

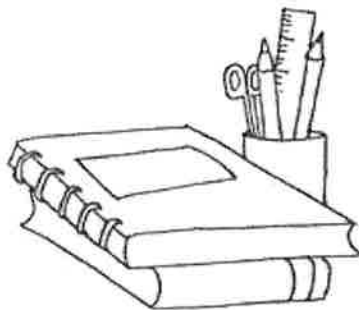
Name \_\_\_\_\_

2019-2020

Fifth Grade

## Flexible Instructional Day Packet

Day 7



- Please complete the math maintenance for "Tuesday" and the math worksheets.
- Please read and answer the questions on the ELA pages.
- Please respond to a March journal prompt in your best penmanship. Remember to check grammar and punctuation. Prompts found in Day 6 packet
- Please complete the religion page.
- Read a book on your level - fiction or nonfiction. Fill in the reading log.
- Go on First in Math for 20 minutes. (Very Important Facts and Know and Show 5&6) Check for Mathletics assignments.
- Complete the Science and Social Studies worksheets



# Multiplication

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Work Space

1

$$\begin{array}{r} 247 \\ \times 51 \\ \hline \end{array}$$

2

$$\begin{array}{r} 6,313 \\ \times 67 \\ \hline \end{array}$$

3

$$\begin{array}{r} 247 \\ \times 331 \\ \hline \end{array}$$

4

$$\begin{array}{r} 5,247 \\ \times 5 \\ \hline \end{array}$$

# Rounding Decimals

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Round each decimal to the nearest tenth, hundredth, and ones place.

tenth

hundredth

one

1

3.962

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

9.187

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 Round this number to the nearest tenth.

0.926

- A. 1.0
- B. 0.93
- C. 0.9

4 Round this number to the nearest thousandth.

4,159.3289

- A. 4,000
- B. 4,159.329
- C. 4,159.328



Solve each problem.

1)  $5 \overline{) 937}$

2)  $9 \overline{) 622}$

3)  $5 \overline{) 689}$

4)  $5 \overline{) 476}$

5)  $9 \overline{) 548}$

6)  $6 \overline{) 943}$

7)  $8 \overline{) 534}$

8)  $5 \overline{) 709}$

9)  $5 \overline{) 522}$

10)  $6 \overline{) 897}$

11)  $5 \overline{) 476}$

12)  $5 \overline{) 811}$

**Answers**

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

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

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

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

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

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

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

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

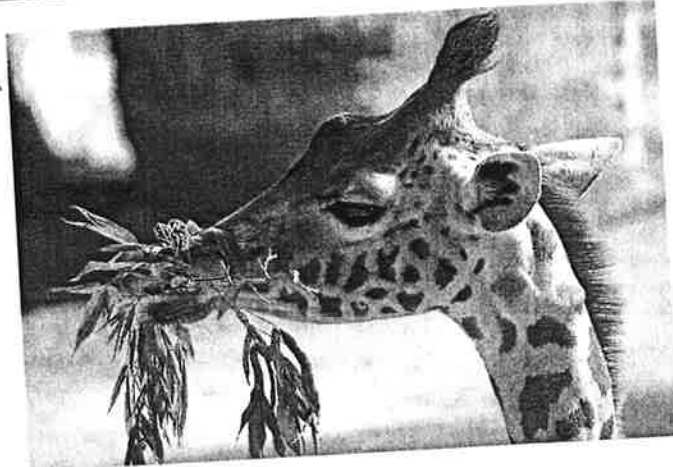


Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Read the text, and answer the questions.

## Energy Flow through Food Chains

All of the energy in our food came from the sun. Energy is passed from the sun through the food chain. Plants, also called *producers*, are the first level. They use sunlight for photosynthesis. This is how they make their own food. Animals that eat plants are the next level. They are also known



as *primary consumers*. The third level is animals that eat plant-eating animals. These are *secondary consumers*. Only about 10 percent of the energy at any level of the food chain is transferred to the next level. The rest is lost as heat through metabolic processes. These are things like turning food into energy that the body can use.

