



Week One: March 16,- 20<sup>th</sup>, 2020

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

[doolittlel@jefferson.k12.ga.us](mailto:doolittlel@jefferson.k12.ga.us)

[knightt@jefferson.k12.ga.us](mailto:knightt@jefferson.k12.ga.us)

[sandfordc@jefferson.k12.ga.us](mailto:sandfordc@jefferson.k12.ga.us)

[thomasp@jefferson.k12.ga.us](mailto:thomasp@jefferson.k12.ga.us)

Parents,

As the District is closed in response to COVID-19, we are committed to continuing to support your students' learning. The recommended activities below **will not take the place of regular classroom instruction but will supplement student learning at home.**

Assignments will be required AND graded, there is an included rubric to use with each packet. These activities are meant to provide optional opportunities for student learning while they are absent from school. We encourage families to continue student learning at home. Please pick the best time each day to complete an assignment from the packet. Preferably a sheet from each section **DAILY!**

Let's keep in mind the following while out of school for the upcoming days:


- **Wash your hands often with soap and water** for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing or sneezing. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol.
- **Cover your cough or sneeze with a tissue**, then throw the tissue in the trash. If a tissue is not available, cough or sneeze into your sleeve/arm, not your hand.
- **Avoid touching your eyes, nose and mouth.**
- **Clean and disinfect frequently touched objects and surfaces** using a regular household cleaning spray or wipe.
- **If children are feeling sick, do not send them to school.** Allow for proper time to rest and recover to help prevent infecting other students.
- Per district policy, students who have had a fever of 100 or greater, diarrhea or vomiting **must be symptom-free for 24 hours, without the use of symptom reducing medication, prior to returning to school.**

Sincerely,

5<sup>th</sup> Grade Teachers

5<sup>th</sup> Grade Review Packet Rubric

Score	Criteria
100	<ul style="list-style-type: none"> <li>• All 15 sheets are completed</li> <li>• Most items are correct or done with fidelity</li> <li>• All items are complete</li> </ul>
85	<ul style="list-style-type: none"> <li>• Only 11 sheets are completed</li> <li>• Number of items done incorrectly or without fidelity</li> <li>• Most items are complete</li> </ul>
75	<ul style="list-style-type: none"> <li>• Only 7 sheets are completed</li> <li>• Number of items done incorrectly or without fidelity</li> <li>• Some items are complete</li> </ul>
65	<ul style="list-style-type: none"> <li>• Only 3 sheets are complete</li> <li>• Number of items done incorrectly or without fidelity</li> <li>• Some items are complete.</li> </ul>

