MASCOTTE CHARTER SCHOOL   Grade 5 Blended   Remote Learning

English Language Arts (ELA)

Monday, March 30	Tuesday, March 31	Wednesday, April 1	Thursday, April 2	Friday, April 3
Go onto iStation for 20 minutes	Go onto iStation for 20 minutes	Go onto iStation for 20 minutes	Go onto iStation for 20 minutes	Go onto iStation for 20 minutes
Complete a Flocabulary activity/assignment of your choice for Parts of Speech, Text Structures, or Context Clues at your pace using the class code to login on Flocabulary.com	Complete a Scholastic Learn at Home activity at your pace https://classroommagazines.sc holastic.com/support/learnath ome/grades-3-5.html	Complete a Flocabulary activity/assignment of your choice for Parts of Speech, Text Structures, or Context Clues at your pace using the class code to login on Flocabulary.com	Complete a Scholastic Learn at Home activity at your pace https://classroommagazines.sch olastic.com/support/learnatho me/grades-3-5.html	Complete a Flocabulary activity/assignment of your choice for Parts of Speech, Text Structures, or Context Clues at your pace using the class code to login on Flocabulary.com
Begin working on your "I Survived the Coronavirus Quarantine" Journal writing activity.	Work on your "I Survived the Coronavirus Quarantine" Journal writing activity.	Work on your "I Survived the Coronavirus Quarantine" Journal writing activity.	Work on your "I Survived the Coronavirus Quarantine" Journal writing activity.	Choose your favorite writing from the week and go back to make sure you have:
Spend some time reading any book of your choice from home or on Epic at www.getepic.com/students or on storylineonline.net . Take an AR quiz if available on https://hosted306.renlearn.c om/62733/public/rpm/login/ Login.aspx?srcID=t	Spend some time reading any book of your choice from home or on Epic at www.getepic.com/students or on storylineonline.net . Take an AR quiz if available on https://hosted306.renlearn.c om/62733/public/rpm/login/ Login.aspx?srcID=t	Spend some time reading any book of your choice from home or on Epic at www.getepic.com/students or on storylineonline.net . Take an AR quiz if available https://hosted306.renlearn.c om/62733/public/rpm/login/	Spend some time reading any book of your choice from home or on Epic at www.getepic.com/students or on storylineonline.net . Take an AR quiz if available on	Capitals, punctuation and accurate spelling
				Add additional descriptive words
				Read your writing to someone
				Spend some time reading any book of your choice from home or on Epic at

Additional Resources:

Epic, Storyline Online, Flocabulary, and AR Reading

Math

Monday, March 30	Tuesday, March 31	Wednesday, April 1	Thursday, April 2	Friday, April 3
Freckle Math: Log onto freckle.com and work on assignments for 20 minutes	Freckle Math: Log onto freckle.com and work on assignments for 20 minutes	Freckle Math: Log onto freckle.com and work on assignments for 20 minutes	Freckle Math: Log onto freckle.com and work on assignments for 20 minutes	Freckle Math: Log onto freckle.com and work on assignments for 20 minutes
Countdown Day 26: Complete the problems for day 26 (powers of 10)	Countdown Day 27: Complete the problems for day 27 (powers of 10)	Countdown Day 28: Complete the problems for day 28 (powers of 10)	Countdown Day 29: Complete the problems for day 29 (powers of 10)	Countdown Day 30: Complete the problems for day 30 (powers of 10)
Complete 1 zearn lesson	Complete 1 zearn lesson	Complete 1 zearn lesson	Complete 1 zearn lesson	Submit day 30 to class dojo portfolio
				Catch up on zearn lessons (4 for the week)

Additional Resources:
Zearn, Freckle

Science

Monday, March 30	Tuesday, March 31	Wednesday, April 1	Thursday, April 2	Friday, April 3
Read pages 84-85 in green science book	Reread pages 84-85 in green science book	Read pages 87-88 in green science book	Reread pages 87-88 in green science book	Scavenger hunt time! (Friday "lab" fun)
Annotate your passage as you read	Annotate your passage as you read	Annotate your passage as you read		How many can good insulators and conductors can you find? Make a table
Answer the student response activity questions #1-4 on page 85	Answer multiple choice questions #1-4 on page 86	Answer multiple choice questions #1-5 on page 90 labeled:	Answer the student response activity questions #1-2 on pages 88-89	Good insulators Good conductors
	Submit pages 85 and 86 to class dojo portfolio	Submit pages 88-90 on class dojo portfolio	Submit pages 85 and 86 response activity	Go around your home/garage/ even

Additional Resources:

Social Studies

Monday, March 30	Tuesday, March 31	Wednesday, April 1	Thursday, April 2	Friday, April 3
Social Studies Weekly Newspaper- Week 26- The Louisiana Purchase	Social Studies Weekly Newspaper- Week 26- The Louisiana Purchase	Social Studies Weekly Newspaper- Week 26- The Louisiana Purchase	Social Studies Weekly Newspaper- Week 26- The Louisiana Purchase	Social Studies Weekly Newspaper- Week 26- The Louisiana Purchase
Reading four articles of your choice from the newspaper	Read any newspaper articles from your paper that you did not read yesterday.	Complete the crossword puzzle (on back of newspaper)	Project- **Today and Friday** • Imagine that you are traveling with Lewis and Clark on their westward journey. They have asked you	Complete project from Thursday :)

Additional Resources:

Florida Studies Weekly and Studies Weekly Online

Writing:

- You may not know this now, but you are living through a moment in history that will one day be captured in history books.
- Create your very own "I Survived the Coronavirus Quarantine" digital book.

Directions:

- Using PowerPoint, Word, or simply handwriting, create a journal of your time quarantined at home.
- Your task is to journal about *your* personal experience. Capture how this event affects you, your family, school, and community.
- This will serve as a primary source with you providing the eyewitness account of this pandemic.
- What is a pandemic? Ducksters.com defines it as, "an epidemic that has spread across a large region, typically across multiple continents or worldwide."
- This is your journal so share what you feel! Be as detailed as possible (feelings, dialogue, things you notice- 5 senses). You are not limited to words. You can also draw, doodle, record yourself, or create a video to document a day in the life of YOU!
- **Here is a list of ideas:**
  - Where were you and how did you react when you found out school would be closed for two weeks or longer? How did you feel? What can you remember about that moment?
  - What was your first day like at home, knowing you would normally have been at school? What did you do?
  - How is E-learning going? Do you like it? Why or why not?
  - What have you been doing with your family and by yourself? What activities, board games, creative ideas have been keeping you busy?
  - What advice have you been getting from your parents, family members, adults?
  - What do you miss most about school? What are you hoping?
  - Compare and contrast what life was like before and after the pandemic.
  - What have you learned about yourself, your family, during the first week of being home during the pandemic?
  - Make a list of 5things you'd like to do once everything goes back to normal. Explain why you chose the 5 things listed.
  (Ideas from: Christine Coppage, 5th grade, SSES)

MAFS.5.NBT.1.1

1. An expression is shown.

$$3,400 \times \frac{1}{10}$$

What is the value of the expression?

_____

MAFS.5.NBT.1.1

2. An expression is shown.

$$? \times \frac{1}{10} = 780$$

What is the missing number?

_____

MAFS.5.NBT.1.1

3. Which statements about the values of 0.034 and 3.40 are true?

◯ 0.034 is $\frac{1}{10}$ of 340

◯ 0.034 is 100 times more than 340

◯ 3.4 is 100 times more than 0.034

◯ 0.034 is $\frac{1}{100}$ of 3.4

◯ 340 is $\frac{1}{10}$ of 0.0340

MAFS.5.NBT.1.2

4. Which shows another way to multiply 3 x 2,000?

A. $(3 \times 2) \times 10^1$

B. $(3 \times 2) \times 10^2$

C. $(3 \times 2) \times 10^3$

D. $(3 \times 2) \times 10^4$

MAFS.5.NBT.1.2

5. David multiplies and divides original numbers by powers of 10 to create new numbers.

Original Number	New Number
523	523,000
0.005	5
100	0.001
600	60,000
4.56	4,560
37.6	3,760

Which original numbers were multiplied by 10^3 to create the new numbers? Circle those numbers in the chart.

Name: _____

Score: _____/5

Percentage: _____%

MAFS.5.NBT.1.1

1. An expression is shown.

$$0.34 \times ? = 3.4$$

What is the value of the missing number?

_____

MAFS.5.NBT.1.1

2. Ten coins weigh 25 grams. How many grams does 1 coin weigh?

_____

MAFS.5.NBT.1.1

3. Which statement about the value of 3 in 9,300 and 930 is true? Mark all that apply.

A. It is the same in both numbers.

B. It is 100 times as great in 9,300 as it is in 930.

C. It is 10 times as great in 9,300 as it is in 930.

D. It is $\frac{1}{10}$ the value in 930 as it is in 9,300.

E. It is $\frac{1}{10}$ times as great in 930 as it is in 9,300.

MAFS.5.NBT.1.2

4. Which is equivalent to multiplying a number by 10^3?

A. Adding 10 three times

B. Adding 3 ten times

C. Multiplying by 10 three times

D. Multiplying by 3 ten times

MAFS.5.NBT.1.2

5. Laquisha multiplies and divides original numbers by powers of 10 to create new numbers.

Original Number	New Number
523	523,000
0.05	5
100	0.001
600	60,000
45.6	4,560
37.6	3,760

Which original numbers were multiplied by 10^2 to create the new numbers? Circle those numbers in the chart.