- How much energy is passed from one level of the food chain to the next?
  - 100 percent
  - 10 percent
  - 1 percent
  - 50 percent
- Can animals use energy directly from the sun?
  - Yes, animals make food through photosynthesis.
  - Yes, animals get energy when they lay in the sun.
  - No, animals must eat plants or other animals for energy.
  - No, there are too many cloudy days for this.

3. Where do people get their energy from?

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4. Why is some energy lost between levels of the food chain?

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Name \_\_\_\_\_

Read the selection. Then answer the questions that follow.

### How to Order from a Menu

Almost every restaurant in the United States has a menu that lists the food items you can order. A menu also shows how much each dish or item costs and may be organized by category. For example, many menus list appetizers, salads, main courses, and desserts separately.

Some menus, such as those you find in Chinese restaurants, also list main courses by the type of ingredient. You might see listings for pork dishes, beef dishes, and vegetarian dishes for people who do not eat meat. Restaurants provide menus so that you know exactly what you can order. Below is a menu from a pizza restaurant.

When you order from a menu such as this one, you can first look over all the items and then decide what you would like to eat. You should also consider the range of prices listed and how many people will be eating. For example, when you order a pizza, you may want to order a small pizza for one or two people and a large pizza for a group of four or more.

Jill's Pizza			
Pizza Type	Small	Medium	Large
Cheese	\$8.00	\$11.00	\$13.00
Pepperoni	\$10.00	\$13.00	\$15.00
Vegetarian	\$13.50	\$16.50	\$18.50
Super Special*	\$14.50	\$17.50	\$19.50

**Add your own toppings. The following toppings are available:** anchovies, artichokes, olives, bacon, bleu cheese, chicken, garlic, goat cheese, green peppers, sausage, jalapeño peppers, mushrooms, onions, pepperoni, pesto, pineapple, salami, tomatoes, zucchini.

Salads	
Green salad	\$2.50
Tomato salad	\$3.50

Beverages					
Soda	\$1.00	Milk	\$1.00	Bottled Water	\$1.00

\*The Super Special pizza includes sausage, peppers, olives, garlic, and extra cheese.  
**Delivery from 5:00 P.M. to midnight every day.**

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Turn the page

Answer the questions below.

- 1** Which of the following toppings is not listed on the menu?
  - A** ham
  - B** sausage
  - C** bacon
  - D** olives
  
- 2** According to the menu, which of the following items costs the most?
  - F** a small Super Special pizza
  - G** a medium vegetarian pizza
  - H** a large cheese pizza
  - J** a large pepperoni pizza
  
- 3** At which of the following times can pizza be delivered from Jill's Pizza?
  - A** 3:30 P.M.
  - B** 5:00 P.M.
  - C** 5:00 A.M.
  - D** 11:30 A.M.
  
- 4** What is the main idea of this selection?
  - F** Pizza restaurants tend to offer many kinds of toppings.
  - G** Some menus list food items according to price.
  - H** Vegetarians are people who do not want to eat meat.
  - J** Restaurants have menus so people know what can be ordered.
  
- 5** Why did the author include the menu from Jill's Pizza?

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# 99 Interjections

An **interjection** expresses a strong feeling or sudden emotion. An interjection is usually set off from the rest of the sentence by an exclamation point.

**Wow! I didn't know you were so tall.**

Listed below are some common interjections and the emotions they can express.