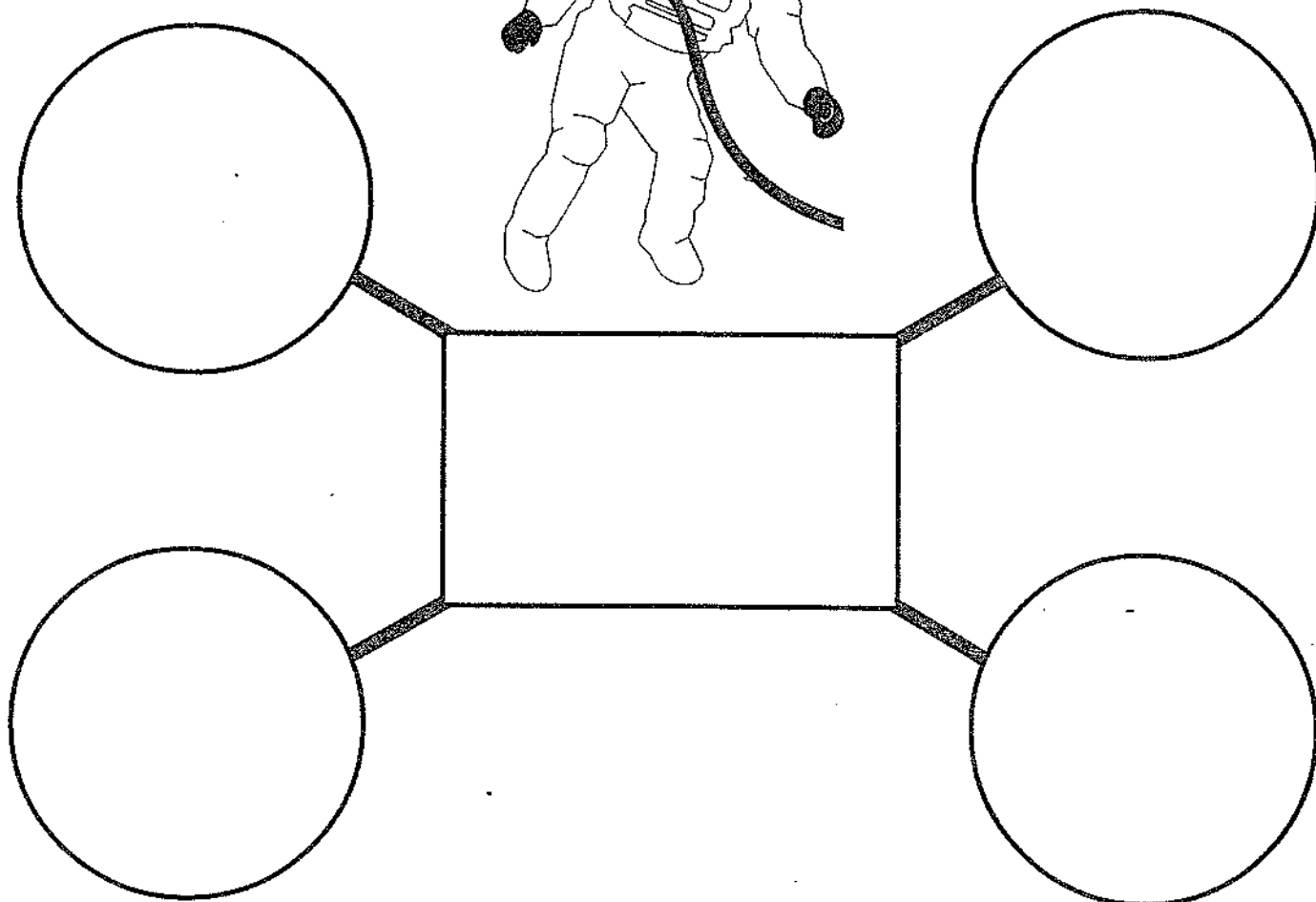
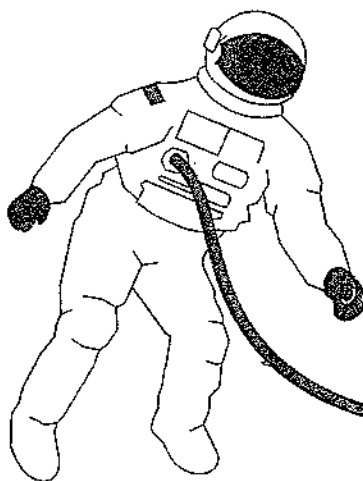
A decorative border of stars surrounds the text. The stars are arranged in a roughly rectangular frame, with some stars appearing as solid black and others as light gray. The stars are of varying sizes and are scattered along the top, bottom, left, and right edges of the page.

# Reading & Writing

Name \_\_\_\_\_

Read the story. Then complete the story web.