Name: _____

Score: _____/5

Percentage:_____%

MAFS.5.NBT.1.1

1. Select all the statements below that are true.

○ 30 is $\frac{1}{10}$ of 300

○ 0.034 is 100 times as much as 340

○ 1,000 is 10 times as much as 100

○ 6,900 is 10 times as much as 69.

○ 140 is $\frac{1}{10}$ of 1,400

MAFS.5.NBT.1.1

2. One coin weighs 11 grams. How many grams do 10 coins weigh?

_____

MAFS.5.NBT.1.2

3. What is $0.523 \div 10^2$?

_____

MAFS.5.NBT.1.2

4. An equation is shown.

$$523 \div 10^{\square} = 52.3$$

What is the value of the missing exponent?

_____

MAFS.5.NBT.1.2

5. David multiplies and divides original numbers by powers of 10 to create new numbers.

Original Number	New Number
6.31	
0.08	
1.111	
842	

Help David complete the table by multiplying the original numbers by 10^3 to create the new numbers. Complete the chart.

Name: _____

Score: _____/5

Percentage: _____%

MAFS.5.NBT.1.1

1. An expression is shown.

$$? \times \frac{1}{100} = 752$$

What is the missing number?

_____

MAFS.5.NBT.1.1

2. One hundred coins weigh 346 grams. How many grams does 1 coin weigh?

_____ grams

MAFS.5.NBT.1.2

3. What is 46×10^4 written as a whole number?

_____

MAFS.5.NBT.1.2

4. When dividing a by 10^3, how is the decimal point moved?

A. 3 places to the right
B. 3 places to the left
C. 4 places to the right
D. 4 places to the left

MAFS.5.NBT.1.2

5. Look at the table below.

Equations
$2 \times 10^0 = 2$
$2 \times 10^1 = 20$
$2 \times 10^2 = 200$
$2 \times 10^3 = 2,000$

Explain the pattern of zeros in the product when multiplying by the powers of 10.

_____

_____

_____

_____

Name: _____

Score: _____/5

Percentage: _____%

MAFS.5.NBT.1.1

1. An expression is shown.

$$3,100 \times \frac{1}{10}$$

What is the value of the expression?

_____

MAFS.5.NBT.1.1

2. An expression is shown.

$$? \times \frac{1}{100} = 1,200$$

What is the missing number?

