

# 5<sup>th</sup> Grade eLearning Packet

5th Grade

Friday, September 30<sup>th</sup> 2022

Assignments to be completed:

## ELA

\_\_\_ Writing: Personal Narrative

(If I Were Principal for a Day...)

\_\_\_ Independent Reading-Graphic Organizer

\_\_\_ Making Inferences

\_\_\_ Reading Comprehension

## Science

\_\_\_ Forces and Motion Review

## Social Studies

\_\_\_ Describe how the Chinese contributed to the building of the transcontinental.

## MATH ( Use your Strategies that you know)

\_\_\_ Place Value Review

## HEALTH

\_\_\_ Write down 5 things you can do to take care of your personal needs.

Class Dojo Message:

Good afternoon,

Richland One just announced that due to the bad weather expected there will be an eLEARNING DAY ON FRIDAY, SEPTEMBER 30th.

Student WILL NOT come to school on Friday but will stay home and complete a packet. The packet will go home tomorrow and the students will have 1 week to complete it. If we do not receive it back completed by Friday, October 7th they will be marked absent for the day.

Students will bring home their devices to log onto a Teams meeting starting at 7:50am.

I will be available for questions through ClassDojo and on Friday about any of the assignments. We will be available from 9:20-11:20am.

You can also always email one of us at:

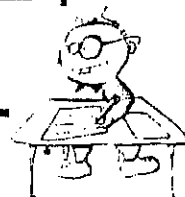
[Shelly.farrell@richlandone.org](mailto:Shelly.farrell@richlandone.org)

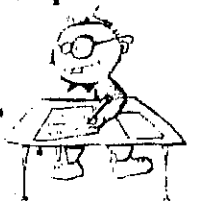
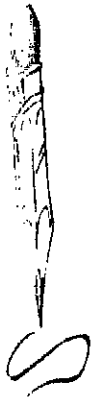
[Monica.gladden@richland.org](mailto:Monica.gladden@richland.org)

# Personal Narrative: If I Were Principal for a Day



Remember to include a well developed plot!





Independent Reading: ① Read a book of your choice.  
② Complete the graphic organizer.

Title

Author

Characters

Setting

Problem

First,

Then,

Next,

Later,

Last,

Solution

Plot: a sequence of events  
that happens in the story



## Drawing conclusions and making inferences

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### Reading Comprehension Worksheet

#### Practice

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**Drawing conclusions** means figuring something out for yourself. To draw conclusions, you need to think about what *makes the most sense*.

**Making Inferences** is using what you *already know* in addition to what *the story says*.

**Drawing conclusions and making inferences** helps you understand a story better.

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As you read the story, think about what you *already know* in addition to what the story says. Try to figure out what the story means by thinking about what *makes the most sense*.

#### The Elderly Lion

A very Elderly Lion, weakened by old age and old injuries, could no longer hunt for his food. He lived for a while on grass and berries, but this made him grow still weaker. He decided to use his brain to take what he could not get by force.

The Elderly Lion lay down in his den. He told every animal and bird who passed by that he was very sick. The animals all got the news of Elderly Lion's illness, and came one by one to visit him. Squirrel came, bringing fresh grasses and berries. Squirrel was not seen after that. Dove came, bringing more fresh grasses and berries. Dove was not seen after that. More animals went to visit the Elderly Lion, and it became clear that animals were disappearing.

Fox thought about the situation. He decided to go and visit the Elderly Lion. He went to the Elderly Lion's den and stood outside at a respectful distance. "How are you feeling today?" Fox asked.

"Not well, not at all well," said the Elderly Lion. "But why do you stand there outside? Please—come inside and visit with me for a while."

"No thank you," said Fox. "I notice that there are many footprints leading into your den, but I see no trace of any leading out."

Use what you *already know* and what the *story says* to **make inferences**:

1. How did the Elderly Lion use his brain instead of force?
  - A. The Elderly Lion tricked the animals into coming into his den.
  - B. The Elderly Lion stored up grass and berries for the winter.
  - C. The Elderly Lion moved to a different den, where better foods grew.
  
