

Week of April 20th-April 24th

**STUDENT NAME:**

---

**5TH GRADE**

**This page MUST be attached to  
the front of your child's AMI  
packet when turned in!**

# Week of April 20th-April 24th

## **5th grade AMI Packet** **Literacy, Math, Science, Social Studies**

This is your child's AMI Packet for the week of April 20th-April 24th. A digital copy of this will also be found on our school website.

Each student will be required to complete each day's work for the week. They will complete ALL core subjects everyday.

Please be sure that your child's name is on their AMI packet and if it is not stapled, their name needs to appear on all pages to ensure they make it to the correct place.

Please make sure you are checking Remind regularly as important information is being shared there daily.

Each teacher is available through email every week day from 8:00 AM-3:00 PM if you have any questions.

Our emails are:

Mrs. Thomas- amy.thomas@crossettschools.org

Coach Collins- grant.collins@crossettschools.org

Mrs. Martin- sherri.martin@crossettschools.org

Mrs. Hamilton- shada.hamilton@crossettschools.org

Mrs. Canady- andrea.canady@crossettschools.org

Mrs. Hogue- katlin.hogue@crossettschools.org

5th grade team,

Mrs. Thomas, Coach Collins, Mrs. Martin, Mrs. Hamilton, Mrs. Canady, Mrs. Hogue

# AMI Packet

## 5th grade

April 20th, 2020

\_\_\_ Literacy

\_\_\_ Math

\_\_\_ Science

\_\_\_ Social Studies

# 5th grade Literacy April 20th, 2020

## Change the Verbs to Nouns

Verbs can be changed into nouns easily. Usually, but not always, it is as simple as adding a suffix.

Example:

Verb: subtract      Noun: subtraction

Change each verb below into a noun.

Verb	Noun
1. decorate	_____
2. introduce	_____
3. amuse	_____
4. add	_____
5. accept	_____
6. admire	_____
7. believe	_____
8. migrate	_____
9. decide	_____
10. disturb	_____

# Nouns

# and Verbs Write It Both Ways

Some words can either be a noun or a verb depending on how they are used in a sentence. Write two sentences for each word below. In one sentence, use the word as a noun. In the other, use the word as a verb. You may change the word to make it singular or plural, or change the tense.

**Example: cook**

**Noun: The cook was in the kitchen.**

**Verb: He will cook dinner tonight.**

## 1. paint

Noun: \_\_\_\_\_

Verb: \_\_\_\_\_

## 2. dance

Noun: \_\_\_\_\_

Verb: \_\_\_\_\_

## 3. walk

Noun: \_\_\_\_\_

Verb: \_\_\_\_\_

## 4. scream

Noun: \_\_\_\_\_

Verb: \_\_\_\_\_

## 5. swing

Noun: \_\_\_\_\_

Verb: \_\_\_\_\_

# 5th grade Math April 20th, 2020

## Dragon

53	49	46	46	51	45	46	53	49	51	52	51	48	48	45	52	47	50	50
51	46	47	48	53	47	52	37	39	35	37	46	51	51	52	49	51	49	46
47	50	45	47	51	48	44	20	18	21	18	42	50	47	50	52	54	54	47
47	53	38	48	50	53	38	18		19	20	19	43	52	50	47	53	53	52
52	38		43	40	37	41	21	35	18	20	15	38	47	53	49	53	47	54
46	44	15	15	17	23	22	23	16	16	18	37	50	47	45	37	51	50	47
46	41	19	18	23	15	22	19	22	17	21	44	50	49	43	31	42	50	50
54	51	42	36	38	44	38	39	23	18	19	39	54	49	36	40	39	53	46
47	50	50	51	49	52	39	32	43	20	20	15	36	52	41	34	23	40	50
50	47	53	54	51	39	42	44	42	41	38	17	19	40	44	39	15	36	52
52	49	49	46	38	30	25	33	28	29	44	22	22	38	43	34	41	15	38
52	50	49	39	31	26	28	33	38	42	20	17	44	41	26	37	43	17	39
53	54	52	41	36	35	39	37	18	15	23	36	26	43	31	26	41	16	41
49	45	35	32	28	30	25	35	21	19	38	40	28	29	36	26	40	23	36
51	46	41	27	33	33	37	17	40	37	27	27	40	29	26	37	44	17	39
51	54	36	37	39	38	42	15	15	18	35	42	41	35	44	15	22	22	41
54	49	52	36	26	26	40	22	24	21	19	24	18	19	15	23	20	42	49
49	46	48	49	36	44	40	17	24	23	17	18	15	19	23	23	42	53	48
47	47	51	35	22	17	20	21	35	43	22	17	15	21	18	39	50	45	54
48	49	46	39	22	18	24	41	52	51	39	44	42	41	36	51	54	49	49

Key:

