differences.)

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The Industrial Revolution An Introduction to the Industrial Revolution

From about 1750 to around 1830, a revolution started in England and spread to other parts of the world. The revolution had nothing to do with war or **revolting**¹ against an unjust ruler. Instead, it was a revolution of ideas and industry. The invention of machines instantly changed the way people made goods. It also changed the way people lived and thought. This time of rapid change is known as the Industrial Revolution.

Before the Industrial Revolution, most items people needed were made by hand. Things like clothes, dishes or furniture, were handcrafted one by one. This took a lot of time and skill. Most craftsmen worked out of their homes. Many lived in the countryside. Towards the end of the 18th century all of this began to change. Machines took the place of skilled labor done by craftsmen. Factories were created to bring together machines and the workers needed to operate them.

One of the most important machines invented during the Industrial Revolution was the steam engine. This machine used steam to power its work. Steam was cheap and much more powerful than horses. It revolutionized transportation and industry. Steam engine trains made it possible to ship products quickly across the country. Machines powered by steam also made goods quickly. All this reduced the price of products. It became cheaper for people to buy the things they needed to live.

But industrialization also had a negative side. Large factories sprung up in cities. Many people left their farms and rural homes to work in the factories. This movement from the countryside to the cities is called *urbanization*. Industrial cities grew very quickly. In some cases, the population more than doubled. They often didn't have homes for all the new people. Some workers crowded into little

¹ Revolting – fighting

shacks near the factories. The **quarters**¹ were cramped and unsanitary. Diseases spread easily from one person to another.

Workers suffered in other ways, too. Skilled craftsmen who lost their jobs to machines weren't always able to find a new factory job. When they did, they worked long hours and weren't paid well. Women and children were even paid less. They worked up to 14 hours a day, six days a week for pennies a day. There was barely ever time to rest. Factory machines never stopped running. Often, the machines were unsafe. Many workers were crippled and desperately poor. As time went by, however, workers organized into **unions**.² They fought back and forced their employers to improve working conditions and pay.

The Industrial Revolution was a major turning point in history. As it spread to other areas of the world, life in the countryside was replaced by life in new industrial cities. As industry grew and more goods were produced, people's standard of living improved. Today, workers earn more and live longer than before the revolution. But industrialization also caused new problems. Factories have polluted the air, land, and water. Most industrialized nations will face these challenges for years to come.

¹ **Quarters** – rooms where people live

² **Unions** – organized groups of workers who try to improve working conditions

Name: _____ Date: _____

1. All of the following are examples of a revolution *except for*
 - a. a war revolting against a ruler.
 - b. rapid changes in industry.
 - c. voting for the U.S. president.
 - d. the American Revolutionary War.

2. How did people make clothes, dishes and furniture before the Industrial Revolution?
 - a. They made them in factories.
 - b. These items were made by hand, one by one.
 - c. Machines were used to create them.
 - d. There weren't any clothes, dishes, or furniture before the Industrial Revolution.

3. Which of the following was a change that occurred because of the Industrial Revolution?
 - a. People moved from the countryside to the city.
 - b. The health of factory workers improved.
 - c. More goods were created by hand.
 - d. Goods became more expensive.

4. Which of the following is the main idea of the passage?
 - a. Factory workers worked long hours and weren't paid well.
 - b. Large factories sprung up in cities.
 - c. Many people lived in the countryside
 - d. The invention of machines changed people's way of life.

5. The invention of the steam engine caused all of the following effects *except*
 - a. goods were produced more quickly.
 - b. the price of products was reduced.
 - c. goods were shipped more quickly.
 - d. skilled craftsmen created more products.

6. How might factory conditions have prevented workers from taking steps to improve their lives?

7. Why were unions successful in the fight for workers' rights?

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

After the Industrial Revolution, goods were produced mainly by machines _____ of by hand.

- a. instead
- b. because
- c. with
- d. rather

9. Answer the following questions based on the sentence below.

Towards the end of the 18th century, machines began to take the place of skilled labor in England and throughout the world.

What? machines

(did) What? _____

When? _____

Where? _____

10. **Vocabulary Word:** pollute: to ruin water, air, or a place, with harmful substances.

Use the vocabulary word in a sentence: _____

5th Grade Snow Packet Checklist

Use the list below to check off your assignments.