_____

MAFS.5.NBT.1.2

3. Stef stated that $2 \times 10^3 = 2,000$. Is she correct? Why?

A. Yes; she added 10 three times and multiplied the sum by 2.

B. Yes; she multiplied 10 three times and multiplied the product by 2.

C. No; she added 3 ten times and multiplied the sum by 2.

D. No; she multiplied 3 ten times and multiplied by the product2.

MAFS.5.NBT.1.2

4. Select different ways to express 10^3? Mark all that apply.

A. 10 + 10 + 10

B. 10 x 10 x 10

C. 10,000

D. 1,000

E. 10 x 3

F. 10^2 x 10

MAFS.5.NBT.1.2

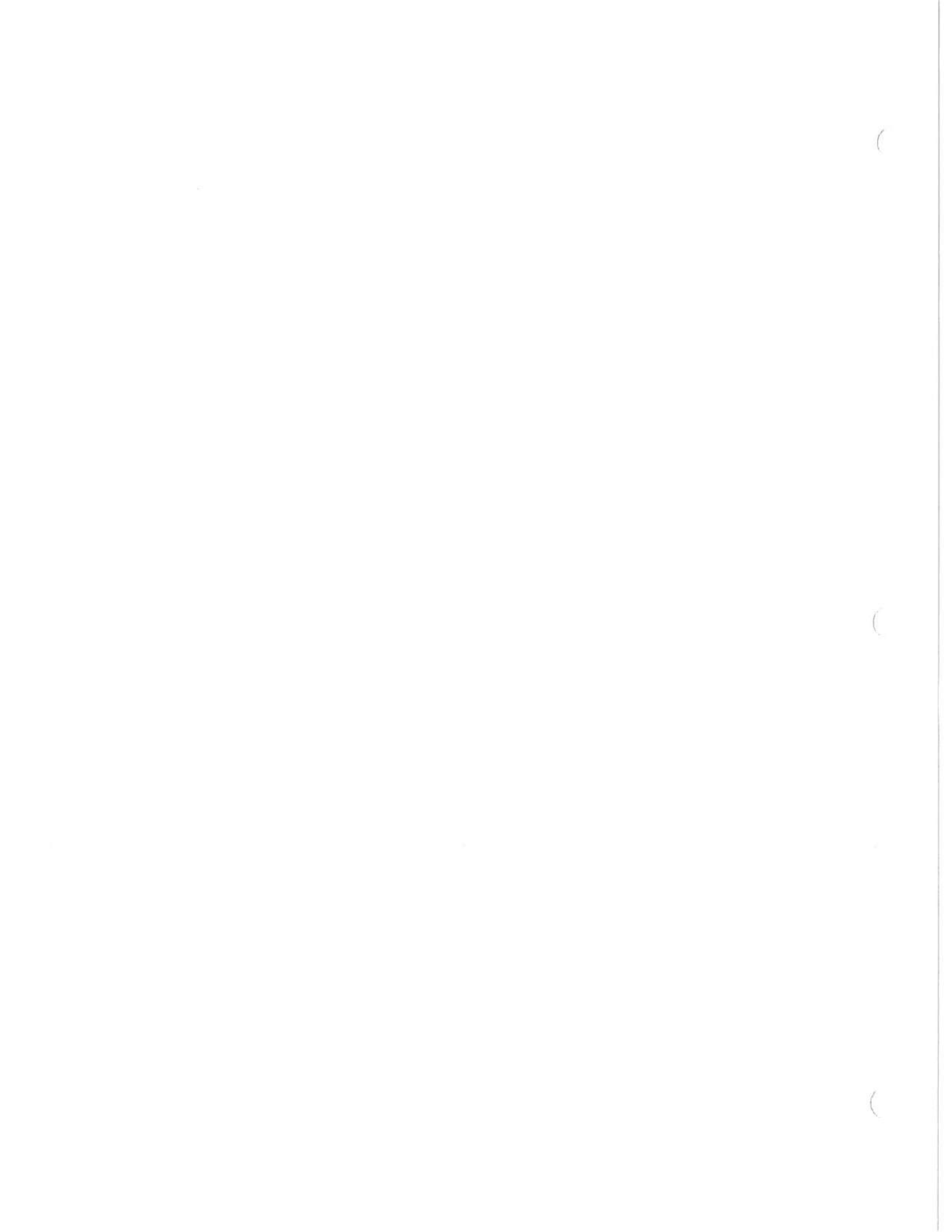5. Ariel multiplies and divides original numbers by powers of 10 to create new numbers.

Original Number	New Number
325,000	325
8	0.008
0.001	100
50,000	500
2,520	2.52
3,770	37.7

Which original numbers were divided by 10^3 to create the new numbers? Circle those numbers in the chart.

Name: _____

Score: ____/5

Percentage: ____%

MAFS.5.NBT.1.3a

1. What is "nine–tenths" in decimal form?

_____

MAFS.5.NBT.1.3a

2. Select the decimal form for each number name.

	0.650	0.605	0.065	6.050
Sixty–five thousandths	□	□	□	□
Six hundred five thousandths	□	□	□	□

MAFS.5.NBT.1.3a

3. A number is expanded form is shown.

$$4 \times 1 + 3 \times (\frac{1}{10})$$

What is the number in decimal form?

_____

MAFS.5.NBT.1.3a

4. Select all the expressions that show 2.059 written in expanded form.

○ $2 \times 1 + 0 \times (\frac{1}{10}) + 5 \times (\frac{1}{100}) + 9 \times (\frac{1}{1,000})$

○ $2 \times 1 + 5 \times (\frac{1}{10}) + 9 \times (\frac{1}{100})$

○ $2 \times 1 + 0 \times (\frac{1}{10}) + 59 \times (\frac{1}{1,000})$

○ $20 \times (\frac{1}{10}) + 59 \times (\frac{1}{100})$

○ $20 \times (\frac{1}{10}) + 5 \times (\frac{1}{100}) + 9 \times (\frac{1}{1000})$

MAFS.5.NBT.1.3b

5. Select all the statements that correctly compare the two numbers.

○ $1.309 > 1.315$

○ $5.029 < 5.128$

○ $7.25 > 7.255$

○ $2.001 < 2.1$

○ $9.401 > 9.309$

Name: _____

Score: _____/5

Percentage: _____%

MAFS.5.NBT.1.3a

1. What is "two hundred sixty–five thousandths" in decimal form?

_____

MAFS.5.NBT.1.3a

2. Select the decimal form for each number name.

	0.650	0.605	0.065	6.050
Sixty–five hundredths	☐	☐	☐	☐
Six and five hundredths	☐	☐	☐	☐

MAFS.5.NBT.1.3a

3. A number is expanded form is shown.

$$2 \times 1 + 0 \times (\frac{1}{10}) + 5 \times (\frac{1}{100}) + 9 \times (\frac{1}{1,000})$$

What is the number in decimal form?