Rounds to 20	Green
Rounds to 30	Tan
Rounds to 40	Black
Rounds to 50	Blue

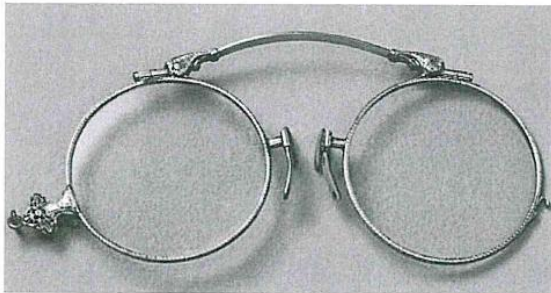
\*Blank squares are white

# How Does Engineering Use Science?

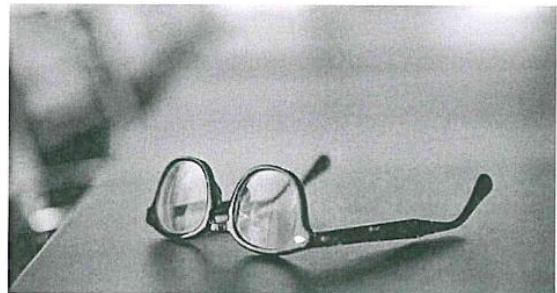
## Engineering Vision

Scientists discover new things about the world and universe around us. Engineers use these scientific discoveries to help design and make new technology. Ideas can build on one another over time to produce totally new solutions.

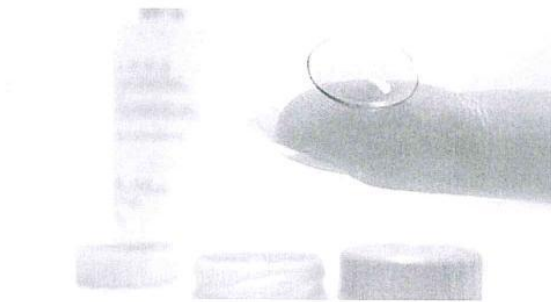
Look over each image. Think about how new scientific discoveries helped engineers design each item.



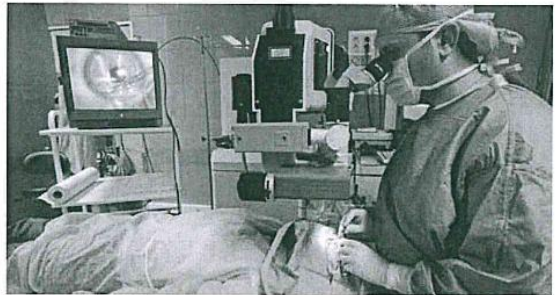
Early studies of optics, the science of light interacting with matter, helped people engineer antique spectacles.



Polymer chemists discovered lighter, tougher plastics. Engineers used them to design lightweight plastic frames and thinner, lighter lenses.



Scientific discoveries with water-absorbing plastics led to soft contact lenses. People often prefer them for sports and activities.



Scientific discoveries with lasers led to LASIK eye correction surgery. It changes the shape of the cornea, your eye's outer covering. After surgery, people may not need glasses or contacts.

© Houghton Mifflin Harcourt • Image Credits: (l) ©Corbis; (tr) ©Klaus Vedfald/  
DigitalVision/Getty Images; (bl) ©Magdalena Lales/StockPhoto.com; (br) ©Phame/Alamy

11. How did science contribute to better meet people's vision wants and needs?

---

---

---

## 5th grade Social Studies April 20th, 2020

1. Which power is held by the House of Representatives but not by the Senate?
  - a. the power to approve presidential vetoes
  - b. the power to grant pardons for federal crimes
  - c. the power to approve nominees to the federal courts
  - d. the power to introduce bills about raising money through taxes
  
2. Under what condition can the Supreme Court strike down a law?
  - a. when it goes against the Constitution
  - b. when it has been vetoed by the president
  - c. when it does not have the support of a circuit court
  - d. when it does not have the support of two-thirds of Congress
  
3. How are all state governments similar to the federal government?
  - a. They have three separate branches.
  - b. They have nine Supreme Court justices.
  - c. They require people to pay taxes on their income.
  - d. They require citizens to pledge loyalty to the United States.
  
4. How has the United States become more of a representative democracy over time?
  - a. by having more people serve on juries
  - b. by giving more people the right to vote
  - c. by reducing the number of laws vetoed by presidents
  - d. by reducing the number of congressional committees



# 5th grade Social Studies April 20th, 2020

## Assessment (continued)

5. Which of the following responsibilities do presidents have?

Choose the three correct answers.

- a. interpreting the Constitution
- b. commanding the armed forces
- c. breaking tie votes in the Senate
- d. preparing a budget for the federal government
- e. deciding how much people have to pay in income tax
- f. choosing ambassadors to represent the United States

The federal government and the state governments have different responsibilities. Place an "X" in the box on the table to show whether the responsibility belongs to the federal government or the state governments.

	Federal	State
6. running post offices		
7. issuing driver's licenses		
8. signing treaties with other countries		

9. Why might some people want to stop using the Electoral College to choose U.S. presidents?

---

---

---

---

---

---

---

### COMPULSIVE QUESTION

10. How does American government work?

# AMI Packet

## 5th grade

April 21st, 2020

\_\_\_ Literacy

\_\_\_ Math

\_\_\_ Science

\_\_\_ Social Studies

# NIGHTMARISH NEGATIVES

## Double Negatives in Sentences

A double negative is a sentence that has two negative words.

Example: I never saw nobody.

In the example there are two negative words: *never* and *nobody*. Double negatives are incorrect in formal writing. A sentence should have only one negative. A correct way to write the sentence would be: I never saw anybody.

Correct the double negatives in the sentences below.

**Common negative words and phrases include:**  
no, not, nobody, never, nothing, no one, nor, nowhere, none, cannot, isn't, didn't, won't, wasn't, and any other contraction with *n't*.

