Distance Learning Packet

5th Grade

Contact Information:

James Baker - jbaker@longcountyschools.org	Aliyah McMillan - amcmillan@longcountyschools.org
Brandi Eastlake - beastlake@longcountyschools.org	Shaun Podunavac - spodunavac@longcountyschools.org
Katherine Ferrie - kferrie@longcountyschools.org	Damien Salazar - dsalazar@longcountyschools.org
Heather Garrido - hgarrido@longcountyschools.org	A Sylvester - asylvester@longcountyschools.org
Tashun Jackson - tjackson@longcountyschools.org	Brittany Williams - bwilliams@longcountyschools.org
Kari King - kking@longcountyschools.org	Lynn McNeal - lmcneal@longcountyschools.org
Russelle Loury - rloury@longcountyschools.org	Linda Smith - lsmith@longcountyschools.org
Ainsley Mason - amason@longcountyschools.org	Mary Lairamore - mlairamore@longcountyschools.org

The Long County School System administrators and faculty understand that our students and families are experiencing difficult and uncertain times. The attached learning opportunities have been created by your child's teachers to provide educational review and practice activities. We understand that our students do not have direct access to the instructional support of their teachers, so we are asking students to complete these learning activities to the best of their abilities without creating undue anxiety or hardships.

Updates and Information

Long County Schools: https://www.longcountyps.com/

McClelland Elementary: https://www.meslongco.com/

https://www.facebook.com/MESLongCo/

Free Educational Websites

1). Switcheroo Zoo

Site address: www.switcheroozoo.com

2). Nat Geo for Kids

Site address: www.kids.nationalgeographic.com

3). Into the Book

Site address: www.reading.ecb.org

4). Suessville

Site address: www.seussville.com

5). How Stuff Works

Site address: https://www.howstuffworks.com/

6). Fun Brain

Site address: www.funbrain.com

7). PBS Kids

Site address: www.pbs.org

8). Scholastic Learn at Home

Site address: https://classroommagazines.scholastic.com/support/learnathome.html

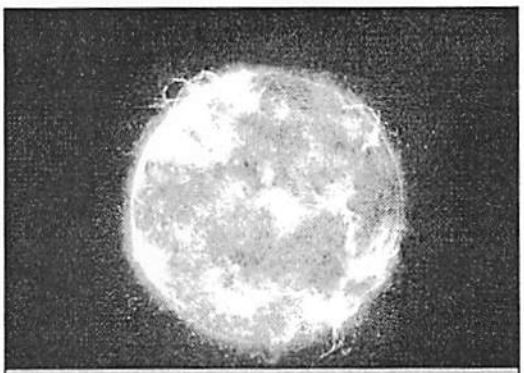
9). Storyline online

Site address: www.storylineonline.net

10). Highlights Kids

Site address: www.highlightskids.com

THE LIFE OF A STAR



The sun in space

When you look up at the night sky, you may see hundreds of tiny dots of light that we call stars. Have you ever wondered how stars are created, or how big they actually are? Down on Earth, these stars seem tiny, but the truth is that they're gigantic! And they are much more than little twinkling lights. In every star there is a story of heat, explosions, life, and death.

All stars begin their journey when massive clouds of dust and gas start to collapse and break down. These clouds of dust are called **nebulae**. The clouds of space dust are impacted by gravity, which binds the elements together, forcing them to form a cluster. In addition to squeezing close together, the close contact creates heat. In fact, a nebula will undergo nuclear fusion and cause the temperature to rise to over 10,000 degrees. This hot, tight bundle of space dust is a baby star, known as a **protostar**.

The temperature and size of the protostar determine its life cycle as a star. The bigger and hotter the star, the longer it will last. The amount of energy it produces is proportionate to its lifespan. Some stars can glow for billions of years. But the star is always involved in a delicate balancing act to keep itself alive. Gravity wants to shrink the star, whereas heat wants to expand it and force it to grow. This balancing act will continue until the star runs out of hydrogen. **Hydrogen** is a gas, and it is one of the major components of stars.

When a star runs out of hydrogen, it expands and becomes a "**red giant**." A red giant is the last stage of a star's life. The star expands, dropping temperature. This causes the pressure to drop, and gravity finally wins the battle! The star collapses, but it isn't a neat little fall. Imagine something with a million times the mass of Earth breaking down in a few seconds! It creates huge shock waves and gives off more energy than the sun! But it is only for a few moments.

Several things could happen depending on the size of the star. Large stars will create a nuclear explosion called a **supernova**, or even a **black hole**, the densest object in space. If a star is smaller, its collapse will still produce a big burst of energy, but it will not create a supernova or black hole. It will create a white **dwarf star**. Dwarf stars are small. They form from collapsed stars that didn't have enough energy to form a supernova, black hole, or **neutron star** (collapsed core of a giant star). There are red, white, and yellow dwarves. There are even brown dwarf stars, which form when stars never quite reach the needed temperature for nuclear fusion to occur.

The different colors of stars indicate their temperatures and how brightly they burn. Red and yellow stars are often medium in size and give off a medium amount of light. Blue stars are the largest and hottest stars.

Our massive sun is a yellow star, meaning there are stars that are even brighter and hotter than Earth's sun! One day, Earth's sun, which is actually a star, will collapse and form a supernova or black hole. In its wake, it will swallow planets, possibly even Earth! However, you don't need to worry. The sun isn't likely to collapse for millions of years! As you now know, the size and heat of the star relate to its lifespan. It's a good thing that our sun is very large, and very hot, so it will last for a long time!

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Name _____ Date _____

THE LIFE OF A STAR

RI.4

1. What is a protostar?

2. What is hydrogen, and how does it impact the life of a star?

3. How is the word "collapse" used in the passage?

4. How is the word "expand" used when explaining the life of a star?

5. What does the author mean when she says that a star is always performing a "balancing act" to stay alive?

6. Explain how the term "lifespan" is used in the passage.

7. What is a "red giant"?

8. What is a "brown dwarf"?

9. Which stars are the hottest?

10. **Writing Prompt:** Describe the three stages of the life cycle of a star. Then explain what happens after the collapse of a star. Underline the key words.

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A GARBAGE GARDEN

Fruits and vegetables in a garbage bag

Americans throw away tons of food. This is something that many people want to change. They realize that food waste is unnecessary. Wasted food can be used to feed hungry families. Sometimes people are throwing out scraps of food they think are just pieces of trash. Did you know a whole garden could be waiting in your garbage?

Vegetative propagation is when you grow an entire plant from just a cutting of it. A small piece of a plant, often a part that you might not want to eat, is the basis for a whole new plant!

After buying carrots, most people remove the long green stems of the carrot plant. They may also cut off the top of the carrot with the stems. When you eat celery, you cut off the bottom base where tiny "hairs" poke out of a hard surface. Those parts don't taste very good. But the celery bottoms and carrot tops will grow a new bunch of celery or carrots!