_____

MAFS.5.NBT.1.3b

4. Grace, Logan, and Kevin are growing bean plants. They each measured the height of their plant. Look at the chart below, and then put the heights in order from greatest to least.

Student	Height of Bean Plant
Grace	3.002 inches
Logan	3.02 inches
Kevin	3.001 inches

_____, _____, _____

MAFS.5.NBT.1.3b

5. Which completes the statement? Mark all that apply.

$$34.08 > ?$$

A. thirty–four and eight hundredths

B. thirty–four and eight thousandths

C. thirty–four and eight tenths

D. thirty–four and one tenth

E. thirty–four and seven thousandths

Name: _____

Score: _____/5

Percentage:_____%

MAFS.5.NBT.1.3a

1. What is the standard form of eight hundred two thousand, eight hundred three and 18 thousandths?

A. 802,803.080
B. 802,803.018
C. 802,803.18
D. 802,803.80

MAFS.5.NBT.1.3a

2. What is 112.491 written in word form?

_____

MAFS.5.NBT.1.3a

3. A number is expanded form is shown.

$$4 \times 1 + 3 \times (\frac{1}{100}) + 9 \times 10 + 5 \times (\frac{1}{10})$$

What is the number in decimal form?

_____

MAFS.5.NBT.1.3b

4. Richard, Clay, and Hamilton are growing bean plants. They each measured the height of their plant. Look at the chart below, and then put the heights in order from least to greatest.

Student	Height of Bean Plant
Richard	2.1 inches
Clay	2.3 inches
Hamilton	2.0 inches

_____, _____, _____

MAFS.5.NBT.1.3b

5. Select all the statements that correctly compare the two numbers.

◯ 1.309 > 1.39
◯ 6.123 < 6.132
◯ 8.1 > 8.101
◯ 2.89 < 2.891
◯ 1.304 > 1.301

Name: _____

Score: _____/5

Percentage: _____%

MAFS.5.NBT.1.3a

1. What is "nine–thousandths" in decimal form?

_____

MAFS.5.NBT.1.3a

2. What is 1.269 written in expanded form?

_____

MAFS.5.NBT.1.3a

3. A number is expanded form is shown.

$$3 \times \left(\frac{1}{10}\right) + 6 \times \left(\frac{1}{100}\right) + 8 \times \left(\frac{1}{1,000}\right)$$

What is the number in standard form?

_____

MAFS.5.NBT.1.3b

4. Paula, Bubba, and Davis kept track of how far they could hit a golf ball. Look at the chart below, and then put the distances in order from greatest to least.

Golfer	Distance in Yards
Paula	278.3
Bubba	279.5
Davis	278.33

_____ , _____ , _____

MAFS.5.NBT.1.3b

5. Which completes the statement? Mark all that apply.

$$79.08 < ?$$

A. seventy–nine and eight hundredths
B. seventy–nine and eight thousandths
C. seventy–nine and eight tenths
D. seventy–nine and one tenth
E. seventy–nine and nine thousandths

Name: _____

Score: _____/5

Percentage: _____%

MAFS.5.NBT.1.3a

1. What is 777.77 written in expanded form?

A. $7 \times 100 + 7 \times 1 + 7 \times (\frac{1}{10}) + 7 \times (\frac{1}{100})$

B. $7 \times 100 + 7 \times 10 + 7 \times 1 + 7 \times (\frac{1}{10}) + 7 \times (\frac{1}{1,000})$

C. $7 \times 100 + 7 \times 10 + 7 \times 1 + 7 \times (\frac{1}{10}) + 7 \times (\frac{1}{100})$

D. $7 \times 100 + 7 \times 10 + 7 \times (\frac{1}{100}) + 7 \times (\frac{1}{1,000})$

MAFS.5.NBT.1.3a

2. Select the decimal form for each number name.

	0.720	0.702	0.072	7.020
Seventy-two hundredths	☐	☐	☐	☐
Seventy-two thousandths	☐	☐	☐	☐

MAFS.5.NBT.1.3a

3. A number is expanded form is shown.

$$30 \times (\frac{1}{10}) + 5 \times (\frac{1}{100}) + 4 (\frac{1}{1000})$$

What is the number in standard form?

_____

MAFS.5.NBT.1.3b

4. Paula, Bubba, and Davis kept track of how far they could hit a golf ball. Look at the chart below, and then put the distances in order from least to greatest.