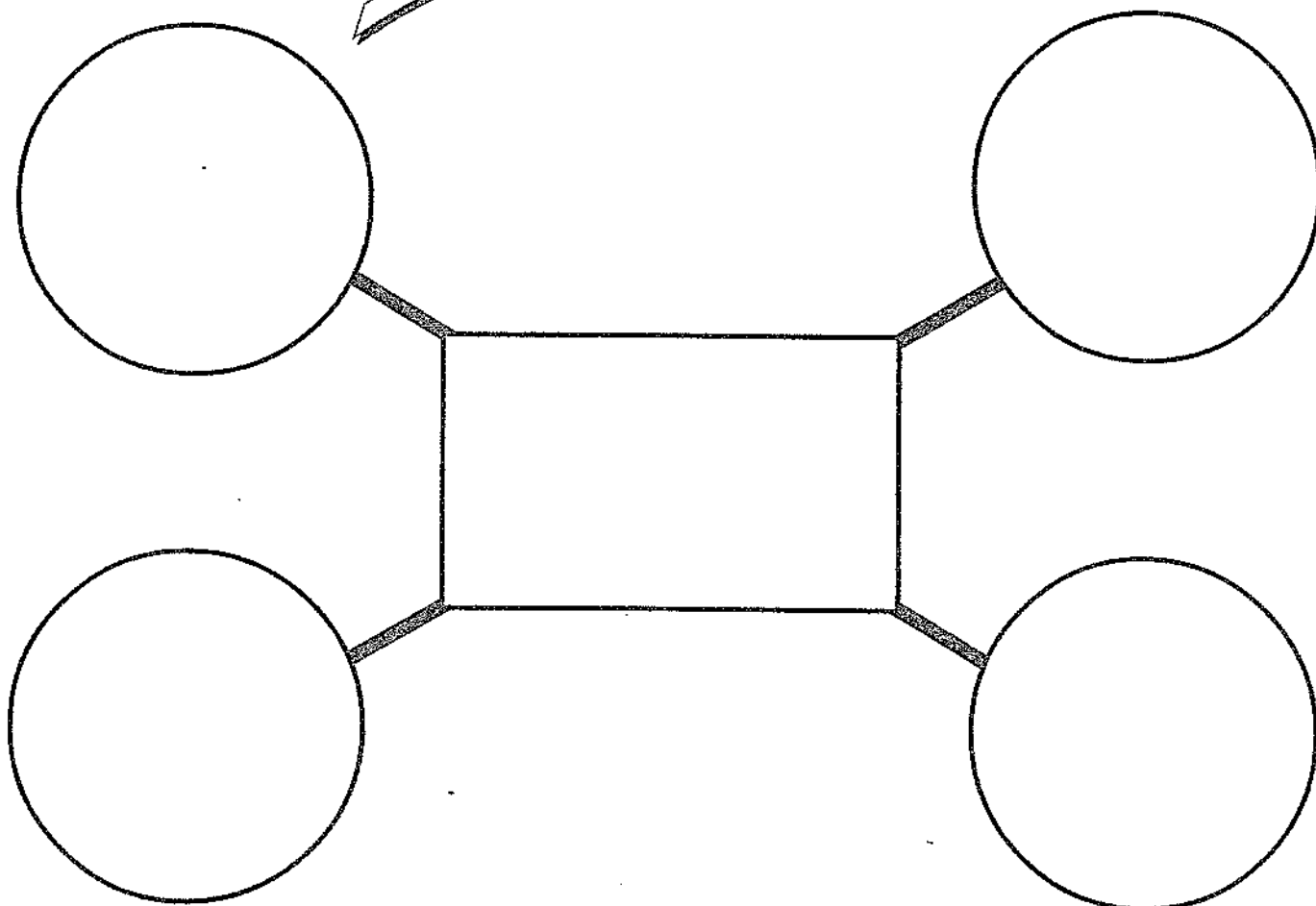
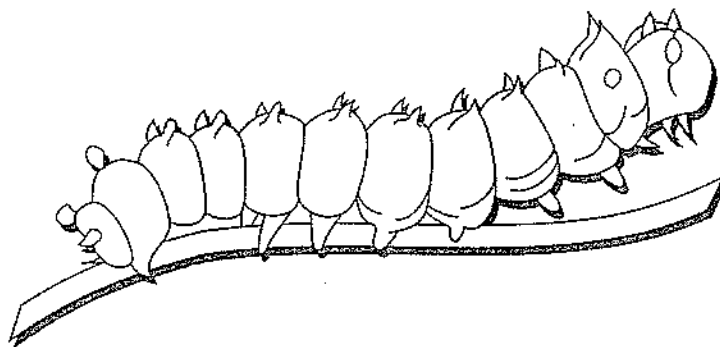
**Sally Ride** was the first American woman in space. She was also the youngest astronaut to travel to space. When she traveled to space she was only thirty-one years old. Sally Ride started training for her mission in 1978 at NASA in Houston, Texas. She went through rigorous astronaut training and then served as the “capcorn” for the space shuttle flight *Columbia*. As the “capcorn,” Sally was the only person to talk to the astronauts while they were in space. She helped the astronauts monitor the different cockpit lights and kept the astronauts up-to-date on how the flight was going. When one of the astronauts aboard *Columbia* was describing to Sally Ride what Earth looked like from space, she responded, “Sounds great. When do I get my chance?” Sally Ride’s own chance to view Earth from above came several years later when she traveled aboard *The Challenger* in April 1983.