Potatoes, sweet potatoes, lettuce, and beets grow from cuttings. Garlic, ginger, and many other plants are grown from cuttings. Have you ever let a beet or onion sit too long in your kitchen before you use it? You'll notice that onions begin to "sprout" by producing small green leaves or one long stalk. Most people rush to throw those veggies away. Instead, they ought to start a new crop.

Potatoes and sweet potatoes that are left too long may begin to grow "eyes." Those are little white, yellow, or purple buds on the outside of the plant. People frown and rush to throw those spuds into the trash! Instead, find a large bucket or garden pot. Get some dirt from your yard or potting soil from a garden center. If you plant the vegetable with the eyes pointing down into the dirt, it will create a new plant. With potatoes and sweet potatoes, you will not just get one new potato, but rather a plant that will bear many small potatoes – or large ones! It all depends on what type of potato or sweet potato you plant and how long you allow them to grow.

Obviously, it takes time to grow plants, even from a cutting. However, plants grown from scraps do not take as long to grow as plants starting from seeds. You can see new growth on a scallion plant, also called green onion or spring onion, in as little as a day. Sometimes you can see celery growth within a few hours! In a few months, you can have quite a garden if you faithfully plant your veggie waste. Not only that, but once it starts growing, you can keep the process going! You will eventually need to buy less from the grocery store. You'll be able to feed your family from your yard or even your windowsills!

The **Food Aid Foundation** works with charities around the world to help feed those in need. They are a reputable source that knows a lot about hunger. They share some startling information. One out of every seven people in the world is hungry! They may not be starving. They may be suffering from food insufficiency. They may have some food but not enough to create balanced, nutritious meals. They may be **malnourished**. They may be undernourished too. That means they don't have enough to eat. Many of these people are children. There is another sad statistic, perhaps one that relates to the number of hungry people in the world. One-third of food in the world is wasted! It's thrown out or left to spoil. It may be lost in production, shipping, or storage. Some foods, particularly vegetables and fruits, are cosmetically damaged. Sometimes stores don't put these "ugly" fruits and veggies out for sale. If they don't find a home with wholesale or direct buyers, they may go to waste.

Do your part! Don't put your vegetable scraps in the garbage! Make a "garbage garden" instead. Do your family and your world a favor.

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Name _____ Date _____

A GARBAGE GARDEN

RI.1

1. Cite a direct quote in the passage that explains "vegetative propagation."

2. According to the text, how can you grow a bunch of carrots?

3. According to the text, what is the quickest way to grow potatoes, lettuce, and beets? Why do you think that is the best way?

4. Use information or direct quotes from the text to explain the work of the Food Aid Foundation.

5. How many people in the world are hungry? Quote the statistic used in the passage.

6. According to the text, what does it mean to be malnourished? What do you think can happen is a person is malnourished?

7. How can a "garbage garden" decrease food waste? Use information from the text.

8. How can growing a "garbage garden" help decrease hunger? Use information from the text.

9. What is one type of food loss mentioned in the text?

10. **Writing Prompt:** Write about growing a sweet potato at your house. Use details from the article to decide where and how to plant it. Use your prior knowledge to tell what else it needs to grow.

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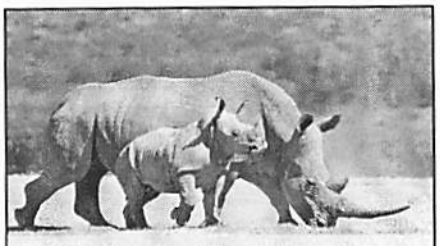
CAN WE SAVE THE NORTHERN WHITE RHINO?



Northern white rhinoceros

The white rhino is one of the most **endangered species** in the world. There are northern white rhinos and southern white rhinos. All of them come from Africa. The southern white rhinos live in South Africa, Namibia, Zimbabwe, Kenya, and Uganda. The northern white rhinos once lived in Uganda, southern Chad, south-western Sudan, and other central African countries. The northern white rhinos are highly endangered. They may soon become extinct!

Rhinos are some of the biggest land mammals. Males weigh about five thousand pounds! These rhinos are also covered in thick skin. Their skin prevents most injuries. They have a horn that is hard and tough. That horn can stop most predators. Why are these strong, sturdy animals in such trouble? Sadly, the answer is humans.

Poachers are hunters who illegally shoot and kill animals for money. Typically, they don't need the meat animals can provide. They want a special part of the animal. Items like elephant tusks, tiger claws, and rhino horns are popular with poachers. Some people think these items have special healing powers. Modern medical tests have proven these animal parts don't really hold any cures. But old folk tales persist. Sometimes people are so desperate for a cure that they will believe anything. Rhino horns are rumored to cure cancer, make you stronger, and clean your liver. Besides this, having a rhino's horn means you are rich. Some people foolishly want to prove that they have lots of money – so much money that they can pay hundreds of thousands of dollars for a rhino's horn! An item that is bought simply to show that you can afford it is referred to as a "status symbol." It shows your status as a wealthy person.

White rhinos have been driven to the edge of **extinction** because of poachers and the people who buy horns illegally. While they have tough skins, they aren't bulletproof. Poachers shoot the rhinos, disable them, then cut off their horns. The rhino cannot survive this. They bleed to death. The poachers do not care that they kill the whole animal for one small piece of it.

Some countries work to protect the rhino by removing temptation from poachers. They surgically remove the horns. Poachers have no reason to attack the animals then. However, not all rhinos get this treatment, and they are still targets. It is because of this that the northern white rhino is about to die out.

There are only two northern white rhinos left in the world, and both are females. The last remaining rhinos live in a safe haven in Kenya. One male white rhino passed away from old age in 2018. Without him, it will be impossible to breed more purebred northern white rhinos. However, there is hope that southern white rhinos can play their part and help create a hybrid species. This species will be a mix between the northern and southern white rhinos. In time, scientists may be able to use cells from the last northern white rhinos (collected before they died) to create a northern white rhino again. This process is referred to as "**de-extinction**." It has not been completely successful with any species yet, but the northern white rhino could be the first! Another species, the quagga, a relative of the plains zebra, is near de-extinction through the use of a process called **selective breeding**. Selective breeding is the method of using the cells of extinct species and close living relatives of a similar species to create members of the extinct species. Perhaps the work that went into revitalizing the quagga will help the northern white rhino as well.

The northern white rhino is a noble species. It is also unique in some ways when compared to other rhinos. It is smaller than the southern rhino, and it has a shorter horn. This type of rhino is less aggressive, but a more violent attitude wouldn't have saved them. Only two of these gentler giants remain. One day, we may see more of them with some help from southern white rhinos and dedicated scientists who hope they can save a species.

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Name _____ Date _____

NORTHERN WHITE RHINO

RI.1

Use evidence from the text to find the correct answer. Then, fill in the bubble of the correct answer.