1. He can't have no fun when his little brother is around.

---

2. The dog doesn't bite nobody.

---

3. We never ran nowhere as fast as we ran there.

---

4. Grace won't talk to no one if she's in a bad mood.

---

5. None of us can tell no one.

---

6. When the children went outside, they didn't see no lights in the sky.

---

7. That old car isn't going nowhere.

---

8. James didn't tell nothing about his test.

---

## 5th grade Literacy April 21st, 2020

### *Italics* and Underlining for Titles

The titles of major works are set apart from regular text. Major works are books, long poems, magazines, newspapers, journals, movies, plays, television shows, ballets, operas, paintings, albums, and names of ships.

When you are handwriting, you underline the title of the major work. If you are typing, you put the title in italics.

Example:

He checked out a book called *The Three Musketeers* by Alexandre Dumas.

or if handwritten:

He checked out a book called The Three Musketeers by Alexandre Dumas.

Titles of smaller works are put in quotation marks. These are magazine articles, songs, essays, short stories, book chapter names, short poems, and television episodes.

I read an article in the *Chicago Tribune* titled "The Best Places for Pizza."

Circle the words in the following sentences that should be underlined or placed in italics.

1. The Lion King was a movie and also a play on Broadway.
2. The family watched The Wizard of Oz on television.
3. The Mona Lisa hangs in Paris, France at the Louvre Museum.
4. Henry Wadsworth Longfellow's epic poem *Evangeline: A Tale of Acadie* is divided into two parts of five sections, called cantos.
5. The first chapter of *David Copperfield* by Charles Dickens is entitled I Am Born.
6. The Washington Post newspaper was founded in 1877.
7. The British ship RMS Titanic sank in August 1912.
8. I think *Harry Potter and the Sorcerer's Stone* was better than *Harry Potter and the Order of the Phoenix*.
9. People magazine has an annual list called The 25 Most Intriguing People of the Year.
10. William Shakespeare's *Romeo and Juliet* was written before *Hamlet*.

## 5th grade Math April 21st, 2020

Write the decimals in order from least to greatest.  
**1.23, 2.13, 0.2, 1.32, 2.3, 0.21, 2.03**

Solve.

$$\begin{array}{r} 5.08 \\ \times 0.26 \\ \hline \end{array}$$

$$\begin{array}{r} 0.7 \\ \times 1.92 \\ \hline \end{array}$$

$$4 \overline{) \$3.32}$$

$$6 \overline{) 17.4}$$

Compare the decimals using the greater than, less than, and equal symbols.

$0.7 \bigcirc 0.68$

$0.29 \bigcirc 0.5$

$0.55 \bigcirc 5.5$

$0.40 \bigcirc 0.4$

$0.3 \bigcirc 0.30$

$0.50 \bigcirc 0.8$

Pia and Paloma are shopping for a gift for their mother. Finally, they find the perfect present—a purple pitcher! It is on sale for \$10.95. They decide to combine their money to buy it. Pia has \$4.09 in her wallet. Paloma has \$0.87 in her pocket and \$6.24 in her purse. Do they have enough money to buy the pitcher? If so, how much change will they get back?

Label the number line with the decimals listed in the box.

0.50	0.25	1.3
1.1	0.9	1.75



## Thinking Alike

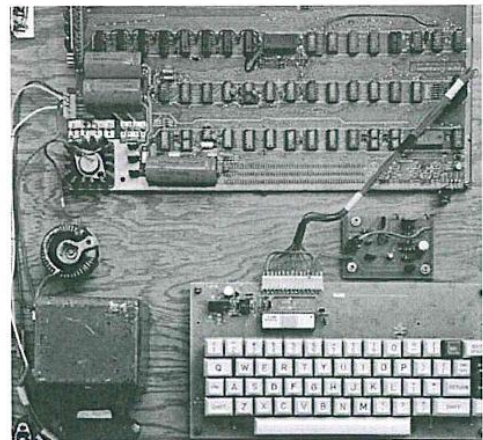
Engineers and scientists use some of the same ways of doing things. Both scientists and engineers see a problem and ask questions about it. They think about the specifics and use models to design a solution. For example, when at first the Hubble telescope was not taking clear images, scientists and engineers worked as a team and discovered that Hubble's main mirror had been built incorrectly. They modeled different solutions on Earth and tested those solutions many times.

NASA engineers used evidence from their tests to determine whether their proposed solutions would work. They used math to analyze the solutions, keeping in mind that any Hubble fix would take place in outer space. Throughout the process, NASA scientists and engineers communicated with each other to find the best solutions.

## Thinking Differently

Scientists and engineers follow many of the same methods to find answers to problems. However, their goals differ. Scientists, for example, conduct research and investigations to add to our knowledge. An example might be interpreting data from distant galaxies to better estimate when those galaxies formed. Engineers, on the other hand, focus on solving problems or achieving goals.

Although science and engineering have different goals, their work complements one another. Advances in science often lead to advances in engineering, and advances in engineering often lead to advances in science.



New technology can lead to new science. The first personal computers, like this prototype, led to new scientific discoveries.

13. Choose the words from the word bank that correctly complete the sentences.

<b>add to knowledge</b>	<b>make loopholes</b>	<b>make problems</b>	<b>solve a problem</b>
<b>mathematics</b>	<b>no models</b>	<b>problems</b>	<b>solutions</b>

Engineers \_\_\_\_\_ and scientists \_\_\_\_\_  
\_\_\_\_\_. They both use \_\_\_\_\_ and  
computational thinking.