2. Why did the animals come to visit the Elderly Lion when they heard about his illness?
  - A. The animals were afraid of the Elderly Lion.
  - B. The animals hoped the Elderly Lion would move somewhere else.
  - C. The animals felt sorry for the Elderly Lion.
  
3. Why were Squirrel, Dove, and other animals not seen again after visiting the Elderly Lion?
  - A. The Elderly Lion ate them when they came into his den.
  - B. The Elderly Lion told them they should move to another part of the forest.
  - C. The Elderly Lion let them stay with him, there in his den.
  
4. Why did Fox decide to go and visit the Elderly Lion?
  - A. Fox wanted to tell the Elderly Lion he was sorry he was sick.
  - B. Fox wanted to take the Elderly Lion something that would make him feel better.
  - C. Fox wanted to find out why animals were disappearing.

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Think about *what makes the most sense*, to **draw a conclusion**:

"No thank you, said Fox. "I notice that there are many footprints leading into your den, but I see no trace of any leading out."

5. This is probably because:
  - A. Fox sees proof that the Elderly Lion has eaten the animals who visited him.
  - B. Fox doesn't believe that it is the Elderly Lion who is speaking.
  - C. Fox wants to ask the Elderly Lion why animals are disappearing.

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6. Draw another conclusion: What lesson is this story meant to teach?

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## Drawing conclusions and making inferences

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### Reading Comprehension Worksheet

#### Practice

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**Drawing conclusions and making inferences** helps you understand a story better.

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As you read the story, think about what you *already know* in addition to what the story says. Try to figure out what the story means by thinking about what *makes the most sense*.

#### The Kingly Lion

The animals of the field and forest had a Lion as their King. When anyone had a problem, he took it to the Lion King, and the Lion King helped to solve it. When anyone had an argument, they took it to the Lion King, and he helped to settle it. The Lion King never made demands that were in his own interest. He wanted only what was best for each and every animal.

Day after day, the Lion King thought about nothing but the animals who were his subjects. Then he sat down and wrote out a Royal Order. He called all the animals to come before him. He stood on a hilltop and watched the animals come together from far and near. He waited for them to settle.

"Hear ye, hear ye!" the Lion began, in his deep and rumbling voice. "I have written out my orders for a new way of doing things that will be better for all. From this day forward, the Wolf and the Lamb shall agree to live in peace. The Panther and the Goat shall live in peace. The Tiger and the Deer, and the Dog and the Rabbit—all shall live together in perfect peace and harmony.

The Rabbit said, "Oh, how I have longed to see this day, in which the weak shall take their place without fear, by the side of the strong." And after the Rabbit said this, he ran for his life.

Use what you *already know* and what the *story says* to **make inferences**:

1. Why did the animals bring their problems to the Lion?
  - A. The animals knew the Lion was powerful.
  - B. The animals knew the Lion was fair.
  - C. The animals feared that the Lion would punish them.
  
2. Why did the Lion write a Royal Order?
  - A. The Lion wanted the best for each and every animal.
  - B. The Lion was tired of the animals bringing their problems to him.
  - C. The Lion wanted to be King of the field and forest.
  
3. Why did the Lion call all the creatures together to hear the Royal Order?
  - A. The Lion wanted to show off his power.
  - B. The Lion wanted to punish the strongest of the creatures.
  - C. The Lion wanted every creature to hear the new rules.
  
4. What was the purpose of the Lion's Royal Order?
  - A. Natural enemies would live together in peace.
  - B. Natural enemies would live in different places of the forest.
  - C. Natural enemies would have to settle their own differences.

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Think about *what makes the most sense*, to **draw a conclusion**:

|                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Rabbit said, "Oh, how I have longed to see this day, in which the weak shall take their place without fear, by the side of the strong." And after the Rabbit said this, he ran for his life. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

5. This is probably because:
  - A. The Rabbit was afraid that the Lion was trying to trick all the creatures.
  - B. The Rabbit did not think the Lion's new rules would work.
  - C. The Rabbit did not want to be friends with the Dog.