1. **What other animal did scientists use a method for de-extinction that may help them save the northern white rhino?**
   - Ⓐ tiger
   - Ⓑ dodo
   - Ⓒ quagga
   - Ⓓ passenger pigeon

2. **Why has buying and owning rhino horns become important to some people?**
   - Ⓐ cool trend for teens
   - Ⓑ status symbol for the wealthy
   - Ⓒ wedding gift for couples
   - Ⓓ none of the above

3. **Why do poachers hunt rhinos?**
   - Ⓐ They need the meat.
   - Ⓑ The rhinos are too aggressive.
   - Ⓒ They want the money from selling the horns.
   - Ⓓ They use the horns as weapons.

4. **The northern and southern white rhino are different in what way?**
   - Ⓐ different habitats
   - Ⓑ different levels of aggression
   - Ⓒ One is smaller than the other.
   - Ⓓ All of the above

5. **What happens when a poacher cuts off the horn of a rhino?**
   - Ⓐ It does not survive.
   - Ⓑ The horns regrow
   - Ⓒ It lives just fine without it
   - Ⓓ It will be unable to defend itself.

6. **How did the last male northern white rhino die?**
   - Ⓐ poaching
   - Ⓑ old age
   - Ⓒ disease
   - Ⓓ injury

7. **Why is a rhino safe from most injuries?**
   - Ⓐ It has thick, tough skin.
   - Ⓑ It has have a strong, sturdy horn.
   - Ⓒ It is very large animals.
   - Ⓓ All of the above.

8. **Which species of rhino is more endangered?**
   - Ⓐ The Northern White Rhino
   - Ⓑ The Southern White Rhino
   - Ⓒ Both are equally endangered.
   - Ⓓ Both are already extinct.

9. **White rhinos live on which continent?**
   - Ⓐ Asia
   - Ⓑ North America
   - Ⓒ Africa
   - Ⓓ Uganda

10. **According to the passage, about how much does it cost to buy a rhino horn?**
    - Ⓐ a few dollars
    - Ⓑ a million dollars
    - Ⓒ hundreds of dollars
    - Ⓓ hundreds of thousands of dollars

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Opinion/ Informative/ Narrative Writing Prompts

Here are some writing prompts to practice with your child. Each writing topic should be 3 paragraphs (beginning, middle, and end). Please have students indent their paragraphs. They should also use capital letters and end marks where they are needed.

Writing Topic #1
Opinion Writing Topic: The Most Useful Future Invention Scientists, inventors and engineers work to create products and inventions to simplify our lives. One invention, a flying car, could help us travel more efficiently and be used for rescue. A helper robot, the Mahru-Z, helps with household chores and may one day help scientists in space. Which invention do you think is most useful? You will explain your thinking with facts and reasons from the articles.

Article #1 (To go with opinion writing)

Flying Cars

Imagine being picked up for school in a flying bus. Traffic jams will no longer be a problem. Instead of sitting on the road behind other cars, you will be flying above them. Visiting someone far away will be easy too. You will not have to spend hours riding in a car. Simply hop in the car and fly straight to your destination.

Flying cars exist today. However, most are still experimental and are not for sale to the public. One flying car, the X-Hawk, is to be used as a rescue vehicle. For example, firefighters could use it to save people from burning buildings. The military wants it to rescue injured soldiers on the battlefield, and hospitals would use it for quick travel to rescue injured people.

The X-Hawk is about the size of a large van. It is shaped like a boat, except it has four wheels, which are used when it is on the ground. It has two seating areas, one on each side of the vehicle. Both areas are enclosed in glass that acts as a windshield. The X-Hawk rises straight up in the air like a helicopter, but it can also fly forward like an airplane. It is very useful because it can float or "hover" in one place and can fit into places that are too dangerous for a helicopter. Because of its size and the way it moves, firefighters would be able to rescue people who are trapped in areas high above the ground. This experimental car could turn into the flying car of the future, which would be available to all drivers.

A flying car like the X-Hawk seems like it belongs in a story set in the distant future. However, if engineers and scientists keep working day and night, people may have flying cars sooner than we ever imagined. It may be just a matter of time before people will have flying cars.

Article #2 (To go with opinion writing)

Helper Robots

In the future, people's lives may be very different thanks to the help of robots. One robot named Mahru-Z has already been created by scientists and engineers in Korea. Mahru-Z is designed to do many household chores. With this kind of robot help, children may never need to clean their rooms or make their own snacks again.

Mahru-Z is just over four feet tall and resembles a human. Its head can rotate, and it moves by walking on two legs. It has two arms and uses six-fingered hands, which are great for picking up things. The most important feature of Mahru-Z is its eyes. These contain visual sensors that allow the robot to observe the surrounding area as it travels from room to room picking up objects off the floor. For example, it can take dirty clothing to the washing machine. It can also place toys in a toy box.

Mahru-Z has other useful skills like making and delivering snacks. It can put food into a microwave oven or toaster, turn it on, and take the food out. It can even locate a human in the house and bring the food to him or her.

Because Mahru-Z can be operated by remote control, it may be useful for completing tasks other than household chores. It could function in areas that are too dangerous for humans. One day it may help scientists by going into space. Scientists on Earth could control its movements while it performs experiments in outer space.

Mahru-Z sounds like something out of a futuristic space cartoon and may not be available in homes for a while. With a little more time and effort, though, it might just be the newest home appliance.

English Language Arts (Writing) louisianabelieves.com—2012

Writing Topic #2
Informative Writing Topic: Explain the rules of a game. It can be any kind of game, such as a sport, a card game or a board game. Explain it so that someone who has never played it will understand it. Be sure and include what kind of equipment is needed. There is also a space for you what kind of equipment is needed. There is also a space for you to add pictures.

Writing Topic #3
Narrative Writing Topic: You wake up one morning after a great night of sleep. You step into the bathroom and give a great stretch, when you open up your eyes to your astonishment, you have six arms. Explain how you would go about your day. Does having six arms work to your advantage or disadvantage? How do you go about your normal duties for the day?

5th Grade ELA Review Name: _____

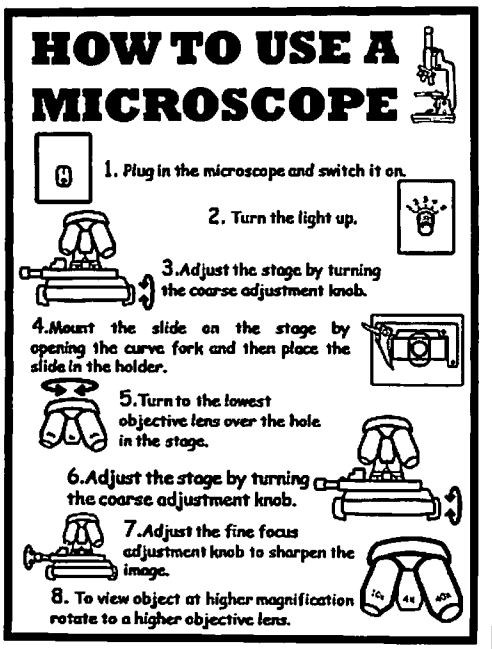
Microscopes

The History of Microscopes

Microscopes are optical instruments used to see small objects. They get their name from the Latin root word, *micro*, meaning small and the Greek word, *scope*, meaning to see. Although microscopes may seem high tech, they were first used over four hundred years ago. Two men who made spectacles, now known as glasses, discovered that small objects could be magnified when putting different lenses on opposite ends of the tubes.

