

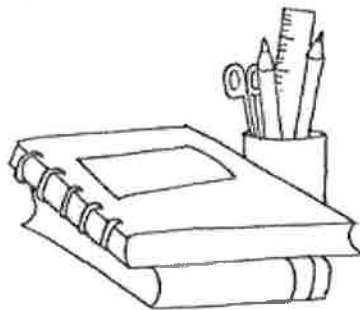
Name _____

2019-2020

Fifth Grade

Flexible Instructional Day Packet

Day 9



- Please complete the math maintenance for "Thursday" and math pages..
- 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
- Work in purple Lent book
- 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 Mathletics for Assignments.
- Complete the Science and Social Studies worksheets

Name _____

Multiplication Word Problems

Name: _____ Date: _____

- 1 A bakery has 245 dozen cupcakes. How many individual cupcakes are there?
- 2 A grocery store boxes oranges in cartons of 36 each. They have received 156 cartons this year. How many total oranges has the store received this year?
- 3 Ms. Franklin is making her class budget for supplies. She needs 62 packs of expo markers. If each pack costs \$12, how much will her total be for expo markers?

Division

Name: _____ Date: _____

1.) $368 \div 8 =$

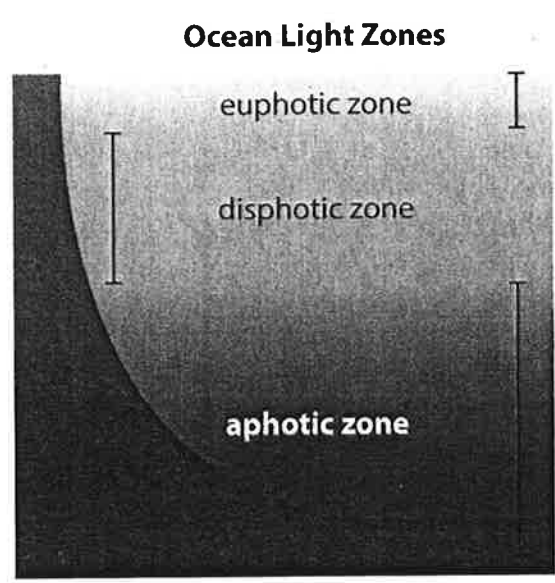
2.) $819 \div 13 =$

3.) $6,636 \div 84 =$

4.) $3,986 \div 71 =$

me: _____ Date: _____

Directions: Read the text. Look at the diagram and chart. Then, answer the questions.



There are three zones of the ocean. Each has a different ecosystem.

 Analyzing Data

Zone	Description
euphotic	lots of sunlight, most of the living things
disphotic	some sunlight, but not enough for plants to survive
aphotic	no light at all, very cold, few animals

Where do most of the ocean plants and animals live?

- a. euphotic zone
- b. aphotic zone
- c. disphotic zone
- d. shore

Which zone would be most difficult for humans to explore?

- a. disphotic zone
- b. aphotic zone
- c. euphotic zone
- d. They are all easy to explore.

Where is there some sunlight but not enough for plants?

- a. aphotic zone
- b. disphotic zone
- c. euphotic zone
- d. There is sunlight in all of the ocean.

Immigrants in the 1900s

People from all over the world have been coming to America for thousands of years. Some of these immigrants were seeking a better life, and America offered them a home free of religious or other persecution (harsh punishment), and a chance at the "American Dream". Immigrants that came to the shores of America during the early 1900s had to pass through Ellis Island before they could start their American adventure, which was full of many hardships, challenges, and joys.

Most immigrants traveling to America in the early 1900s were not rich enough to afford first-class or second-class passage. Instead, they were piled into the steerage area of ships in order to cross the ocean. Living conditions on these ships were less than ideal. In fact, it was downright gross and scary. There were little, if any, windows in the steerage section of the ship. It was dreary and dark. Plus, it smelled...really bad. There were not enough toilets and garbage was rarely taken care of. Steerage was just one big open area; families or individuals didn't have their own rooms or spaces, so everyone was crowded in with one another. No one was taking baths or showers, and people were getting sea sick. These awful conditions were actually the spur that started one of America's first immigration laws, but it was hard to enforce if ships had humane conditions for steerage immigrants. Once the ship arrived in America, which could take anywhere from one week to over a month, immigrants had to be processed. If an immigrant was fortunate enough to have the money to be a first-class or second-class ticketed customer, they were looked at on board and then shuffled on directly to New York. However, the steerage immigrants had an entirely different experience. These immigrants were processed through Ellis Island, which was still relatively new (it was built in 1892).