## 5th grade Social Studies April 21st, 2020

**Directions:** In the new Magazine: The New Nation, students need to read **pages 2-3** and complete a Cornell note chart with 3 main ideas and 3 supporting details plus one summary. Students also need to read **pages 4-5** and complete a Cornell note chart with 3 main ideas and 3 supporting details plus one summary.

\*\*Cornell notes are based on main ideas from what students have read only on the 2 pages provided as well as details that support each main idea. We do these every day in class, students know how to complete a chart.

### Social Studies: Cornell Note Chart pages 2-3

<b>Title of Magazine:</b> <u>The New Nation</u>	
<b>Topic:</b>	
Main idea 1	Detail 1
Main idea 2	Detail 2
Main idea 3	Detail 3
Summary:	

# 5th grade Social Studies April 21st, 2020

Social Studies: Cornell note chart pages 4-5

Title of Magazine: <u>The New Nation</u>	
Topic:	
Main idea 1	Detail 1
Main idea 2	Detail 2
Main idea 3	Detail 3
Summary:	



# AMI Packet

## 5th grade

April 22nd, 2020

\_\_\_ Literacy

\_\_\_ Math

\_\_\_ Science

\_\_\_ Social Studies

## 5th grade Literacy April 22nd, 2020



### Commas in a Series



A series is a list of items in a sentence. Example:

I had eggs, toast, and fruit for breakfast.

Generally, a comma follows each item on the list before the conjunction. The conjunction is *and* in the example above.

Below are sets of sentences. Turn each set into one sentence with a series. Add commas where they are needed.

- 1) John's shirt was blue. It was also green. It also had white on it.

---

---

- 2) We bought milk at the store. We also bought grapes. We also bought peanut butter.

---

---

- 3) One of her cats is named Sparky. Another is named Fluffy. There is one named Pete.

---

---

- 4) They went to the library after school. Then they went to the park. After that they went to the store.

---

---

- 5) Ginny had four favorite sports. She likes tennis. She likes gymnastics. She likes swimming. She also likes soccer.

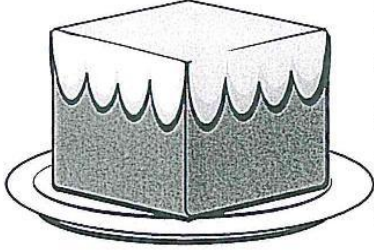
---

---

## 5th grade Literacy April 22nd, 2020

### Identify the Idiom

Idioms are sayings that have a figurative meaning that is different from its literal, or real, meaning.



Example: The test was a piece of cake.

The idiom in the example is *piece of cake*. The figurative meaning is something that is easy.

Below are sentences that have idioms. Underline the idiom in each sentence and write its figurative meaning under the sentence.

1. If you want to be a singer, you should give it a shot.  
meaning:
2. The meeting completely slipped my mind.  
meaning:
3. She gets a kick out of watching cartoons.  
meaning:
4. Are you having second thoughts about getting a pet?  
meaning:
5. It's late; let's call it a day.  
meaning:
6. I saw Olive at the store, and she gave me the cold shoulder.  
meaning:
7. Karen's mother baked her birthday cake from scratch.  
meaning:
8. Liz is the type of friend who stays with you through thick and thin.  
meaning:
9. I don't always see eye to eye with Jim.  
meaning:
10. His brother had to go home and hit the books.  
meaning:

5th grade Math April 22nd, 2020

×	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

Fill out the multiplication chart.

# So Many Properties

## Properties Describe Matter

All matter has properties. Some of the easiest properties to identify are the color, shape, and size of an object. These are called **physical properties**—characteristics of matter that you can observe or measure directly. No matter what terms you use, being able to describe an object using its properties is very important in science.



2. What properties describe this hat? Think about its color, size, and shape. Use words that really tell about the hat.

---

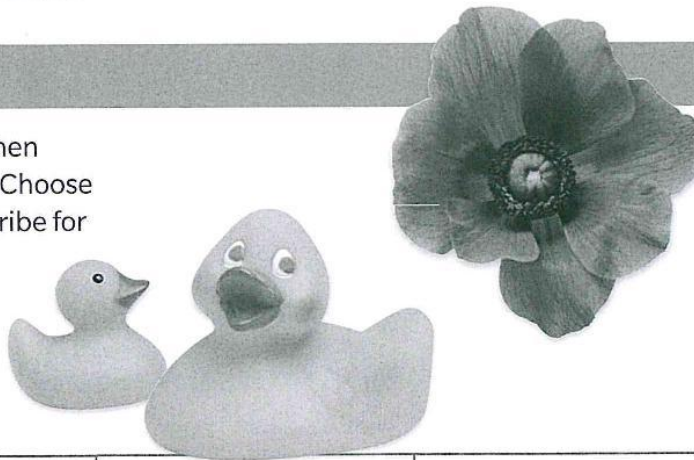
---

---

---

## Identifying Properties

3. Look at the pictures, and then complete the table below. Choose your own property to describe for the last column.



	Color	Shape	
Ducks			
Flower			

© Houghton Mifflin Harcourt • Image Credits: (t) ©Corbis; (b) PhotoDisc/Getty Images; (br) ©PhotoDisc/Getty Images

# 5th grade Science April 22nd, 2020

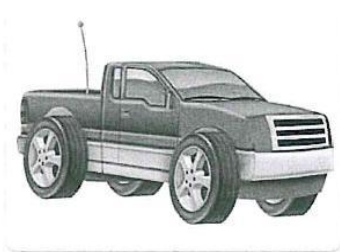
## High-Priority Properties

17

Finding common properties or characteristics among objects can help scientists organize and classify them. But what happens when some properties match but others do not?