Golfer	Distance in Yards
Paula	311.3
Bubba	311.03
Davis	311.301

_____, _____, _____

MAFS.5.NBT.1.3b

5. Select all the statements that correctly compare the two numbers.

○ $1.3 > 1.300$

○ $5.09 > 5.009$

○ $6.689 < 6.69$

○ $1.409 > 1.49$

○ $7.98 < 7.982$

Name: _____

Score: _____/5

Percentage: _____%

MAFS.5.NBT.1.4

1. Select all the numbers that round to 4.3 when rounded to the nearest tenth.

- ◯ 4.25
- ◯ 4.24
- ◯ 4.21
- ◯ 4.35
- ◯ 4.34
- ◯ 4.31

MAFS.5.NBT.1.4

2. What is 3.149 rounded to the nearest hundredth?

_____

MAFS.5.NBT.1.4

3. Select the value of each decimal number when it is rounded to the nearest whole number.

	5	6
5.06	☐	☐
5.59	☐	☐
5.47	☐	☐
5.92	☐	☐

MAFS.5.NBT.1.4

4. The Seabrook family is traveling to Athens, Greece next summer. Mr. Seabrook is tracking the value of the Euro. He kept track of the values on a data table.

Date	Value of 1 Euro
June 3	1.498
June 10	1.572
June 17	1.524
June 24	2.669

Which two dates was the value of 1 Euro the same when rounded to the nearest whole dollar?

_____

MAFS.5.NBT.1.4

5. It takes Mrs. Kropiewnicki 17.893 miles to drive to work. What is 17.893 rounded to the nearest hundredth?

_____

Name: _____

Score: _____/5

Percentage: _____%

MAFS.5.NBT.1.4

1. Select all the numbers that round to 4.2 when rounded to the nearest tenth.

○ 4.25
○ 4.24
○ 4.23
○ 4.28
○ 4.21
○ 4.29

MAFS.5.NBT.1.4

2. What is 3.149 rounded to the nearest tenth?

_____

MAFS.5.NBT.1.4

3. Numbers are rounded to the nearest tenth and hundredth, as shown in the table. Complete the table to show the numbers that could be rounded

Number	Rounded to Nearest Tenth	Rounded to Nearest Hundredth
_____	1.5	1.55
_____	3.2	3.18
_____	9.4	9.35

MAFS.5.NBT.1.4

4. The Griffey family is traveling to Liverpool, England next winter. Mr. Griffey is tracking the value of the British pound. She kept track of the values on a data table.

Date	Value of 1 British Pound
Oct. 1	1.498
Oct. 8	1.572
Oct. 15	1.524
Oct. 22	1.669

Which two dates was the value of 1 British pound the same when rounded to the nearest tenth?

_____

MAFS.5.NBT.1.4

5. It takes Mrs. Kropiewnicki 17.893 miles to drive to work. What is 17.893 rounded to the nearest whole number?

_____

Name: _____

Score: _____/5

Percentage: _____%

MAFS.5.NBT.1.4

1. Mariano went shopping at the local grocery. He purchased four different turkey breasts.

Turkey Breast #1: 3.843 pounds
Turkey Breast #2: 3.783pounds
Turkey Breast #3: 3.801 pounds
Turkey Breast #4: 3.851 pounds

Mariano rounds the weights to the nearest tenth. Which turkey breast does not round to 3.8?

A. Turkey Breast #1
B. Turkey Breast #2
C. Turkey Breast #3
D. Turkey Breast #4

MAFS.5.NBT.1.4

2. Pepper went to the movies and spent $13.83. How much did she spend, rounded to the nearest whole dollar?

$_____

MAFS.5.NBT.1.4

3. Uranus takes 84.3 years to revolve around the sun. Select all the numbers that could represent Uranus' revolution around the sun when rounded to 84.3.

○ 84.353
○ 84.247
○ 84.322
○ 84.250

MAFS.5.NBT.1.4

4. Numbers are rounded to the nearest tenth and hundredth, as shown in the table. Complete the table to show the numbers that could be rounded

Number	Rounded to Nearest Tenth	Rounded to Nearest Hundredth
_____	2.5	2.55
_____	3.4	3.44
_____	9.2	9.18

MAFS.5.NBT.1.4

5. Usain Bolt holds the record for the fastest time in the 100 meter dash. He first broke the record in 2008 when ran the 100 meter dash in 9.683 seconds. In 2009, he ran the 100 meters in 9.572 seconds. Tell whether each sentence is True of False.

5a. Rounded to the nearest tenth, both times are the same. ○ True ○ False

5b. Rounded to the nearest whole number, both times are the same. ○ True ○ False

5c. Usain's time in 2009 was faster than his time in 2008. ○ True ○ False

Name: _____

Score: ____/5

Percentage: ____%

MAFS.5.NBT.1.4

1. Nandag went shopping at the local grocery. She purchased four different turkey breasts.

Turkey Breast #1: 4.443 pounds
Turkey Breast #2: 4.483 pounds
Turkey Breast #3: 4.401 pounds
Turkey Breast #4: 4.441 pounds

Nandag rounds the weights to the nearest tenth. Which turkey breast does not round to 4.4?