Microscopes Today

Since the first microscope was invented, many improvements to the instrument have been made. With modern technology, scientists are able to use today's microscopes in a variety of ways. For instance, microscopes can be used to study specimen, crime scenes, and the quality of medication. Microscopes are even used in surgery and allow doctors to complete procedures with precision, or accuracy. Microscopes have changed and improved a great deal through the years and are very beneficial to many areas of study.



1. Why did the author most likely write the text?
   ⓐ to persuade readers to purchase a microscope
   ⓑ to inform readers about the dangers of microscopes
   ⓒ to inform readers about how microscopes have changed over time
2. The first paragraph is mostly about _____.
3. The second paragraph is mostly about _____.
4. Using evidence from the text, give two examples of how microscopes are used today: _____

   _____
5. The can of beans (is / are) sitting on the shelf.

1. Which sentence best paraphrases the main idea of the text?
   ⓐ The first microscope was invented over four hundred years ago.
   ⓑ Microscopes have changed and improved through the years and are very helpful.
   ⓒ Microscopes are used to study specimen, crime scenes, and medication.
2. If you wanted to know if the facts included in the text are accurate, or true, what could you do?

   _____

   _____
3. The pile of books (is / are) sitting on the table.
4. The team of football players (eat / eats) at the diner.

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1. Why did the author most likely include the text box? What information can be found in it?

_____

_____

_____

2. If I wanted more information about modern microscopes, under which **heading** in the passage should I look? _____

3. What should I do if I want to sharpen the image?

ⓐ turn the course adjustment knob ⓑ adjust the fine focus ⓒ rotate to a higher objective lens

4. Add commas and quotation marks to the sentences below.

Will we go to the park today asked Jennifer.

My mom said We will visit the park today.

Answer the questions using the passage to help you.

1. If the Latin word *micro* means small, what is most likely the meaning of microfiber?
ⓐ a long grain of wheat
ⓑ a very thin, tiny material used in fabric
ⓒ a nutritional source consumed by humans

2. If the Greek word *scope* means see, what is most likely the meaning of periscope?
ⓐ an object or automobile submerged in water
ⓑ a material used to study scientific findings
ⓒ a long tube used to observe something that couldn't otherwise be seen

3. If I wanted more information about how scientists long ago used microscopes, which book would be most **relevant**?
ⓐ *The Science of Modern Technology* ⓑ *The History of Scientific Tools* ⓒ *Microscopes of the Future*

1. Using evidence from the text, explain how the first microscope was invented.

_____

_____

_____

2. Correct the sentences below using correct capitalization.

my family and i will eat at mcdonals on friday night. we usually eat fast food on mondays and fridays because i have football practice. my friend, camden, will join us.

3. Combine the sentences below using conjunctions.

I loving drawing. I love painting. I do not like baking.

_____

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5th Grade Georgia Milestones Test Prep: *Pedal to the Metal!* **Name:**

Three students each draw a circle. They each shade $\frac{4}{5}$ of their circles, as shown.

Which equation shows how much of the circles are shaded altogether?

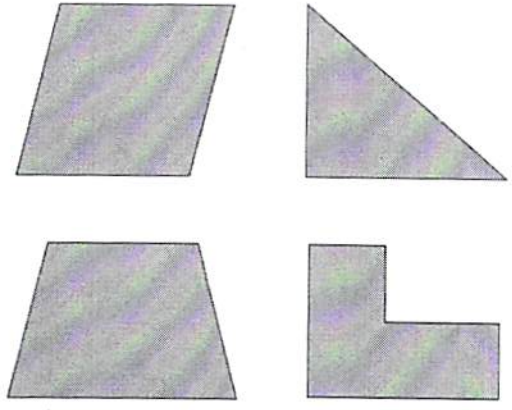
a. $3 + \frac{4}{5} = 3\frac{4}{5}$

b. $3 \times \frac{4}{5} = \frac{12}{5} = 2\frac{2}{5}$

c. $3 \times \frac{4}{5} = \frac{4}{15}$

d. $3 \times \frac{4}{5} = \frac{7}{5} = 1\frac{2}{5}$

Circle the figure that has only one pair of parallel lines?



What is the difference of these fractions?

$$2\frac{3}{8} - \frac{7}{8} = \_\_\_\_\_$$

Emily has 50 gallons of water to share between 6 different fish tanks. She puts an equal amount of water in each fish tank. What is the total amount of water, in gallons, in each tank?

A. $\frac{3}{25}$ gallon

B. $8\frac{1}{25}$ gallon

C. $9\frac{2}{25}$ gallon

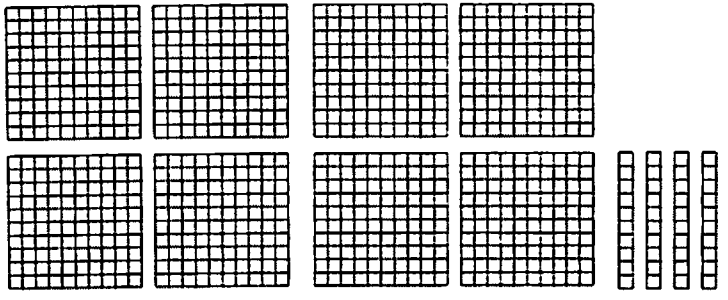
D. $10\frac{1}{25}$ gallon

5th Grade Georgia Milestones Test Prep: *Pedal to the Metal!* **Name:**

Which expression is equal to $\frac{3}{5}$? a. $3 \div 5$ b. $5 \div 3$ c. 3×5 d. 5×3	Find the product. $465 \times 316 =$ _____
Which number shows the decimal form for this expression? $6 \times (\frac{1}{10}) + 3 \times (\frac{1}{100}) + 8 \times (\frac{1}{1000})$ A. 63.8 B. 6.38 C. 0.638 D. 0.0638	Which description is equivalent to the expression $8 + 3 \times 5$? A. add 8 and 3, then multiply by 5 B. multiply 3 by 5, then add 8 C. multiply 3 by 5, then multiply by 8 D. add 8 and 3, then add 5

5th Grade Georgia Milestones Test Prep: *Pedal to the Metal!* **Name:**

Andrew is using a model to find the quotient of 8.4 ÷ 2.1. He starts by modeling the dividend, 8.4, as shown.