Day 4

- Math
- ELA (Reading/Writing)
- Science
- Social Studies

Parent/Guardian's signature saying you completed this packet:

Signature

Date

Reading

Sustained silent reading for 20 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 this part of your book.



Name: _____
Date: _____

Blizzards

The paragraph below explains how a blizzard is different from a snowstorm. Can you find and mark ten errors in the paragraph? You might look for errors of capitalization, punctuation, spelling, or grammar.

A blizard is different from a snowstorm because blizzards have really strong wins that blow at over 35 miles per our. Blizzards don't always produce a lot of snow, but blowing snow make it very hard to see. Blizzards can last for three hour or more. Severe blizzards have three qualities: winds over 45 Miles per hour pour visibility, and tempatures that are 10 degree or below.



A

Number Correct: _____

Round to the Nearest One

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| 1. | 3.1 ≈ | |
| 2. | 3.2 ≈ | |
| 3. | 3.3 ≈ | |
| 4. | 3.4 ≈ | |
| 5. | 3.5 ≈ | |
| 6. | 3.6 ≈ | |
| 7. | 3.9 ≈ | |
| 8. | 13.9 ≈ | |
| 9. | 13.1 ≈ | |
| 10. | 13.5 ≈ | |
| 11. | 7.5 ≈ | |
| 12. | 8.5 ≈ | |
| 13. | 9.5 ≈ | |
| 14. | 19.5 ≈ | |
| 15. | 29.5 ≈ | |
| 16. | 89.5 ≈ | |
| 17. | 2.4 ≈ | |
| 18. | 2.41 ≈ | |
| 19. | 2.42 ≈ | |
| 20. | 2.45 ≈ | |
| 21. | 2.49 ≈ | |
| 22. | 2.51 ≈ | |

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| 23. | 12.51 ≈ | |
| 24. | 16.61 ≈ | |
| 25. | 17.41 ≈ | |
| 26. | 11.51 ≈ | |
| 27. | 11.49 ≈ | |
| 28. | 13.49 ≈ | |
| 29. | 13.51 ≈ | |
| 30. | 15.51 ≈ | |
| 31. | 15.49 ≈ | |
| 32. | 6.3 ≈ | |
| 33. | 7.6 ≈ | |
| 34. | 49.5 ≈ | |
| 35. | 3.45 ≈ | |
| 36. | 17.46 ≈ | |
| 37. | 11.76 ≈ | |
| 38. | 5.2 ≈ | |
| 39. | 12.8 ≈ | |
| 40. | 59.5 ≈ | |
| 41. | 5.45 ≈ | |
| 42. | 19.47 ≈ | |
| 43. | 19.87 ≈ | |
| 44. | 69.51 ≈ | |

B

Number Correct: _____

Improvement: _____

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| | | |
|-----|--------|--|
| 1. | 4.1 = | |
| 2. | 4.2 = | |
| 3. | 4.3 = | |
| 4. | 4.4 = | |
| 5. | 4.5 = | |
| 6. | 4.6 = | |
| 7. | 4.9 = | |
| 8. | 14.9 = | |
| 9. | 14.1 = | |
| 10. | 14.5 = | |
| 11. | 7.5 = | |
| 12. | 8.5 = | |
| 13. | 9.5 = | |
| 14. | 19.5 = | |
| 15. | 29.5 = | |
| 16. | 79.5 = | |
| 17. | 3.4 = | |
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| 19. | 3.42 = | |
| 20. | 3.45 = | |
| 21. | 3.49 = | |
| 22. | 3.51 = | |