### Property Categories

4. Sort the different objects according to shared properties by choosing a property, and writing the name of each object in the columns.



Color		

5. How did you sort the objects?

---

---

---

## 5th grade Social Studies April 22nd, 2020

**Directions:** In the Magazine: The New Nation, students need to read **pages 6-7** and complete a Cornell note chart with 3 main ideas and 3 supporting details plus one summary. Students also need to read **pages 8-9** and complete a Cornell note chart with 3 main ideas and 3 supporting details plus one summary.

\*\*Cornell notes are based on main ideas from what students have read only on the 2 pages provided as well as details that support each main idea. We do these every day in class, students know how to complete a chart.

### Social Studies: Cornell Note Chart pages 6-7

<b>Title of Magazine:</b> <u>The New Nation</u>	
<b>Topic:</b>	
Main idea 1	Detail 1
Main idea 2	Detail 2
Main idea 3	Detail 3
Summary:	

# 5th grade Social Studies April 22nd, 2020

## Social Studies: Cornell Note Chart pages 8-9

<b>Title of Magazine:</b> <u>The New Nation</u>	
<b>Topic:</b>	
Main idea 1	Detail 1
Main idea 2	Detail 2
Main idea 3	Detail 3
<b>Summary:</b>	



# AMI Packet

## 5th grade

April 23rd, 2020

\_\_\_ Literacy

\_\_\_ Math

\_\_\_ Science

\_\_\_ Social Studies

## 5th grade Literacy April 23rd, 2020

### Commas and Introductory Elements: Clauses

An introductory element in a sentence is the word, phrase or clause that appears at the beginning of the sentence and before the main clause.

Example 1: Although it was late, Simon still wanted to go outside.

In Example 1 *Although it was late* is an introductory element. The main clause begins with the subject of the sentence, *Simon*.

In this sentence the introductory element is a clause. A clause always has a noun and a verb. This clause tells when Simon wanted something, so the clause is working as an adverb. **Introductory clauses should be followed by a comma.**

Example 2: As she walked out the door, it began to rain.

In Example 2 *As she walked out the door* is an introductory adverbial clause. It has a noun (she) and a verb (walked). It tells when it began to rain, so it is modifying a verb. There should be a comma after this introductory adverbial clause.

Introductory clauses often begin with adverbs like *after, as, because, since, if, until, and when*.

Rewrite the sentences below, adding commas in the correct places.

1. When the mail arrived the man ran to the mailbox.
2. Because the bike was in the street a car ran over it.
3. Before she came to Denver Willa had lived in Cleveland.
4. Until the bell rings everyone should stay quiet.
5. After winter is over we are going to the beach.

## Proverbs and Adages:

### What Do They Mean?

Proverbs and adages are short sayings that state a truth or give simple advice. Below are common proverbs and adages. Explain what they mean in your own words.

1. Beggars can't be choosy.

---

2. Don't put all your eggs in one basket.

---

3. Every cloud has a silver lining.

---

4. Don't cry over spilled milk.

---

5. A stitch in time saves nine.

---

6. Don't judge a book by its cover.

---

## 5th grade Math April 23rd, 2020

The **fluid ounce**, **cup**, **pint**, **quart**, and **gallon** are used to measure capacity in the United States.



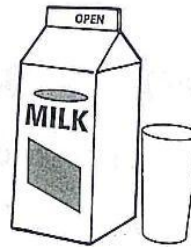
1 cup



1 pint



1 quart



1 half gallon



1 gallon

8 fluid ounces (fl. oz.) = 1 cup (c.)

2 cups = 1 pint (pt.)

2 pints = 1 quart (qt.)

2 quarts = 1 half gallon ( $\frac{1}{2}$  gal.)

4 quarts = 1 gallon (gal.)

**Directions:** Convert the units of capacity.

13 gal. = \_\_\_\_\_ qt.

10 pt. = \_\_\_\_\_ c.

12 c. = \_\_\_\_\_ pt.

4 gal. = \_\_\_\_\_ qt.

16 qt. = \_\_\_\_\_ gal.

5 c. = \_\_\_\_\_ pt.

36 pt. = \_\_\_\_\_ gal.

12 qt. = \_\_\_\_\_ pt.

6 gal. = \_\_\_\_\_ pt.

16 c. = \_\_\_\_\_ qt.