Name \_\_\_\_\_

Read the story. Then complete the story web.

**Caterpillars** come in all shapes and sizes. Some are furry and some are not, but all caterpillars share some common characteristics. All caterpillars are divided into twelve segments, or parts. Caterpillars also have three sets of legs. Some caterpillars change into butterflies, while other caterpillars change into moths. Usually the caterpillars that turn into moths are hairy. Some of the types of caterpillars that turn into moths and butterflies also have spines and bumps. Moth caterpillars spin cocoons. Butterfly caterpillars harden and change into a chrysalis.



### **So-Called “Healthier” School Lunches**

Dear Editor,

I was so excited to hear that our local schools would finally be serving more healthy lunches. For years I have felt guilty for allowing my kids to eat the processed foods offered by the school lunch program. Sadly, it seems that the new guidelines have not made much of a difference. Children are still eating chicken nuggets, fish sticks, and pizza every month. Some of the fruits and vegetables that are supposed to be so healthy come from cans. They are not the fresh and healthy produce I was expecting.

Another problem with the new guidelines is the portion sizes. Children are given a calorie maximum based on their age, without taking into account their different sizes and needs. A 220-pound high school football player doing two-a-day practices is getting the same amount of food as smaller children or children who are not as active. That hardly seems fair.

Both of my children have told me that they are hungry all day. One of my children has lunch at 10:45 a.m. And that is supposed to last until school is over at 3:15 p.m.? My children hunt for junk food every day right after school. I know that many schools are struggling to meet these guidelines, but they have to do better than this.

I have no choice but to send my children to school with packed lunches. This way I can control the portions myself. I can also be sure that they have fresh, not processed, fruits and vegetables every day.

Frustrated with food,

Palmer Ross

**Item 10**

**Selected-Response**

**Which statement expresses one way the letter writers BOTH support their ideas?**

- A. Both list questions about the healthiness of school lunches.
- B. Both include information about children they have known.
- C. Both include interviews with principals of schools.
- D. Both discuss their personal experiences when they were children.

**Item 11**

**Selected-Response**

**Which sentence BEST states a point of view shared by BOTH letter writers?**

- A. They agree that school lunches are the best option for kids.
- B. They both are doubtful that school lunches have improved over time.
- C. They agree that school lunches are more important than recess.
- D. They both are critical of processed foods in school lunches.

**Item 12**

**Selected-Response**

**Which choice BEST describes the text structure of "So-Called 'Healthier' School Lunches" and "Bravo for Making Students Healthier"?**

- A. "So-Called 'Healthier' School Lunches" compares what kids like to eat with what they are served at school and concludes that school lunches are better than lunches from home. "Bravo for Making Students Healthier" compares eating healthy food with exercising regularly and concludes that kids need more exercise.
- B. "So-Called 'Healthier' School Lunches" compares current school lunches with previous ones and concludes that the author will send his children with lunches from home. "Bravo for Making Students Healthier" compares how past and recent school lunches affect kids and concludes that new changes are positive.
- C. "So-Called 'Healthier' School Lunches" compares how well kids do in school and the time of day when they eat their lunch and concludes that early lunch times are better. "Bravo for Making Students Healthier" compares how well kids focus and how they are eating and concludes that current school lunches need improvement.
- D. "So-Called 'Healthier' School Lunches" compares lunches brought from home with school lunches and concludes that both offer benefits. "Bravo for Making Students Healthier" compares how much recess time kids get and how that affects their eating habits and concludes that kids need longer recesses.





Item 14

Extended Writing-Response

**WRITING TASK**

There is an ongoing discussion about the new school lunch guidelines.

Think about BOTH sides of the discussion. Then write an **opinion essay** in your own words supporting either side of the discussion. Are the new school lunch guidelines helping students?

Be sure to use information from BOTH passages in your **opinion essay**.