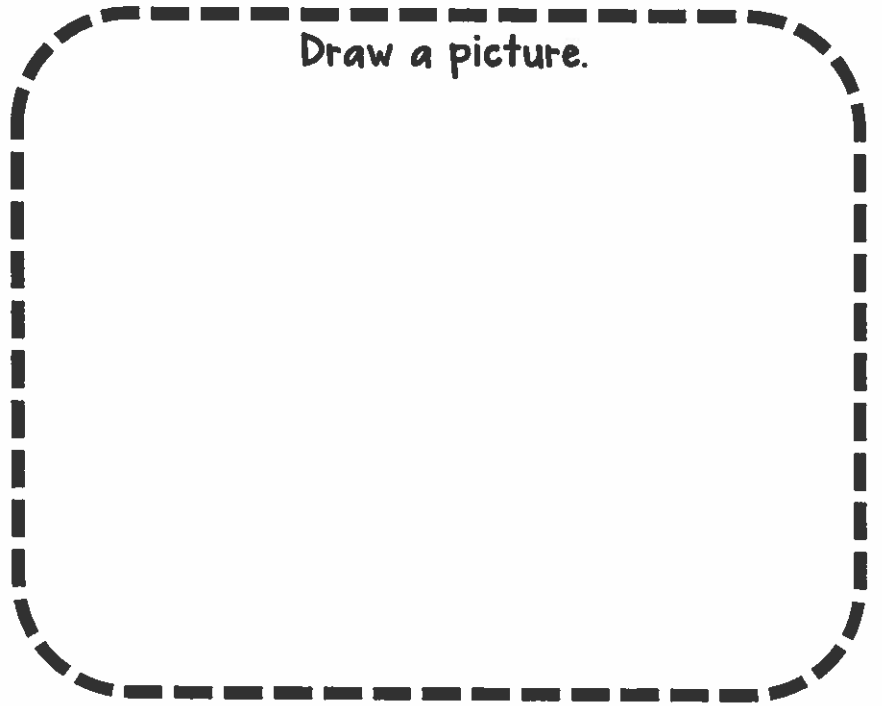
| | | |
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| 23. | 13.51 = | |
| 24. | 17.61 = | |
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| 36. | 18.46 = | |
| 37. | 12.76 = | |
| 38. | 6.2 = | |
| 39. | 13.8 = | |
| 40. | 49.5 = | |
| 41. | 6.45 = | |
| 42. | 19.48 = | |
| 43. | 19.78 = | |
| 44. | 59.51 = | |

name _____

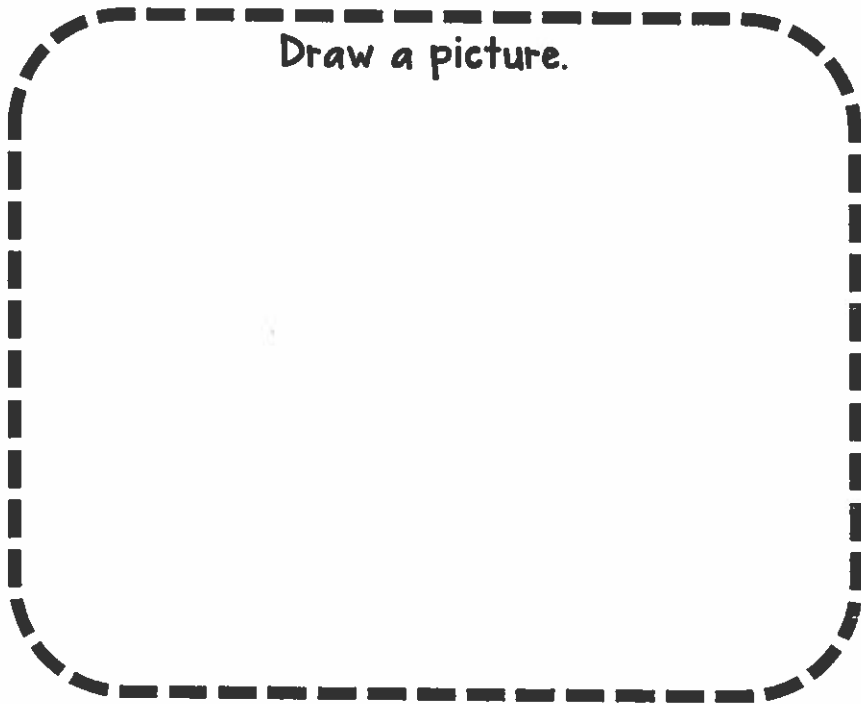
Ecosystems Introduction

If you could be any animal or plant in the world, what would you be? _____

Draw a picture.



Draw a picture.



Where would you live?

What kinds of things would you need in your new home?