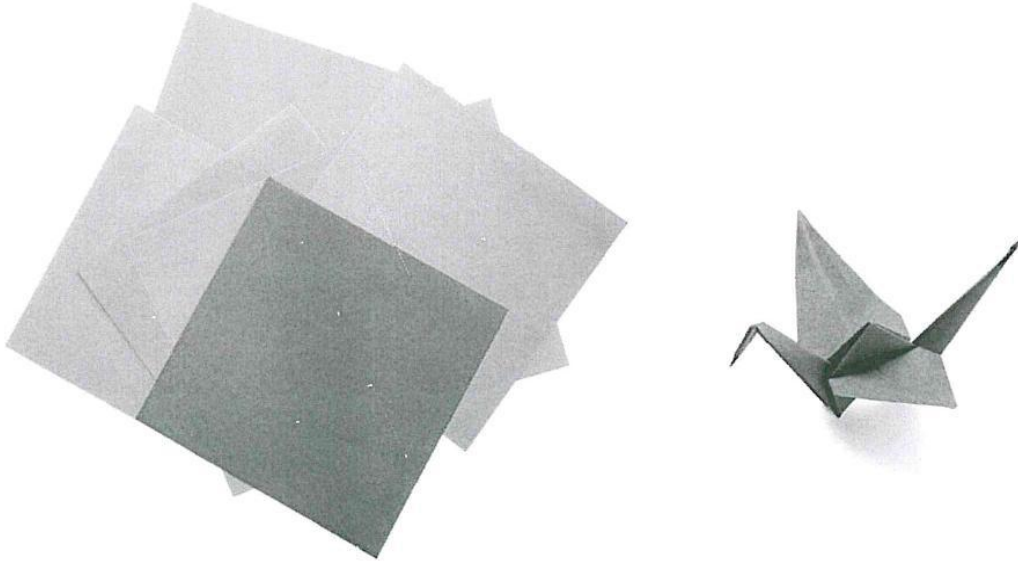
32 oz. = \_\_\_\_\_ c.

16 oz. = \_\_\_\_\_ pt.

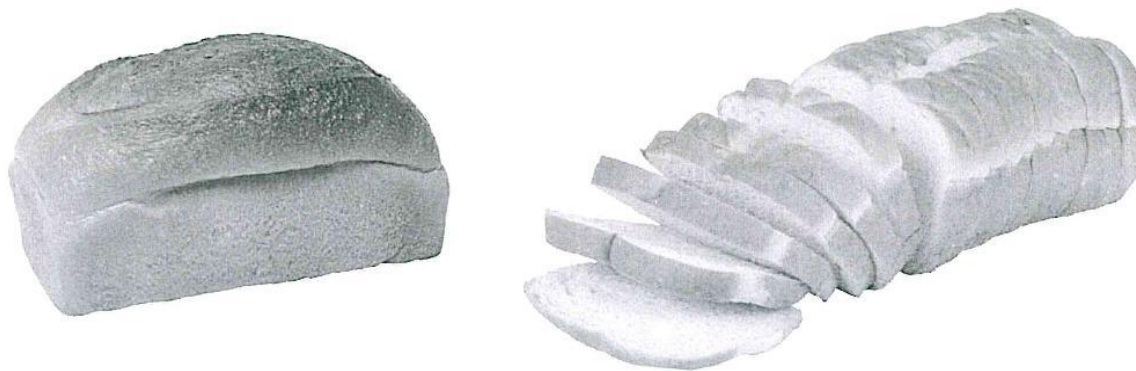
# Physical Changes

## Ch, Ch, Ch, Changes

One of the ways matter can be changed is in how it looks. It can be scribbled with pencil and change color. It can be cut into many pieces. It can be bent into a different shape. The matter itself is still the same. This type of change is called a **physical change**. The key to a physical change is that nothing new is made.



There's a stack of paper. Some of it gets folded into this crane. Is it still paper? Yes! Folding it is just changing its shape. This is a great example of a physical change.



To make a sandwich, you have to cut slices from this loaf of bread. Once the slices are in the sandwich, you have made a new substance, right? Wrong! The slices of bread are made of exactly the same stuff as the unsliced bread.

© Houghton Mifflin Harcourt • Image Credits: (b) Getty Images/Photodisc; (br) ©Comstock/Getty Images

## 5th grade Science April 23rd, 2020

Another example of a physical change happens when you mix things together. Imagine you have a bag of blue beads and a bag of red beads. Then you put them together into the same bag and shake it up. What happens? The beads mix with each other. Can you still see the different colors? Yes! This is because you have not created anything new. The physical change is just the mixing of the beads.



This can is made of steel. It is used to hold soup or vegetables. What happens to the can after it gets crushed? Is the can still made of steel? Sure! All you have done by crushing it is change its shape. It is still the same kind of matter.

2. Choose the correct words for each sentence.

<b>color</b>	<b>location</b>	<b>makeup</b>	<b>shape</b>	<b>cutting</b>
<b>burning</b>	<b>matter</b>	<b>temperature</b>	<b>flammability</b>	<b>size</b>

Physical changes happen when matter changes \_\_\_\_\_,  
\_\_\_\_\_, or \_\_\_\_\_.

An example of this type of change would be \_\_\_\_\_

a piece of wood. In this type of change, no new \_\_\_\_\_

is created.



**EVIDENCE NOTEBOOK** What evidence have you found that a physical change has occurred? Enter your answers in your Evidence Notebook.

## 5th grade Social Studies April 23rd, 2020

**Directions:** In the Magazine: The New Nation, students need to read **pages 10-11** and complete a Cornell note chart with 2 main ideas and 2 supporting details plus one summary. Students also need to read **pages 12-13** and complete a Cornell note chart with 3 main ideas and 3 supporting details plus one summary.

\*\*Cornell notes are based on main ideas from what students have read only on the 2 pages provided as well as details that support each main idea. We do these every day in class, students know how to complete a chart.