**Writer's Checklist**

**Be sure to:**

- Introduce your opinion.
- Support your opinion with reasons and details from the passages.
- Give your reasons and details in a clear order.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Identify the passages by title or number when using details or facts directly from the passages.
- Use linking words, phrases, and clauses to connect reasons.
- Use clear language and vocabulary.
- Have a strong conclusion that supports your opinion.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

**Now write your opinion essay on your answer document. Refer to the Writer's Checklist as you write and proofread your essay.**

---

---

---

---

---

---

---

---

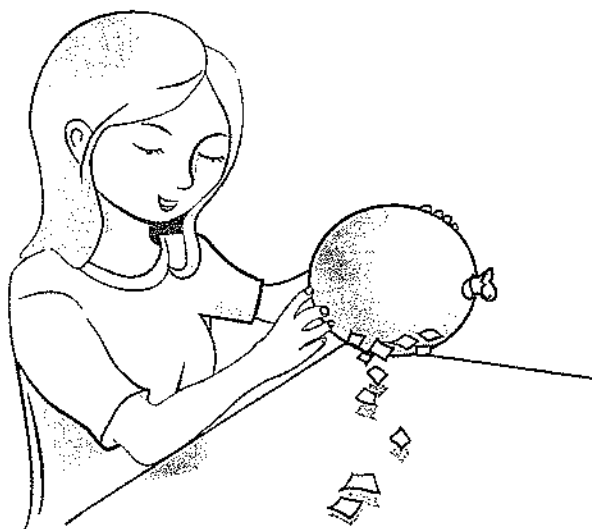
---

---

The text is surrounded by a decorative border of stars. There are 25 stars in total, arranged in a roughly rectangular shape around the central text. The stars vary in size and are rendered in a dark, textured style.

# Science & Social Studies

# Conductors or Insulators?



Beth rubs a balloon with a piece of cloth. She then holds the balloon near some small pieces of paper. She observes that the balloon attracts the small pieces of paper. She wonders if this would work with other types of materials. She holds four different objects (wood, metal, plastic, and glass) in her hand and then rubs them with different types of cloths. She then holds each object near small pieces of paper. She observes that some of the objects attract paper and some objects do not attract paper. She shows the results to her friends and this is what they said:

**Naoto:** I think the objects that attract paper must be charged, which means that these materials are conductors.

**Denzel:** I disagree. I think the materials that attract paper are called insulators.

**Lukie:** I think you cannot tell from these results which are insulators and which are conductors.

With whom do you agree the most? \_\_\_\_\_ Explain your reasoning.

---

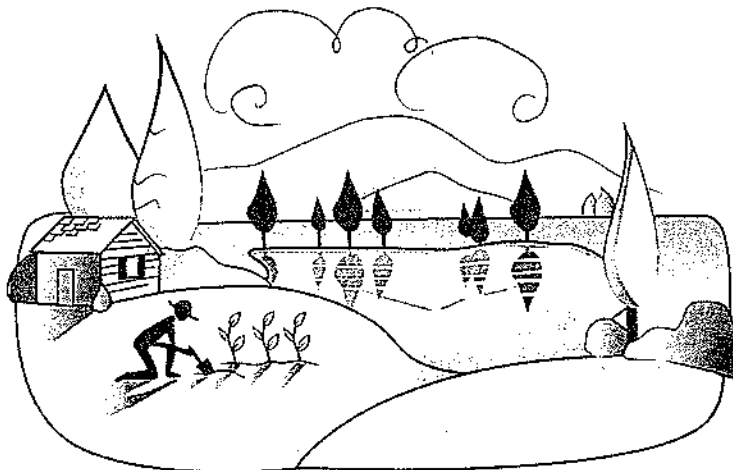
---

---

---

---

# Is Natural Better?



Two friends were talking about how people use pesticides and fertilizers to grow their vegetables. They each had different ideas. This is what they said:

**Joaquim:** We should use natural fertilizers and pesticides since they are not harmful to the environment like chemical fertilizers and pesticides.

**Kaylan:** I disagree with you. Natural fertilizers and pesticides can also harm the environment.

Who do you agree with the most? \_\_\_\_\_ Explain your thinking.