He will now separate the model into equal groups to model the division. How many equal groups of 2.1 should he make?

A. 0.04 B. 0.4 C. 4 D. 40

Select the three equations that are correct when the number 30 is entered in the box.

A. ☐ x 75 = 2,250
B. ☐ ÷ 3 = 1
C. 1,800 ÷ ☐ = 60
D. 4 x ☐ = 1,200
E. ☐ x 50 = 1,500

Angela drew a rectangle on a piece of paper. The rectangle measured $\frac{3}{5}$ foot long and $\frac{3}{7}$ foot wide. What was the area of the rectangle Angela drew?

A. $\frac{6}{12}$
B. $\frac{6}{35}$
C. $\frac{9}{12}$
D. $\frac{9}{35}$

Anderson bought 3 posters for his bedroom. One poster is 50 inches wide. The second poster is 4 feet wide. The last poster is 1 yard wide.

Unit Conversions

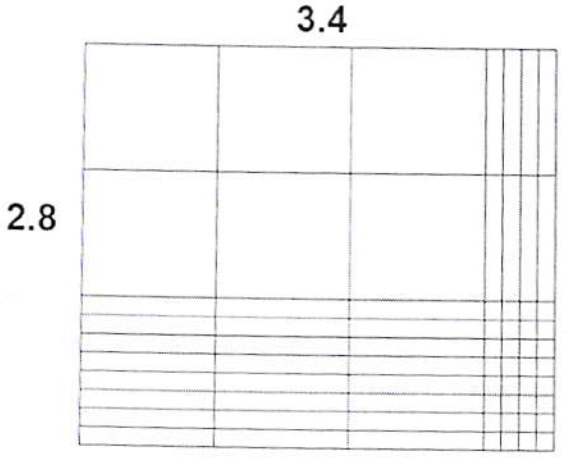
1 yard = 3 feet

1 foot = 12 inches

If placed end-to-end, what is the total length, in inches, of all three posters?

5th Grade Georgia Milestones Test Prep: *Pedal to the Metal!* **Name:**

The area model represents the product of 3.4 x 2.8.



What is the product?

Avery multiplies 0.607 by powers of 10.

$0.607 \times 10^1 = 6.07$

$0.607 \times 10^2 = 60.7$

$0.607 \times 10^3 = 607$

By what power of 10 would Avery multiply 0.607 to get a product of 607,000?

A. 10^4

B. 10^5

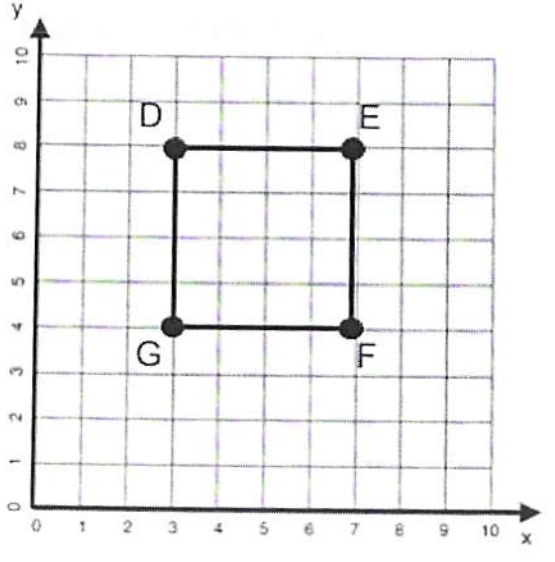
C. 10^6

D. 10^7

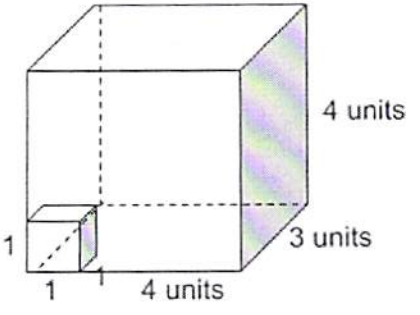
Ollie made a square on a coordinate grid.

What are the coordinates of Point F?

(____, ____)



Find the volume of the rectangular prism. (Volume = length x width x height)



What is the maximum number of unit cubes that will fit inside the rectangular prism?

5th Grade Georgia Milestones Test Prep: *Pedal to the Metal!* **Name:**

Select the three correct statements.

a. The product of $\frac{1}{2}$ and 6 is greater than 6.

b. The product of $\frac{3}{5}$ and $\frac{7}{6}$ is greater than $\frac{7}{6}$.

c. The product of $1\frac{1}{4}$ and $\frac{2}{5}$ is greater than $\frac{2}{5}$.

d. The product of $\frac{7}{8}$ and $\frac{9}{10}$ is greater than $\frac{9}{10}$.

e. The product of $\frac{6}{4}$ and $\frac{3}{4}$ is greater than $\frac{3}{4}$.

f. The product of 2 and $\frac{3}{10}$ is greater than $\frac{3}{10}$.

Which expression matches the statement "the difference of 8 and 3 multiplied by 5"?

a. 8 – 3 x 5
b. 5 x 8 – 3
c. (8 – 3) x 5
d. (8 – (3 x 5)

Which two statements about rounding decimals are correct?

a. The number 6.005 rounded to the nearest hundredth is 6.1.
b. The number 3.485 rounded to the nearest hundredth is 3.49.
c. The number 2.993 rounded to the nearest hundredth is 3.00.
d. The number 1.254 rounded to the nearest hundredth is 1.25.

Jennifer lives $\frac{5}{6}$ mile from the library. Jodi lives $\frac{2}{5}$ mile from the library. How much further, in miles, does Jennifer live than Jodi?

5th Grade Georgia Milestones Test Prep: *Pedal to the Metal!* **Name:**

Write 48.036 in expanded form:

_____

_____

_____

Write 48.036 in word form:

_____

_____

_____

Tania sells books online. She sold $\frac{1}{12}$ of all of her science books on Saturday, and $\frac{2}{5}$ of all of her science books on Sunday.

What fraction of her science books did Tania sell over the weekend?

a. $\frac{3}{17}$

b. $\frac{29}{60}$

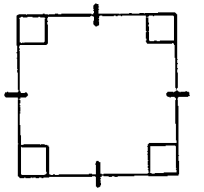
c. $\frac{2}{60}$

d. $\frac{5}{22}$

The City Aquarium is choosing a new fish tank for he lobby. They want the tank to hold between 300 cubic feet of water and 350 cubic feet of water. Which of the following could be the dimensions of the tank they choose?

A. 6 feet long, 5 feet wide, 12 feet high
B. 8 feet long, 5 feet wide, 8 feet high
C. 9 feet long, 4 feet wide, 10 feet tall
D. 7 feet long, 7 feet wide, 8 feet tall

Jen and Paul are looking at the figure below.