### Social Studies: Cornell Note Chart pages 10-11

<b>Title of Magazine:</b> <u>The New Nation</u>	
<b>Topic:</b>	
Main idea 1	Detail 1
Main idea 2	Detail 2
<b>Summary:</b>	

# 5th grade Social Studies April 23rd, 2020

## Social Studies: Cornell Note Chart pages 12-13

<b>Title of Magazine:</b> <u>The New Nation</u>	
<b>Topic:</b>	
Main idea 1	Detail 1
Main idea 2	Detail 2
Main idea 3	Detail 3
<b>Summary:</b>	



# AMI Packet

## 5th grade

April 24th, 2020

\_\_\_ Literacy

\_\_\_ Math

\_\_\_ Science

\_\_\_ Social Studies

## Commas and Direct Address

A direct address is when the person speaking uses the name or a nickname for the person they are speaking to.

Example:

“What time do you want to go to the game, Felix?”

The name in the direct address is always set apart from the rest of the sentence by a comma or commas. If the name is at the end, as in the example above, the comma

goes before the name. If the name is at the beginning of the sentence, the comma goes after the name. If the name is in the middle of the sentence, the name has a comma before and after.

Examples:

“Felix, what time do you want to go to the game?”

“What time, Felix, do you want to go to the game?”

### Part I.

Rewrite each sentence below as a direct address. Remember to add the quotation marks and the commas where needed.

1. Thad you were elected captain of the team!

---

2. It is important Chelsea that you always wash your hands.

---

3. Can you help me sir?

---

4. Have a happy birthday Mom.

---

5. You're a great speller Winston so you might win the spelling bee.

---

### Part II.

Write three original sentences, each with a direct address.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

# Proverbs and Adages Match

Match the proverb or adage in Column A to its meaning in Column B.

## Column A

1. \_\_\_\_\_ A fool and his money are soon parted.
2. \_\_\_\_\_ The squeaking wheel gets greased.
3. \_\_\_\_\_ Beauty is in the eye of the beholder.
4. \_\_\_\_\_ Every dog has its day.
5. \_\_\_\_\_ Don't change horses in midstream.
6. \_\_\_\_\_ The grass is always greener on the other side of the hill.
7. \_\_\_\_\_ Two wrongs don't make a right.
8. \_\_\_\_\_ Absence makes the heart grow fonder.
9. \_\_\_\_\_ There is nothing new under the sun.
10. \_\_\_\_\_ Time cures all ills.

## Column B

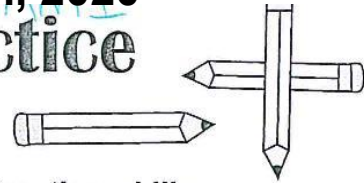
- A. Those who complain or protest get attention.
- B. Everyone has good luck or success at some point.
- C. If a bad thing is done to you, don't do something bad as a response.
- D. There's no such thing as a new idea.
- E. If you are foolish with money, you will soon lose it.
- F. A person often realizes how much they care for someone when they are apart.
- G. You will have problems if you change halfway through.
- H. All pain and problems disappear over time.
- I. Each person has their own idea of what is beautiful.
- J. People often think that others are better off than they are.

5th grade Math April 24th, 2020



# Multiplication Practice

Fill in the missing number



Test your multiplication, addition, and subtraction skills by writing in the correct number to make the problem true.