---

---

---

---

---

---

---

---

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

## Producers and Consumers

**Producer:** Someone who makes something that someone else wants to buy or provides a service for someone else.

**Consumer:** Someone who buys goods or services.

Read each sentence. Decide if the person is a consumer or producer. Then, in each blank, write producer or consumer based upon your decision.

1. \_\_\_\_\_ Charlie's mom takes him to get a heavy coat before winter arrives.
2. \_\_\_\_\_ Mr. Banks owns an apple orchard. He picks apples for his stand at the farmers' market.
3. \_\_\_\_\_ Mr. Phillips cut Juan and his dad's hair today at his barbershop.
4. \_\_\_\_\_ Sophie goes to the store with her mom to get a birthday cake and ice cream for her party.
5. \_\_\_\_\_ Dr. Rogers gave Amelia a new toothbrush at her dental appointment.
6. \_\_\_\_\_ Jamal learned how to ride a bike without training wheels. His dad took him to the store to pick out a new bike.
7. \_\_\_\_\_ Katie used her allowance money to get the new book she wanted.
8. \_\_\_\_\_ Mrs. Samuel told her students to bring a sack lunch for the field trip.

Write two sentences about you as a consumer.

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

A decorative border of stars surrounds the central text. The stars are arranged in a rectangular frame, with some stars appearing in pairs or small groups at the corners and midpoints. The stars vary in size and are rendered in a dark, textured style.

Math



## Find The Missing Numerator or Denominator

You can multiply a fraction with a fraction by multiplying the numerator with the numerator and the denominator with the denominator.

Example:  $\frac{1}{2} \times \frac{6}{4}$   $\leftarrow$  numerator  
 $\leftarrow$  denominator

$$\frac{1}{2} \times \frac{6}{4} = \frac{1 \times 6}{2 \times 4} = \frac{6}{8}$$

Write down the missing numerators or denominators in the multiplication equations below.

$$\frac{1}{2} \times \frac{1}{4} = \frac{1}{\boxed{\phantom{00}}}$$

$$\frac{1}{5} \times \frac{3}{7} = \frac{3}{\boxed{\phantom{00}}}$$

$$\frac{1}{2} \times \frac{3}{2} = \frac{\boxed{\phantom{00}}}{4}$$

$$\frac{8}{9} \times \frac{5}{6} = \frac{\boxed{\phantom{00}}}{54}$$

$$\frac{\boxed{\phantom{00}}}{3} \times \frac{1}{5} = \frac{7}{15}$$

$$\frac{\boxed{\phantom{00}}}{2} \times \frac{7}{8} = \frac{14}{16}$$

$$\frac{6}{9} \times \frac{2}{\boxed{\phantom{00}}} = \frac{12}{36}$$

$$\frac{5}{6} \times \frac{8}{\boxed{\phantom{00}}} = \frac{40}{60}$$

Challenge

$$\frac{\boxed{\phantom{00}}}{4} \times \frac{3}{\boxed{\phantom{00}}} = \frac{15}{16}$$

$$\frac{\boxed{\phantom{00}}}{5} \times \frac{4}{\boxed{\phantom{00}}} = \frac{28}{25}$$



# It All Adds Up!

Let's put all your consumer math skills to the test!

Each month, Susie stocks up on pet supplies for her dog, Barksalot. See if you can calculate Susie's monthly expenses for June, July, August, and September. Keep your work organized in the space below each problem.



1. In June, Susie buys a dozen cans of Dog's Dinner dog food at \$1.89 per can. She also buys two bags of 'Dem Bones dental chews that each cost \$12.69, and a new toy for \$10.25. She pays sales tax at a rate of 7.25%. What is her total cost for the month of June?

2. In July, the weather is especially hot, so Susie buys a doggie sprinkler toy for \$39.95. Barksalot also needs a new collar. The collar costs \$8.00. She buys another dozen cans of Dog's Dinner dog food, as well as a new bottle of flea shampoo for \$9.99. No prices have changed since June, and the sales tax remains the same. What is the total amount of her expenses in July?

3. In August, Barksalot needs a haircut. A trip for Barksalot to go to Per \_\_\_\_\_  
Pet's doggie day spa costs Susie \$79.50. Susie also decides to treat her pooch  
tasty bone for \$10.50. She buys another dozen cans of Dog's Dinner dog food,  
this month, the cans are on sale for 20 percent off the regular price of \$1.89 \_\_\_\_\_  
Given that the sales tax rate has stayed the same, how much does Susie spend \_\_\_\_\_  
on pet expenses in August?