Jen says the figure is a rhombus. Paul says the figure is a rectangle. Who is correct? Explain.

_____

_____

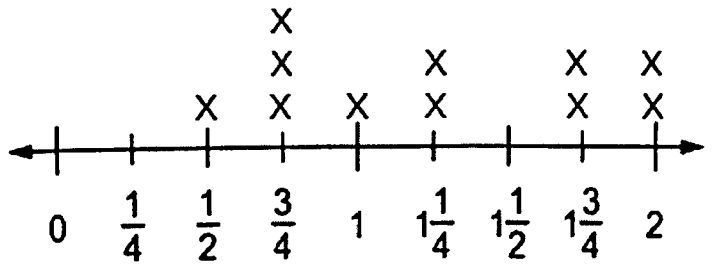
_____

5th Grade Georgia Milestones Test Prep: *Pedal to the Metal!* **Name:**

Find the product.

$1{,}404 \div 26 =$ _____

Xavier measures the lengths of several leaves he finds on a nature walk. He records the data in the line plot below.



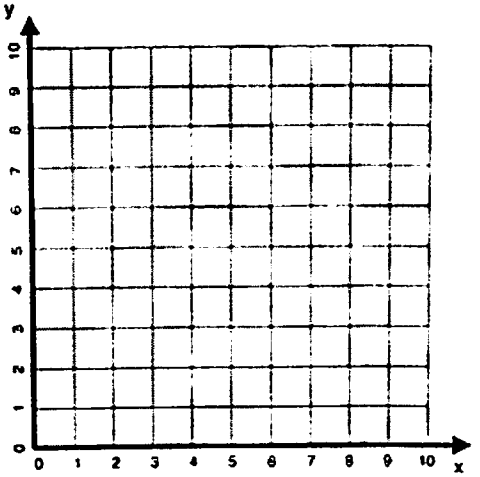
What is the combined length of all the leaves he found?

Round each number to the nearest tenth and hundredth.

Number	Nearest Tenth	Nearest Hundredth
0.994		
4.289		
6.915		
7.554		

Plot the following coordinates on the grid.

A (3,4) B (7,2) C (5,5)



5th Grade Georgia Milestones Test Prep: *Pedal to the Metal!* **Name: Answer Key**

What is 7.249 rounded to the nearest tenth?

A. 7.3
B. 7.2
C. 7.25
D. 7.00

Which expression has a total value of 30?

A. $4 + 1 \times 12 - 6$
B. $(4 + 1 \times 12 - 6)$
C. $(4 + 1) \times (12 - 6)$
D. $(4 + 1) \times 12 - 6$

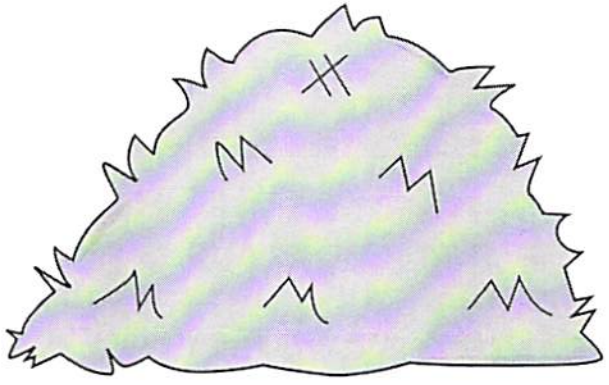
Which expression represents the calculation "subtract 3 from the product of 2 and 7"?

A. $3 - (2 \times 7)$
B. $(3 - 2) \times 7$
C. $2 \times (7 - 3)$
D. $(2 \times 7) - 3$

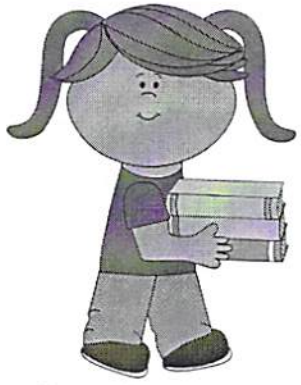
Find the sum.

$3.85 + 14.7 =$ **18.55**

Billy, the goat, can eat .92 barrel of hay two times a day. If a barrel costs $1.45 each, how much money does it cost to feed Billy the goat for 7 days?



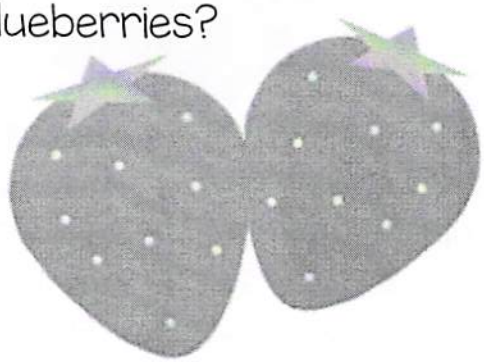
There are 98 pages in Marley's book. If Marley reads 20.5 pages of her book Monday, 15.8 pages Tuesday and 23.3 on Wednesday, how many more pages does she have left till she finishes her book?



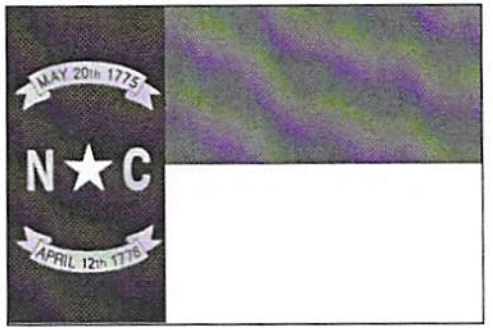
Elmer made a rain stick that was $\frac{8}{9}$ feet long. Mark made a rain stick 3 times as long as Elmer. Ellis' rain stick was $\frac{5}{9}$ feet long. How much longer was Marks walking stick than Ellis'?

The SPCA has 72 dogs and 9 rooms to put them in. They put an equal amount of dogs in each room. Then they fed each dog $2\frac{3}{4}$ cups of food. How many cups of dog food went in to each room?

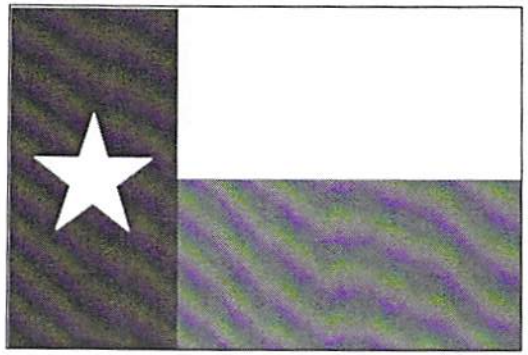
Jim has 2 2/3 cups of strawberries and 3 1/6 cups of blueberries. Jack has 4 3/12 cups of strawberries and 2/3 cups blueberries. If they combine their berries, how many more strawberries do they have than blueberries?