<b>JOY</b>	<b>Hurrah! Bravo! Great! Oh!</b>	<b>WONDER</b>	<b>Ah! Oh!</b>
<b>DISGUST</b>	<b>Oh! Ick! Yuck! Ugh!</b>	<b>SORROW</b>	<b>Oh! Ah!</b>
<b>CAUTION</b>	<b>Hush! Shh! Uh-oh!</b>	<b>GREETING</b>	<b>Hello! Hi! Good-bye!</b>
<b>PAIN</b>	<b>Oh! Ouch!</b>	<b>SURPRISE</b>	<b>What! Oh! Aha! Wow!</b>

**A** Underline the interjections. Write on the line what emotion each interjection expresses.

- \_\_\_\_\_ 1. Great! You're here.
- \_\_\_\_\_ 2. Hello! It's been awhile since I've seen you.
- \_\_\_\_\_ 3. Oh! This opera house is magnificent.
- \_\_\_\_\_ 4. Ouch! This seat isn't comfortable.
- \_\_\_\_\_ 5. Uh-oh! The first act is about to begin.
- \_\_\_\_\_ 6. Oh! The story is terribly sad.
- \_\_\_\_\_ 7. Ah! Her voice is really beautiful.
- \_\_\_\_\_ 8. What! It's almost over.
- \_\_\_\_\_ 9. Shh! They're still singing.
- \_\_\_\_\_ 10. They sang so well. Bravo!



**B** Write appropriate interjections on the lines.

- \_\_\_\_\_ 1. Move out of the way of the bus.
- \_\_\_\_\_ 2. It splashed me with that mucky water.
- \_\_\_\_\_ 3. My coat is ruined.
- \_\_\_\_\_ 4. You have a clean one I can borrow?
- \_\_\_\_\_ 5. Now we can still go out.
- \_\_\_\_\_ 6. I don't think I can go.
- \_\_\_\_\_ 7. Is something the matter?
- \_\_\_\_\_ 8. I have a terrible headache.
- \_\_\_\_\_ 9. I thought you weren't acting like your usual cheerful self.
- \_\_\_\_\_ 10. We'll miss you if you go home.



# Exploring the oceans

## Key dates in undersea exploration

- 1690 Edmund Halley invents a method of pumping air down to diving machines.
- 1872 HMS *Challenger* starts its journey of exploration.

- 1930 William Beebe designs the bathysphere.
- 1943 Jacques Cousteau and Emile Gagnan design the aqualung.

- 1948 Auguste Piccard designs the bathyscaph, *FNRS3*.
- 1950 *Challenger II* starts its journey of exploration.
- 1960 Jacques Piccard descends in the *Trieste*.

Nearly three quarters of the surface of the Earth is covered by water. For centuries people have been diving for precious underwater products such as pearls and natural sponges. But until the 20th century very little exploration had been made beneath the seas. This was because breathing apparatus was not available. Without it, divers could only stay below the water for as long as they could hold their breath.

### Early diving devices

It is thought that in the 4th century BC Alexander the Great was lowered to the sea bed in a glass container to make observations. But he would probably have had to remain in shallow water because of the lack of air. It was not until 1690 that a method of pumping air down a

pipe was invented, by an Englishman called Edmund Halley.

### Going deeper

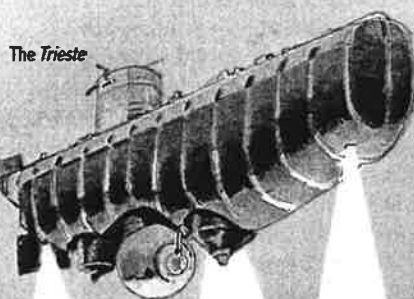
The deeper a diver goes in the sea, the greater the pressure of the water. In 1930 a North American called William Beebe designed the bathysphere, a spherical diving machine. Water exerts equal force all around a sphere, so it is able to withstand pressure at deep levels.

A modern bathysphere

These types of fish are found at very deep levels.

In 1948 a Swiss scientist called Auguste Piccard designed a diving ship called a bathyscaph. Known as *FNRS3*, it could dive and surface without having to be lowered and pulled up by a ship. On its first dive it reached a depth of 3,140m (10,300ft).

In 1960 Auguste's son Jacques Piccard descended nearly 11.25km (7 miles) in a craft called the *Trieste*. He reached the bottom



of the Mariana Trench in the Pacific Ocean. The journey down to the sea-floor took five hours.