4. In September, it's time for Barksalot to get his annual checkup at the \_\_\_\_\_  
Barksalot needs to get his teeth brushed for \$50, a rabies booster vaccination \_\_\_\_\_  
and an anti-flea treatment for \$18. Susie has a coupon that gives her a discount \_\_\_\_\_  
of 15 percent off the vaccination. There's no sales tax. What will be the total bill \_\_\_\_\_  
for Barksalot's visit to the vet?

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

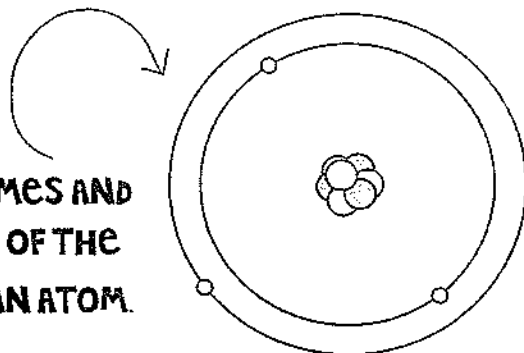
## STATIC ELECTRICITY

<http://studyjams.scholastic.com/studyjams/jams/science/energy-light-sound/electricity.htm>

### PLAY VIDEO

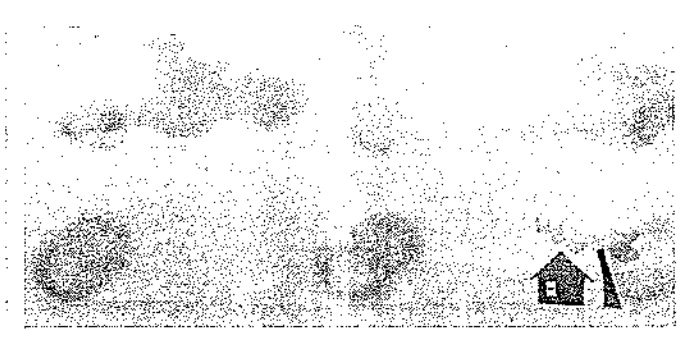
1. Electricity is: \_\_\_\_\_

WRITE THE NAMES AND  
THE CHARGES OF THE  
PARTICLES IN AN ATOM.



2. Electrons \_\_\_\_\_ from one atom to another. When this happens, they cause little \_\_\_\_\_ of electricity.

3. Rubbing a balloon on your shirt, taking a hat off, or dragging socks on a carpet are all examples of \_\_\_\_\_.

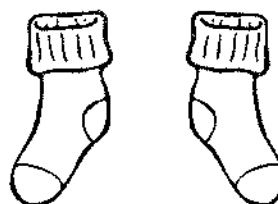


Label the picture to show how lightning is an example of static electricity.

Why do socks stick together when they come out of the dryer?

**EXPLAIN IT!**

**DRAW IT!**





# LIGHTNING

<http://www.weatherwizkids.com/weather-lightning.htm>

1. What is lightning?

---

2. What causes lightning?

---

---

3. How hot is lightning?

---

4. What color is lightning?

---

5. What causes thunder?

---

---

6. How do you know if lightning is nearby?

---

7. How can you tell how far away a storm is?

---

## SAFETY TIPS:

Indoors:

Outdoors:

# ELECTRIC CIRCUITS

<https://www.andythelwell.com/blobz/guide.html>

CLICK THROUGH THE FIVE PICTURES AT THE BOTTOM TO ANSWER THE QUESTIONS.

WHAT MAKES CIRCUITS WORK?	CONDUCTORS AND INSULATORS:
Draw a simple circuit below and label the parts:	Explain the difference between a conductor and an insulator. Make sure to include examples:
ALL ABOUT SWITCHES:	CHANGING CIRCUITS:
List three examples of common switches in your own home:	List two different ways to change a circuit:
CIRCUIT DIAGRAMS:	
Draw a series or parallel circuit using a circuit diagram. Make sure to label the different parts of the circuit:	