The total area of North Carolina is 52,669 square miles of which 48,843 square miles are land. The rest of the square miles is made up of water. How many more square miles of land is there than water?



Texas is about 5 times as large as North Carolina. If North Carolina is 52,669 sq. mi. how many more miles is Texas than NC?



Ally went to the beach and wanted to collect 30 sea shells. She picked up 28 but dropped 7 of them when a crab scared her. What fraction of shells does she have left? Write your answer in simplest form.

Name: _____

Hitchhikers in the Bathroom

by **Liana Mahoney**

Imagine this. You step up to the sink, wet your toothbrush, and begin cleaning your pearly whites. Out of the corner of your eye, you see something moving on the wall. Suddenly, you realize you're not alone in the bathroom. Your heart pounding, you turn toward the tiny intruder to get a better look.

You're horrified to see that it has eight legs, and a pair of oversized pincers on its front end. Is it some kind of miniature octopus, or a bizarre crab? Is it going to sting you?

Actually, it's a bug, and it's no more harmful to you than a housefly. This tiny bathroom bug is called a pseudoscorpion (SOO-doh-SCOR-pee-uhn). But don't be fooled by its name. It's not really a scorpion; it's just a relative. The pseudoscorpion is a kind of arachnid (uh-RAK-nid), which means it is closely related to spiders, scorpions, and mites. Like scorpions, pseudoscorpions have a segmented body and two enormous pincers. But pseudoscorpions lack the curved stinger that all true scorpions have.

Pseudoscorpions usually live outside in mulch, under tree bark, and in leaf litter. So how do they end up in the bathroom? They use those pincer-like claws to hitch a ride on other bugs, such as flies and beetles. When these insects come in, so do the pseudoscorpions - attached to their legs!

These tiny arachnids prefer moist places. Since the bathroom tends to be humid after bathing and showering, it's a likely place to find them. But they are easily overlooked. Most pseudoscorpions are only about two to eight millimeters long.

Pseudoscorpions don't bite or sting humans, and they can even be helpful. These bugs feed on common household pests, such as carpet beetle larvae, ants, mites, and small flies. Welcoming this hitchhiker into your home may mean there are fewer household pests to "bug" you!

Name: _____

Hitchhikers in the Bathroom

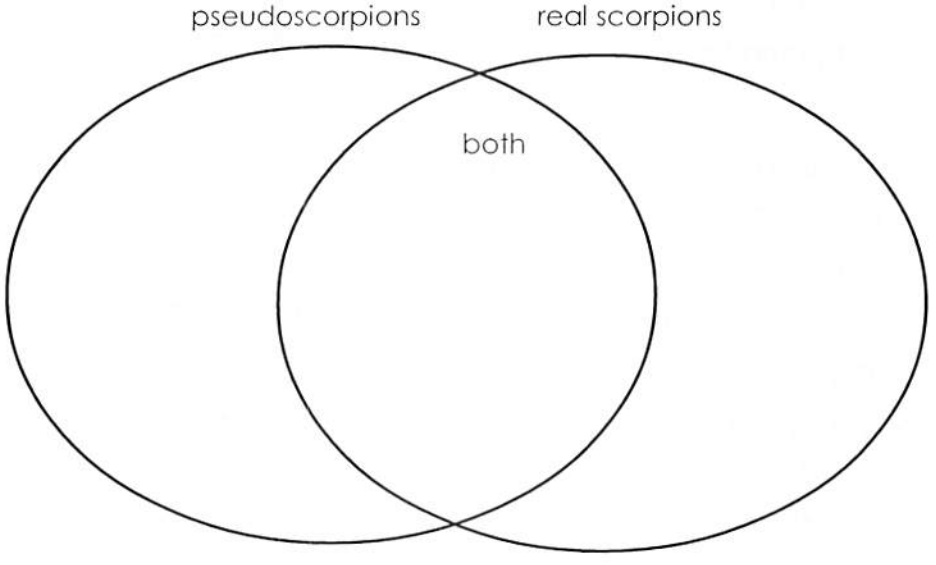
by Liana Mahoney

1. If you wanted to find a pseudoscorpion outdoors, where would you look?

_____

_____

2. Use the Venn diagram to show how pseudoscorpions and real scorpions are alike and how they're different.



3. How can pseudoscorpions be helpful to humans?

_____

_____

Name: _____

Clara Barton

by Kimberly M. Hutmacher

Clara Barton was born on December 25, 1821. She lived in Washington, D.C., when the Civil War began in 1861. She heard stories of wounded and suffering soldiers. She felt that she needed to do something to help.

This photo of Clara Barton was taken in 1902.

She urged people to donate bandages and medicine. She often delivered these supplies to the battlefield herself.

Clara wasn't finished helping when the war was over. Clara headed a group that searched for missing soldiers. This group also worked to identify the graves of unknown soldiers.

After four years of this work, Clara moved to Switzerland. It was there that she first learned about a group called the Red Cross. This group worked to help people who were suffering during times of war.

Today the American Red Cross, which was founded by Clara Barton, provides shelter, food, and health care to victims of fire, hurricanes, floods, and other natural disasters.

In 1873 Clara returned to the United States. In 1881 she started an American branch of the Red Cross. She served as its first president for over 20 years.

As the result of Clara's hard work and leadership, the Red Cross grew. The group still helps those who are suffering during times of war. Today, it also helps people suffering as a result of earthquakes, fires, floods, and other disasters.

Clara Barton retired from the Red Cross in 1904. She died 8 years later on April 12, 1912. Her legacy with the American Red Cross lives on.

Name: _____

Clara Barton

by Kimberly M. Hutmacher

1. Place these events in sequential order.
Label each sentence 1st, 2nd, 3rd, 4th, 5th, or 6th.

_____ Barton helped search for missing Civil War soldiers.

_____ The American Red Cross was founded by Barton.

_____ Clara Barton persuaded people to donate medical supplies to help injured Civil War soldiers.

_____ Barton moved away to Switzerland.

_____ Barton moved back to America.

_____ Barton learned about a Swiss charity group called the Red Cross, which helped people who were suffering during times of war.