A. Turkey Breast #1
B. Turkey Breast #2
C. Turkey Breast #3
D. Turkey Breast #4

MAFS.5.NBT.1.4

2. Nash went to the movies and spent $24.48. How much did she spend, rounded to the nearest whole dollar?

$_____

MAFS.5.NBT.1.4

3. What is 582.564 rounded to the nearest hundredth?

_____

MAFS.5.NBT.1.4

4. Select the value of each decimal number when it is rounded to the nearest whole number.

	5.87	5.88
5.871	☐	☐
5.879	☐	☐
5.877	☐	☐
5.875	☐	☐

MAFS.5.NBT.1.4

5. Usain Bolt holds the record for the fastest time in the 100 meter dash. He first broke the record in 2008 when ran the 100 meter dash in 9.683 second. In 2009, he ran the 100 meters in 9.572 seconds. Tell whether each sentence is True of False.

5a. 9.683 rounded to the nearest tenth is 9.6   ○ True ○ False

5b. 9.683 rounded to the nearest hundredth is 9.68   ○ True ○ False

5c. 9.683 rounded to the nearest whole number is 9.   ○ True ○ False

Name: _____

Score: _____/5

Percentage: _____%

MAFS.5.NBT.1.4

1. Mariano went shopping at the local grocery. He purchased 3.183 pounds of candy. Use that information to answer questions below.

1a. 3.183 rounded to the nearest hundredth is:

_____

1b. 3.183 rounded to the nearest tenth is:

_____

1c. 3.183 rounded to the nearest whole number is:

_____

MAFS.5.NBT.1.4

2. Uranus takes 84.3 years to revolve around the sun. Select all the numbers that could represent Uranus' revolution around the sun when rounded to 84.3.

- ◯ 84.344
- ◯ 84.347
- ◯ 84.258
- ◯ 84.364

MAFS.5.NBT.1.4

3. What is 27.843 rounded to the nearest hundredth?

_____

MAFS.5.NBT.1.4

4. The amount of gas needed for four cars are shown below.

	Gas Needed
Car A	12.332 gallons
Car B	12.543 gallons
Car C	11.842 gallons
Car D	12.072 gallons

At the gas station, the gas tank rounds the gallons to the nearest tenth. Order the cars from least to greatest in gas needed.

_____

MAFS.5.NBT.1.4

5. Usain Bolt holds the record for the fastest time in the 100 meter dash. He first broke the record in 2008 when ran the 100 meter dash in 9.683 seconds. In 2009, he ran the 100 meters in 9.572 seconds. Tell whether each sentence is True of False.

5a. 9.572 rounded to the nearest tenth is 9.6   ◯ True ◯ False

5b. 9.572 rounded to the nearest hundredth is 9.57   ◯ True ◯ False

5c. 9.572 rounded to the nearest whole number is 10.   ◯ True ◯ False

Name: _____

Score: ____/5

Percentage:____%

Benchmark Assessment SC.5.P.10.1

Fill in the letter of the best choice.

1 What form of energy is in a battery?

(A) light energy

(B) kinetic energy

(C) chemical energy

(D) electrical energy

2 Which has the least amount of potential energy?

(F) a ball at the top of a hill

(G) a roller coaster going down a hill

(H) a child at the top of a slide

(I) a car parked in a parking lot

3 Which are forms of kinetic energy?

(A) light, sound, chemical

(B) electrical, chemical, sound

(C) sound, potential, thermal

(D) light, thermal, sound

4 What form of energy can be absorbed, reflected or bent by different materials?

(F) sound

(G) electrical

(H) light

(I) mechanical

5 What forms of energy does this object give off?

(A) light energy and thermal energy

(B) light energy and sound energy

(C) light energy and electrical energy

(D) light energy and chemical energy

Benchmark Assessment SC.5.P.10.1

Fill in the letter of the best choice.

1 What form of energy is in a battery?

(A) light energy

(B) kinetic energy

(C) chemical energy

(D) electrical energy

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5 What forms of energy does this object give off?

(A) light energy and thermal energy

(B) light energy and sound energy

(C) light energy and electrical energy

(D) light energy and chemical energy

SC.5.P.10.2 Investigate and explain that energy has the ability to cause motion or create change.

Energy Can Cause Change

Motion

Where are you located right now? Are you at your desk? Under a light? To the right of a door, or 2 meters (6 feet) away from the board? These types of words describe your position. Position is the location of an object. Every object has a position. The position of your nose is the center of your face.