The Industrial Revolution The Legend of John Henry

During the Industrial Revolution, machines started doing the work of people. They were used to make yarn, weave cloth, and saw wood. They were even used to make furniture. However, the changes taking place filled some people with sadness. Many craftsmen, who took pride at their trade, suddenly couldn't find work. They resented that machines were replacing men. This famous American legend tells about one man determined to prove he could beat a machine.

No one's really sure where John Henry came from. Some people say Alabama. Some folks say West Virginia. But one thing's for sure. John Henry was a big man. He could tackle anything, even Big Bend Tunnel. That is where he died.

John Henry was a steel-driving man. That means he helped make railroads. He used a big ol' hammer and a stake to punch holes clean through mountains made of solid rock. He would whistle and sing all day working away. But ol' John Henry was stubborn as an **ornery**¹ mule.

One day John Henry showed up at a camp yonder in Virginia. A team of men was building a railroad up the East Coast. The team's captain was a **wiry**², little man. He says to John, "What can you do?"

John Henry took a deep breath and puffed himself up just like a rooster. "I'm a steel drivin' man," he said. "I'm goin' to take my hammer and my stake and work for you. If you give me a chance, I'll work from 6 to 5. I can crumble more mountain than any man you've ever seen."

¹ **Ornery** – stubborn and mean

² **Wiry** – thin but tough

The captain laughed. "With that hammer you ain't gonna work for me," he said. "We use machinery here called steel drills to grind that mountain tired. Them drills run on steam power. That's power stronger than any man."

But John Henry's stubbornness stood firm. He wouldn't listen to the captain. Instead, John Henry challenged the captain to a race. Whichever man punched a tunnel clean through the mountain first would win.

The little captain and big ol' John lined up by the Big Bend Tunnel. The captain had his drill, and John had his hammer in his hands. All the men watched and waited. They knew that big brave John would break with sadness if he lost. John Henry hammered for all he was worth, pounding away at the rock. But the little man and his wiry drill went through that rock like a hot knife through butter.

John Henry didn't give up. He hammered and heaved. He gave it all his might. Finally, he won the race with his hammer in hand but died from exhaustion while the little Captain laughed. John Henry's legs and arms gave out, but he never gave up. All the big strong men **wept**³ to see him go. To them, John Henry was a hero. He was the last of a dying breed of men who refused to let machines change their lives. They buried John Henry under the rock at Big Bend Tunnel.

³ Wept - cried

Name: _____

Date: _____

1. Whom did John Henry challenge to a race to drill through a mountain?
 - a. Five other steel-driving men
 - b. A team captain and his steel drill
 - c. A team of horses
 - d. The strongest man in Virginia

2. Why were some people sad that machines were replacing men at work?
 - a. The change made things like furniture more expensive
 - b. Many craftsmen, who took pride in their trade, suddenly couldn't find work
 - c. People were afraid that the machines would hurt them
 - d. Some people used machines to make fun of people like John Henry

3. Which outcome did the other workers probably want in the race between John Henry and the steel drill?
 - a. They probably wanted John Henry to win
 - b. They probably wanted the steel drill to win
 - c. They probably wanted a tie
 - d. They probably wanted the captain to stop the race in the middle

4. "But John Henry's stubbornness stood firm. He wouldn't listen to the captain." The first sentence most nearly means that John Henry
 - a. couldn't hear well
 - b. agreed with the captain
 - c. held his hammer firmly
 - d. refused to change his mind

5. The passage "The Legend of John Henry" is mostly about
 - a. a sneaky team captain and the tricks he played with his steel drill
 - b. a competition to see who was the strongest man in Virginia
 - c. a competition between a man and a machine during the Industrial Revolution
 - d. the effect of the Industrial Revolution on women

6. Based on the passage, why did John Henry lose to the steel drill?

7. Why do you think this story about John Henry became a famous American legend? Use evidence from the text to support your answer.

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

John Henry challenged the captain to a race _____ he wanted to prove that he was faster and more useful than the machine.

- a. even
- b. meanwhile
- c. because
- d. anyway

9. Answer the following questions based on the sentence below.

John Henry competed against the steel drill using his hammer.

Who? John Henry

(did) What? _____

How? _____

10. **Vocabulary Word:** craftsman: A craftsman is a person who makes things skillfully with his or her hands. He or she could be making furniture, clothes, or anything else that requires skill.

Use the vocabulary word in a sentence: _____