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6. Draw another conclusion: What lesson is this story meant to teach?

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## Summary

### Lesson 1

5.P.5A.1

#### How can you describe and measure motion?

In Lesson 1 you learned how to describe motion in terms of speed and direction. You calculated the average speeds of some animals and learned that velocity describes both speed and direction. You learned how to create and read a motion graph.

5.P.5A.2, 5.P.5A.3

### Lesson 2 What are forces?

In Lesson 2, you learned that a force can cause motion in an object. You learned that there are different kinds of forces. Contact forces and non-contact forces are two different kinds of forces. You also learned that forces can be balanced or unbalanced. Unbalanced forces cause an object to move.

### Lesson 3

5.P.5A.3, 5.P.5A.4

#### What are Newton's Laws?

In Lesson 3, you learned Newton's three laws of motion that describe force and motion. You also learned that in science acceleration can mean that a motion increased its speed, decreased its speed, or changed its direction.

### Lesson 1

5.P.5A.1

#### How can you describe and measure motion?

- Vocabulary** Motion occurs when one object changes \_\_\_\_\_ in relation to another object.
  - reference
  - position
  - force
  - time
- Predict** If you are in a car that is going to the supermarket, how do you know when the car is moving?

### Connect to Math

#### 3. SEP Use Computational thinking

A high-speed train travels about 723 kilometers in 3 hours. What is the average speed of the train?

# Chapter Review

## Lesson 2

5.P.5A.2, 5.P.5A.3

### What are forces?

**4. Main Idea and Details** Underline the main idea and circle the details in the following paragraph.

When you ride a roller coaster, the roller coaster exerts forces on you in many ways. You could test this statement by riding a roller coaster. When the roller coaster starts, it might feel like something is pushing you back against the seat. What really happens is the roller coaster is pushing your body forward. When you go downhill, your body falls forward. The safety bar exerts a force on you to keep you in your seat.



**5. Interpret** Write a *T* for true or an *F* for false.



\_\_\_\_\_ Magnets exert forces on objects from a distance.

\_\_\_\_\_ Friction exerts forces on objects from a distance.

\_\_\_\_\_ Gravity exerts a force on objects by contact.

**6. Explain** How can the shapes of a boat and an airplane affect how water and wind forces act on the objects?

**7. Identify** Which of the following is a contact force?

A. electric

B. friction

C. gravity

D. magnetic

**8. SEP Analyze** What type of force is acting on the object?



# Chapter Review

## Lesson 3

5.P.5A.3, 5.P.5A.4

### What are Newton's Laws?

**9. Synthesize** Which laws of motion are demonstrated when a hammer exerts a force on a nail?

**10. SEP Explain** A batter hits a baseball with a bat. The bat exerts a force on the ball. Does the ball exert a force on the bat? Explain.

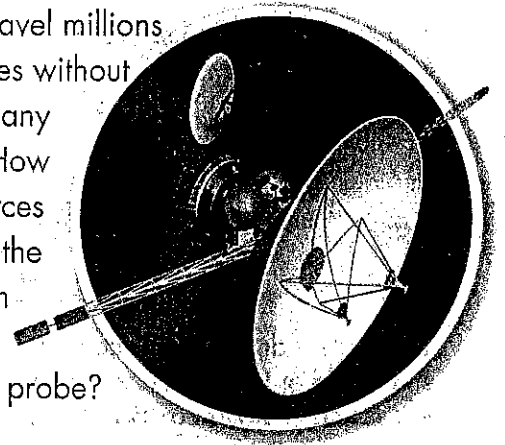
**11. CCC Synthesize** A car runs out of gas while moving forward on a flat, straight road. The car keeps rolling for a while because

- A. gravity pulls it forward.
- B. it still has force.
- C. it has acceleration.
- D. it has inertia.

**12. Identify** Which of the following is NOT an example of accelerated motion?

- A. an elevator going up at a constant speed
- B. an elevator slowing down
- C. an elevator speeding up
- D. a car taking a curve at constant speed

**13. Think About It** In space, where there is no air and gravity is weak, space probes can travel millions of miles without using any fuel. How do forces affect the motion of a space probe?