2. Based on the information in the passage, which word best describes Clara Barton?

a. cautious **b.** forgiving
c. easygoing **d.** compassionate

3. How has the American Red Cross changed since it was founded in 1881?

_____

_____

4. What was the author's purpose for writing this passage?

a. to explain how dangerous being a soldier was during the Civil War
b. to describe an important historical figure
c. to compare and contrast the Red Cross in Switzerland and America
d. to tell a fictional story about how the Red Cross began

Art at Home Choice Board - from Mrs. Thornton

High Tide Artists,

I miss all of you already. I cannot wait to see you all back in my classroom. In the meantime, I want you to continue to be creative, remember what we have learned, and have fun completing your art assignments. Complete 1-2 activities per week. Color in the box for each activity you complete. Use materials you have on hand, pencils, paper, crayons, or markers. Have a parent or guardian sign the box when you've finished your activities & bring this paper to school when we return. I would love to see how you are being creative, please feel free to send me pictures of your assignments to lthornton@longcountyschools.org

Create an Animal out of Play Doh, clay, or slime.	Draw a Picture of a friend or a family member.	Read a Book and Draw your favorite part of the story.	Draw a super cool Ice Cream Sundae.	Design a Paper Airplane. Color it with images or patterns.
Create a Chalk Drawing outside.	Make a Pattern out of objects you have around the house.	Draw your Name in bubble or block letters. Fill the letters with cool designs or patterns.	With Parents' permission Look Up 'Art with Mati and Dada' on YouTube. Watch a video about 1 of the famous Artists.	With Parents' permission Look Up 'Art for Kids Hub' on YouTube. Watch a Video & Draw Along with them.
Make a Robot from Recycled Materials or objects you have found inside or out.	Create a Craft with a family member. Make it a Spring or Summer Craft.	Draw a Really Big Hamburger with lots of crazy toppings.	Create a fun mask out of paper. Make it colorful.	Create a Sculpture out any item. Make it as tall as you can.
Draw a Pop Tart lifting weights.	Draw a Donut caught in a rainstorm of Sprinkles.	Create a Collage of your favorite things. Use magazine photos.	Create a Puppet out of a Paper Bag.	Draw a fish swimming in something other than water.
Do a Google search for 'Op Art Hand.' See if you can create your own.	Make a list of all the words you can think of that have to do with Art. Try to think of at least 25.	Make a Color Wheel out of items in your house using the 6 main colors: Red, Orange, Yellow, Green, Blue, Purple. Take a photo of your finished color wheel	Create a picture of a wave out of outside materials (leaves, rocks, sand, sticks, flowers). Go Blue Tide!	Draw a Garden of Lollipops,
Design Your Own Emoji.	Draw your Favorite cartoon or video game character. Make sure it's school appropriate!	Use the numbers 1 through 10. Try to turn each number into a drawing.	Use all the letters from A-Z. Draw something for each letter that starts with that letter.	Create some kind of Art using a Paper Plate. Make it colorful!

Name _____ Homeroom Teacher _____

HIGH TIDE ARTIST'S

GALLERY of GRATITUDE

HIGH TIDE ARTISTS,
I CANNOT TELL YOU HOW MUCH I AM GOING TO MISS EACH OF YOU I CAN'T WAIT TO HAVE YOU IN MY CLASS AGAIN. TAKE TIME DURING OUR UNEXPECTED BREAK TO PRACTICE BEING CREATIVE. COMPLETE THIS GALLERY OF GRATITUDE TO REMIND YOURSELF OF ALL THE THINGS YOU HAVE TO BE THANKFUL FOR
LOVE, MS T

DRAW SOMETHING that makes you happy.

Draw someone who HELPS YOU.

DRAW A happy memory.

DRAW YOUR favorite place.

DRAW YOUR favorite food.

DRAW YOUR friends.

DRAW YOUR favorite feature.

DRAW YOUR favorite candy.

DRAW SOMETHING you are grateful for.

DRAW SOMETHING you like to do outside.

DRAW your favorite book.

DRAW your family.

DRAW something that grows.

DRAW YOURSELF!

DRAW something that makes you SMILE.

DRAW YOUR favorite animal.

BE ACTIVE KIDS®

and

NC STATE Design

NLI

NATURAL LEARNING INITIATIVE

25 Fun Things to do on Pathways

Primary pathway attributes:
(From the Natural Learning Initiative's Green Desk Designing Pathways InfoSheet)

- Looped. No dead ends.
- Curvy. Avoid sharp corners, straight-aways, and bottlenecks. Gently curving forms integrated with adjacent plantings and other play settings provide an interesting experience and stimulate exploration.
- The inside radius of the pathway should be no less than 10 ft.
- Connected to and centered on entrances and exits.
- Linked to primary play and learning settings and important landmarks.
- Wide enough to accommodate intense pedestrian and wheeled-toy traffic, helping children stay on the pathway and pass each other without conflict.
- Preschool: 5 ft. minimum width
  Infant/Toddler: 4 ft. minimum width
- Located to allow sufficient room for settings and plantings, both inside and outside the pathway.
- Offset from sand play, walls, ball courts, and fences. Provide a 3 ft. minimum buffer, planted or otherwise, between very active settings (i.e. ball courts), and immovable objects (i.e. fences, trees and walls).
- Provide buffers between hard surface pathways and sand play to avoid creating slippery surfaces.
- Smooth and flat. Longitudinal slopes should be gentle to accommodate the safe use of wheeled toys. In extremely flat areas provide positive drainage.

1. Ride a **trike**
2. Take a **walk**
3. **Skip** along the pathway
4. **Chase** a friend
5. Roll a **hula-hoop**
6. **Putt** a "golf ball"
7. **Gallop** like a horse
8. **Dodge** friends who are on the pathway
9. **Play tag**
10. **Pretend** to be driving a boat or flying an airplane
11. Create a **racetrack** and have a race
12. Walk **backwards**
13. Push a friend on a **scooter board**
14. Pull a friend in a **wagon**
15. **Collect treasures** and sticks in the wagon along the path
16. Pretend the pathway is a **bridge** and you have to dodge the alligators along the sides
17. Act out the **Be Active Kids Characters** along the path
18. **Hop** on one foot
19. Set up **cones** or other objects and make an obstacle course
20. **Dribble** a soccer or basketball
21. Play **leapfrog** with friends
22. **Push** a stroller or cart
23. **Draw** with sidewalk chalk
24. Push a **truck** around
25. Flip or roll a **tire**

www.beactivekids.org
facebook.com/beactivekids
pinterest.com/beactivekidsnc

YouTube

BLUE CROSS AND BLUE SHIELD OF NORTH CAROLINA FOUNDATION'S BE ACTIVE KIDS

ncccan!

NC Children and Nature Coalition

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Fitness Fun!

My Goal: Complete each exercise every day.

	Mon	Tue	Wed	Thur	Fri	Sat	Sun
15 Jumping Jacks	___	___	___	___	___	___	___
15 Sit Ups	___	___	___	___	___	___	___
15 Squats	___	___	___	___	___	___	___
15 Lunges	___	___	___	___	___	___	___
15 Push Ups	___	___	___	___	___	___	___
15 Toe Touches	___	___	___	___	___	___	___
15 Leg Raises	___	___	___	___	___	___	___
15 Arm Circles	___	___	___	___	___	___	___
15 Knee Raises	___	___	___	___	___	___	___
Play Outside 30 min.	___	___	___	___	___	___	___



www.realadvicegal.com