### Extra lungs

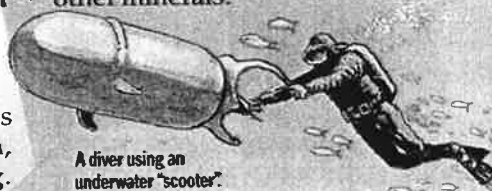
In 1943 two Frenchmen, Jacques Cousteau and Emile Gagnan, designed the first aqualung.

The aqualung consists of air cylinders containing compressed air and a mouth-piece. A "demand regulator" feeds the diver with exactly the amount of compressed air needed.

This invention opened a new period of underwater exploration and with its help many exciting discoveries have been made. Divers became able to descend to depths of 60m (200ft) without having to wear heavy protective suits and air cables. They were free to swim around and study underwater archaeology. They could photograph marine life, and also search for deposits of oil, tin, diamonds and other minerals.



Jacques Cousteau (1910-)



A diver using an underwater "scooter".

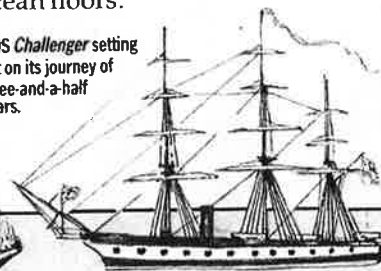
### The Challenger expeditions

In December 1872 a British ship, HMS *Challenger*, set sail under the command of George Nares. There were many leading scientists on board, led by a Scottish naturalist called Charles Thomson, and many cabins were converted into laboratories. It covered a distance of nearly 112,650km (70,000 miles) across the Atlantic, Indian and Pacific oceans. Measurements down to the sea bed were made to determine its contours, and currents and weather conditions were measured. The ship re-

turned to England in May 1876, full of facts and figures and 4,417 species of fish and underwater plants.

In 1950 the *Challenger II* set out across the Atlantic, Indian and Pacific oceans and the Mediterranean Sea. The latest echosounding equipment was used to make accurate recordings of the ocean floors.

HMS *Challenger* setting out on its journey of three-and-a-half years.



Deep-sea red prawn

Angler fish

Sabre-toothed viper fish





Use "Exploring the Oceans" to answer the following questions:

1. Why was there little ocean exploration until the 20th century?

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2. What is a bathysphere and who designed it?

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3. What is a bathyscape and who designed it?

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4. How did the invention of the aqualung revolutionize ocean exploration?

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5. Write three facts about the Challenger expeditions.

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Name \_\_\_\_\_

**Matching** Write the letter of the part of the Mass that matches each description. Not all parts will be used.

- |                        |                       |                       |
|------------------------|-----------------------|-----------------------|
| A. Holy, Holy, Holy    | E. the Lord's Prayer  | I. Eucharistic Prayer |
| B. Liturgy of the Word | F. Nicene Creed       | J. Concluding Rites   |
| C. Holy Communion      | G. Introductory Rites | K. Homily             |
| D. Gospel Reading      | H. <i>Gloria</i>      |                       |

- \_\_\_\_\_ 31. Preparation for listening to God's Word and celebrating the Eucharist
- \_\_\_\_\_ 32. Prayer of praise in the Introductory Rites
- \_\_\_\_\_ 33. First of the two main parts of the Mass
- \_\_\_\_\_ 34. One way God speaks to us in the Mass
- \_\_\_\_\_ 35. Our response to the Preface of the Eucharistic Prayer
- \_\_\_\_\_ 36. Prayer before Holy Communion in which we ask for our daily bread
- \_\_\_\_\_ 37. When we receive the Body and Blood of Christ
- \_\_\_\_\_ 38. The prayer during which the bread and wine are transformed into the Body and Blood of Jesus Christ
- \_\_\_\_\_ 39. Part of the Mass in which we are blessed and sent to glorify the Lord by our lives
- \_\_\_\_\_ 40. Prayer that states our beliefs