### Connect to Math

**14.** A force of 20 N accelerates a 2-kg object. How much force is needed to give the same acceleration to a 20-kg object?

- A. 10 N
- B. 10 kg
- C. 200 N
- D. 400 kg

**Name:**  
**Class:**  
**Date:**

Question #1

Which of the following is the same as 345?

- A) 3 tens, 45 ones
- B) 34 hundreds, 5 ones
- C) 3 hundreds, 5 tens, 4 ones
- D) 3 hundreds, 4 tens, 5 ones

Question #2

Chaz typed a number with a 5 in the tens place. Which of these could be the number Chaz typed?

- A) 278,325
- B) 284,352
- C) 289,523
- D) 295,932

Question #3

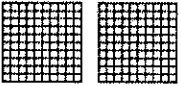

Gordon's family traveled 2485 miles by car last year. They traveled 9485 miles this year. What is the place value of the digit that changed?

- A) ones
  - B) tens
  - C) hundreds
  - D) thousands
-

Question #4

What number is represented on the place value chart?

**Place Value Chart**

Hundreds	Tens	Ones
		

- A) 24
- B) 204
- C) 240
- D) 2004

Question #5

The Sun is about 26,000 light-years from the center of the Milky Way Galaxy. What is another way to write 26,000?

- A)  $10 \times 26$
- B)  $10 \times 260$
- C)  $10 \times 2,600$
- D)  $10 \times 26,000$

Question #6

Which of the following is equal to 50 ones?

- A) 5 thousands
- B) 5 hundreds
- C) 50 tens
- D) 5 tens

Question #7

What is the place value of the 8 in this number?

4896

- A) ones
- B) tens
- C) hundreds
- D) thousands

Question #8

Which number has a 7 in the ones place, an 8 in the hundreds place, and a 3 in the thousands place?

- A) 3087
- B) 3708
- C) 3807
- D) 3870

Question #9

Jon read that a pilot claimed to have flown 500,023 miles in a year. How is this number of miles written in words?

- A) five thousand twenty-three
- B) five hundred twenty-three
- C) five hundred thousand twenty-three
- D) five hundred thousand two hundred thirty

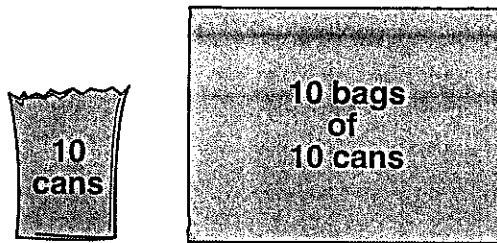
Question #10

How should one million two hundred thousand thirty-five be written in standard form?

- A) 100,235
- B) 1,000,235
- C) 1,200,035
- D) 1,235,000

Question #11

A class is collecting aluminum cans. Every Monday each student brings in a bag with 10 cans.



They put 10 bags into a box. How many boxes do they need to hold 1000 cans?

- A) 1
- B) 10
- C) 100
- D) 1000

Question #12

The zoo sells about 7000 boxes of popcorn every year. Which expression has the same value as 7000?

- A)  $1000 + 700$
- B)  $1000 + 70$
- C)  $10 \times 700$
- D)  $10 \times 70$

Question #13

Javier read a book that stated the population of Hawaii is close to one million, two hundred five thousand, one hundred ninety-four people. What is the standard form of this number?

- A) 1,25,194
- B) 1,250,194
- C) 1,205,194
- D) 1,200,5,100,94

Question #14

The total cost of building a new high school was \$4,510, 079. Which shows this amount written in words?

- A) four hundred fifty-one million, seventy-nine dollars
- B) forty-five million, ten thousand, seven hundred ninety dollars
- C) four million, fifty-one thousand, seventy-nine dollars
- D) four million, five hundred ten thousand, seventy-nine dollars

Question #15

How should Sam write “seven million, four hundred thousand, fifty” in standard form?

- A) 7,450,000
- B) 7,400,500
- C) 7,400,050
- D) 7,000,450