Immigrants in Ellis Island had to stand in lines for hours, waiting to be poked and prodded by doctors searching for any contagious disease, mental health issues, or physical problems. After clearing the medical portion, immigrants stood in lines again to be asked a variety of questions. Workers asked many questions, from if they had a way to make money to if they were a criminal. Keep in mind, too, that immigrants were lucky if they found an Ellis Island worker who actually spoke their own language. Can you imagine trying to answer questions when you don't speak the language? If, after the end of their very long day in Ellis Island, an immigrant was deemed suitable, they could continue on to begin their life in America. Unfortunately, if the immigrant was denied entrance, they were sent back to steerage to endure a trip back home.



Immigrants coming to America today find themselves in the middle of a controversial topic. Controversial means that many people disagree on a solution or outcome. While immigrants still come to America seeking similar things that immigrants in the 1900s were seeking, there are more laws and regulations that America keeps up in regards to immigration.

Immigration today is not only controversial, but it can be confusing. For example, if an immigrant in the early 1900s passed their Ellis Island examination, they were able to start their American life. It was hard work, no doubt, and many returned home after realizing that America was hardly the golden place they expected. However, today, there are categories that immigrants must fit into.

Sometimes, immigrants ask America if they can come to the country as a refugee. A refugee is someone who is leaving their country to escape war or persecution. The refugee must apply with America before they even leave their home country. Once the refugee is approved, they need to find funds (or grants from America) to get from their home to America. After arriving in America, refugees typically get hooked up with a refugee organization that can help them find housing, get their children into schools, and navigate this new world in America.

Other times, immigrants come to America and seek permanent citizenship. Gaining Legal Permanent Residence, or getting their "green card", means that the immigrant is now able to get a social security card and other benefits that Americans get. For example, someone with permanent residence can apply for scholarships to attend college or start their own business.

Just as in the past, when immigrants come to America they must undergo a medical examination. This medical examination consists of a physical examination, an evaluation, and blood tests. In addition to this examination, new immigrants must undergo an interview and have their paperwork thoroughly inspected for authenticity.



You might hear your parents or even people on television talking about immigration and immigration reform, which means adapting and making new rules that regulate who can immigrate into our country. It can be confusing, but one thing is certain: people still want to come to America, just as they have for thousands of years.

Comprehension QUESTIONS

Immigrants in the 1900s

Set 4

Name: _____ Date: _____

Answer each question using evidence from the text to support your answer.

1. Determine the meaning of the phrase, "less than ideal" as used in paragraph 2.

2. Summarize the conditions of the trip for passengers that traveled in the steerage area of the ships.

3. Using details from the text, infer what one of the first immigration laws mentioned in the 2nd paragraph referred to.

Immigrants in the 1900s

Set 4

Name: _____ Date: _____

Answer each question using evidence from the text to support your answer.

4. Compare and contrast the experience of the first and second class passengers with that of the steerage passengers once they reached Ellis Island.

5. Determine the main idea of paragraph 3. Explain how you know this is the main idea.

6. According to the text, what were the two possible outcomes of the inspection at Ellis Island?

Immigrants Today

Set 4

Name: _____ Date: _____

Answer each question using evidence from the text to support your answer.

1. Summarize the refugee process detailed in the passage.

2. According to the text, what are some benefits of permanent residence?

3. Compare and contrast the two ways present day immigrants can enter the United States of America.

Immigrants Today

Set 4

Name: _____ Date: _____

Answer each question using evidence from the text to support your answer.

4. What details from the text support the idea that refugees must undergo a lengthy process?

5. What detail from paragraph 2 allows the reader to infer that some immigrants were not happy in America?

6. Determine the main idea of paragraph 5. Explain how you know this is the main idea.

Paired Comprehension

Set 4

Name: _____ Date: _____

Answer each question using evidence from the text to support your answer.

1. Compare and contrast immigrants of the 1900s with present day immigrants using information from both texts.

2. What details about the immigrant process is included in *Immigrants in the 1900s* and not in *Immigrants Today*?

Paired Comprehension

Set 4

Name: _____ Date: _____

Answer each question using evidence from the text to support your answer.