1.  $8 \times 4 + \square = 40$

2.  $6 \times 4 + \square = 26$

3.  $3 \times 5 + \square = 19$

4.  $6 \times 7 + \square = 52$

5.  $9 \times 3 + \square = 31$

6.  $7 \times 4 + \square = 35$

7.  $5 \times 9 + \square = 56$

8.  $7 \times 9 + \square = 67$

9.  $6 \times 2 + \square = 25$

10.  $8 \times 6 + \square = 52$

11.  $10 \times 4 + \square = 48$

12.  $3 \times 1 + \square = 33$

1.  $6 \times 5 - \square = 27$

2.  $3 \times 8 - \square = 19$

3.  $7 \times 2 - \square = 6$

4.  $6 \times 9 - \square = 50$

5.  $4 \times 4 - \square = 5$

6.  $8 \times 9 - \square = 67$

7.  $8 \times 4 - \square = 20$

8.  $5 \times 5 - \square = 19$

9.  $8 \times 6 - \square = 44$

10.  $9 \times 9 - \square = 73$

11.  $12 \times 4 - \square = 42$

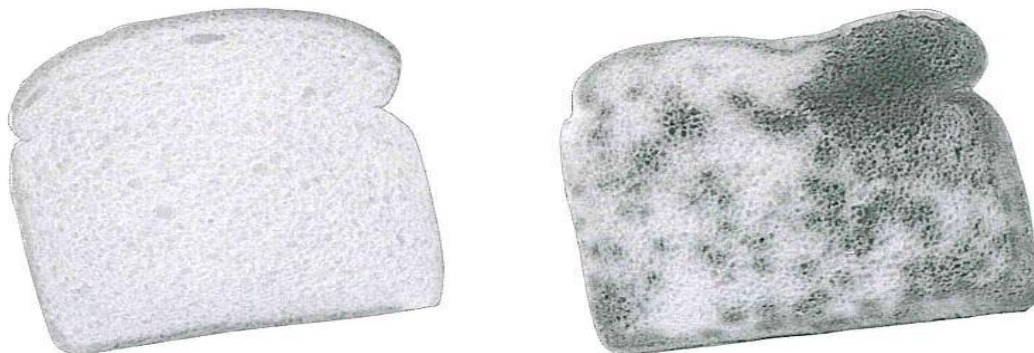
12.  $7 \times 4 - \square = 22$

# Chemical Changes

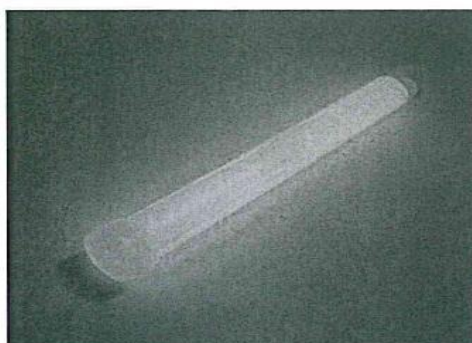
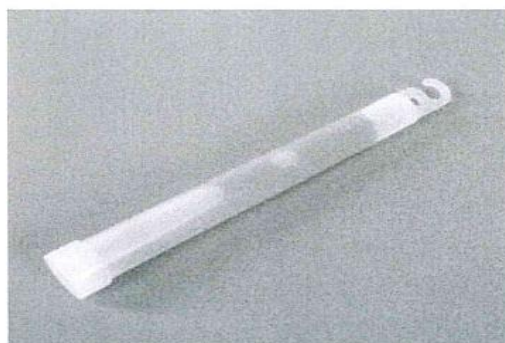
## Before and After Are Different

Another type of change that can occur is a chemical change. During a **chemical change**, new matter is formed. There may be a new product (such as a *precipitate*, the solid material that forms at the bottom of a tube) or a gas. Or you may observe an increase in temperature. The key thing is that the original matter has changed for good.

Burning things is a great example of a chemical change. When something burns, energy is released in the form of heat. The burning substance changes into something new as heat is released. Think of the pile of ashes that remains after a campfire has burned out. You cannot make the ashes change back into wood.

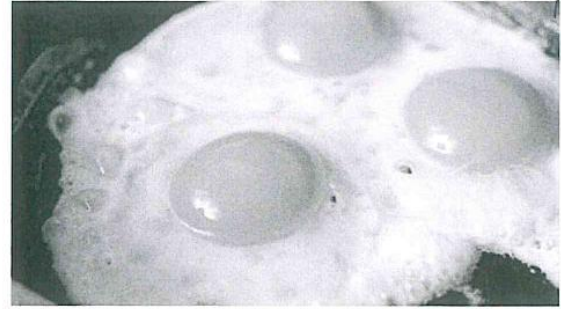


What happens when you leave food out on the counter or in the refrigerator for a long time? It “goes bad,” or rots. The chemical makeup of the food changes.



Glow sticks have chemicals inside of them. When these chemicals come together, they start to glow. Can you ever separate those chemicals? No. This is because a chemical change has happened. Once the reaction is over, the light will die out.

## 5th grade Science April 24th, 2020



If you cook eggs, then you have seen the result of a chemical change. Once you crack the egg into the hot pan, the heat starts to change it. The liquid part of the egg now becomes more solid and changes color. The smell of the cooking egg is another sign that a chemical change is taking place. Once cooked, there's no way to put the egg back into its original state.

7. Categorize the following changes or products as evidence of chemical or physical change.

<b>strong odor</b>	<b>temperature change</b>	<b>precipitate</b>
<b>breaking in half</b>	<b>bending</b>	<b>painting</b>

<b>Chemical change</b>	<b>Physical change</b>

© Houghton Mifflin Harcourt • Image Credits: (f) ©3sbworfid/istock / getty Images Plus / Getty Images; (f) ©Anna Hoychuk/Shutterstock



### HANDS-ON Apply What You Know

## Seeing Chemical Changes

8. Your teacher will provide you with Epsom salts and ammonia. Use a balance to measure out 2 g of the Epsom salts and place them into a beaker. Then use a graduated cylinder to measure out 10 mL of ammonia (safety note\*—be sure to wear safety goggles, do not touch the ammonia, and do the activity in a well-ventilated area). Add the ammonia to the beaker of Epsom salts, and set a timer for 5 hours. Monitor the beaker regularly, and record your observations.



**EVIDENCE NOTEBOOK** What happened to the Epsom salts immediately after you added the ammonia? What happened to the Epsom salts over time? What evidence did you collect that showed a chemical change happened? How is this different from a physical change? Record your answers and evidence in your Evidence Notebook.

## 5th grade Social Studies April 24th, 2020

**Directions:** In the Magazine: The New Nation, students need to read 14-15 and complete a Cornell note chart with 3 main ideas and 3 supporting details plus one summary. Students also need to read **pages 16-17** and complete a Cornell note chart with 3 main ideas and 3 supporting details plus one summary.

\*\*Cornell notes are based on main ideas from what students have read only on the 2 pages provided as well as details that support each main idea. We do these every day in class, students know how to complete a chart.

### Social Studies: Cornell Note Chart pages 14-15

<b>Title of Magazine:</b> <u>The New Nation</u>	
<b>Topic:</b>	
Main idea 1	Detail 1
Main idea 2	Detail 2
Main idea 3	Detail 3
Summary:	

# 5th grade Social Studies April 24th, 2020

## Social Studies: Cornell Note Chart pages 16-17

<b>Title of Magazine:</b> <u>The New Nation</u>	
<b>Topic:</b>	
Main idea 1	Detail 1
Main idea 2	Detail 2
Main idea 3	Detail 3
<b>Summary:</b>	