3. Using details from the text, explain how having money or access to funds could be helpful to both immigrants of the 1900s and immigrants today.

4. Compare and contrast the process when immigrants arrived in the past to the process when they arrive today.

19 Reviewing Nouns

A Write on the line whether the italicized noun is concrete or abstract.

- _____ 1. French *citizens* gave the United States a gift in 1884.
- _____ 2. This *gift* was the Statue of Liberty.
- _____ 3. This monument was a sign of friendship and *liberty*.
- _____ 4. Édouard de Laboulaye, a *historian*, suggested the idea.
- _____ 5. The people of France donated *money* for the statue.

B Write on the line whether the italicized noun is common or proper.

- _____ 6. *Frédéric Auguste Bartholdi* designed the statue.
- _____ 7. The statue was to be built as a proud *woman*.
- _____ 8. Her *crown* was made with seven spikes.
- _____ 9. The spikes represented the world's seven seas and *continents*.
- _____ 10. She holds a book with the date of the *Declaration of Independence* on it.



C Write on the line whether the italicized noun is the subject, the direct object, or the object of a preposition.

- _____ 11. The *engineer* of the statue was Alexandre Gustave Eiffel.
- _____ 12. Eiffel built the *skeleton* for the copper body.
- _____ 13. Sheets of copper were hammered onto the *frame*.
- _____ 14. Bartholdi's *mother* was the model for the face.
- _____ 15. The two men shared their *talents* with the United States.

D Circle the subject in each sentence. Underline under the subject complement.

16. The statue is a female figure 151 feet tall.
17. The base of the statue is a pedestal 154 feet high.
18. The crown of the statue was once an observation deck.
19. The lights in the torch are powerful electric lamps.
20. The home for this great lady is New York Harbor.

Ferdinand Magellan

Ferdinand Magellan was a Portuguese sea captain who sailed in the service of Spain. Although he did not live to see its completion, he is credited with leading the first expedition to sail around the world.

Magellan was born in 1480 in Sabrosa, Portugal, the son of a nobleman. As a boy he served as a page to the Portuguese queen. He joined the army as a young man and spent seven years as a soldier in India and the East Indies. There he saw firsthand the wealth of that rich land.

At this time in history, Portugal controlled the eastern route to the East. The Portuguese king had no interest in finding a western course. Remember, Columbus and others had searched for this route but failed in their efforts. In 1517, Magellan went to Spain and proposed to King Charles V a plan to find this western route. Magellan's wish was granted. On September 20, 1519, he sailed from Seville, Spain, with five ships and 270 men. His destination was the coast of South America. His plan was to sail down this coast and hopefully find an opening through which to sail on to the East Indies.

Magellan reached the area of present-day Argentina on December 11, 1519. There he had to put down a revolt of some of his officers, who resented being under the command of a Portuguese. He restored his authority by having several put to death and one marooned, or left, on the deserted coast.

Sailing down the coast of South America, Magellan discovered at the tip the strait that today bears his name. For 38 days and 350 miles his ships wound their way through the narrow opening. Finally, on November 28, 1520, he entered the South Sea. He renamed the ocean Pacific, meaning "peaceful," because on that day the waters were unusually calm.

Magellan was down to three ships. One had been wrecked and another had secretly returned to Spain. He sailed on. For 98 days no land was sighted. He and his men were reduced to eating leather, sawdust, and rats. Many starved to death. Others had scurvy.

After three months, the expedition reached the Mariana Islands where they rested and took on supplies. Two months later, they reached the Philippines. It was here that Magellan foolishly participated in a native quarrel and was killed. Two more ships were lost, along with 24 more men. The one remaining ship, the *Victory*, escaped. It sailed on to the Molucca Islands in the East Indies and loaded up with spices. Under the command of Juan Sebastian del Cano, the *Victory* returned to Seville in September 1522. The complete voyage had taken 36 months.

Magellan's expedition was important because it proved that the world was round and that it was possible to sail around it. The trip also gave mapmakers a true indication of the size of the world.



Name _____ Date _____

UNDERSTANDING WHAT YOU HAVE READ

Write short answers to the following questions:

1. Why did some of Magellan's officers rebel against his authority?

2. Why did Magellan call the large ocean he entered the "Pacific"?

3. What led to Magellan's death in the Philippines?

4. What man completed Magellan's expedition?

5. List two reasons why Magellan's expedition was important.