When an object's position changes, the object is in motion. Motion is a change of position of an object. There are many types of motion. You can walk forward or backward. An elevator goes up and down. A pendulum swings from side to side. Things may move quickly or slowly. They may follow a straight, curved, or circular path. All types of motion involve a change in position.

Speed

How fast can you run? If you run faster than your friend, your speed is greater. Speed measures the change in the position of an object changes over a certain amount of time.

You can use words such as *fast* and *slow* to describe speed. Fast-moving objects change their position quickly. Slow-moving objects change their position slowly. You can be more precise if you use numbers such as 20 kilometers per hour or 5 meters per second.

To find an object's speed, you need to measure two things—distance and time. Distance is how far an object traveled. You also need to measure how long it takes the object to move that distance.
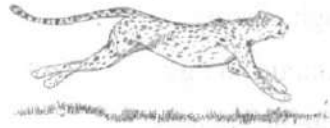
A cheetah is the fastest land animal. It can reach speeds of 112 km/hr (70 mi/hr)!

Energy and Motion

Energy is the ability to cause changes to matter. A force—a push or a pull—can cause an object to move. In other words, a push or a pull to cause an object change position—to be in motion. A push or a pull transfers energy from one object to another, which causes the object to move. For example, if you swing a golf club and hit a golf ball off the tee, the energy of the moving club is transferred to the ball, and so the ball begins to move.
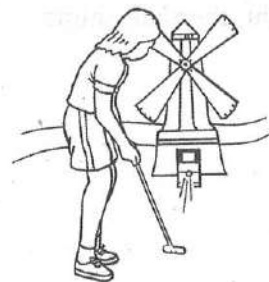
When ocean waves crash onto the beach, energy of flowing water can flatten a sandcastle. The energy of moving air—wind—can move a sailboat across the surface of a lake.

An object's speed is also related to energy. When an object is in motion, it has kinetic energy. An object moving at a faster speed has more energy than it has at a slower speed. So a running cheetah has more kinetic energy than a walking cheetah.

Light

Energy does not always need matter to cause change. Light energy is a form of energy that can travel from one place to another without matter. It travels from the sun through areas of space where there is no matter. Some of this light reaches Earth. There, the light causes objects to be visible. Light from the sun also causes objects to warm up.

Student-Response Activity

1 Which statements about energy are true? Circle all correct statements.

a. Energy is the ability to cause changes to matter.

b. Energy can only be transferred when one object pushes or pulls on another.

c. Energy can be transferred from objects that touch as well as through empty space.

d. An object moving at high speed has more energy than the same object moving slowly.

e. An object moving at high speed has the same amount of energy than the same object moving slowly.

2 Explain how energy from the sun can cause ice cream to change.

_____

_____

_____

**3** How can energy of moving water and moving wind cause changes? Give an example of each.

_____

_____

_____

_____

4 Describe two ways you could use energy to cause a wagon to move.

_____

_____

_____

_____

Using Electricity

Electrical devices, such as computers, toasters, and lamps, are useful because they transform electrical energy into other forms of energy, such as sound, light, thermal, and mechanical energy. When you plug one of these devices into a wall outlet, electrical current flows from the wires inside the outlet to the device. When you turn the device on, you close the circuit, and the device powers on.

Electrical Circuits

An **electric circuit** is a path along which electric charges can flow. For electricity to flow, the circuit must form a complete, unbroken, loop. A circuit with no breaks in it is called a closed circuit. If the path is broken, charges cannot flow. A circuit with a break in the path is called an open circuit. A switch on a circuit controls the flow of electrical current by opening and closing the circuit.
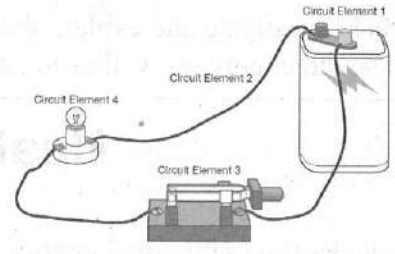
Electricity flows through the closed circuit. When the circuit is closed, the light bulb will light up.

In general, materials that conduct heat also conduct electricity. Copper wire, a metal that conducts heat well, is commonly used in electrical circuits. Plastic, an insulator, is used to enclose the wires to contain the electrical current in the circuit.

Student-Response Activity

1 Classify these materials as *conductors* or *insulators*.

| glass | plastic | copper | gold | aluminum |
| silver | iron | wood | rubber | steel |

Conductors	Insulators

❷ Describe the energy transformation performed by each device.

toaster _____

_____

_____

light bulb _____

_____

_____

_____

electric guitar _____

_____

_____

_____

television _____

_____
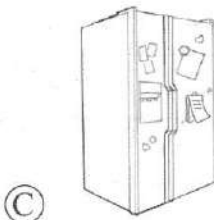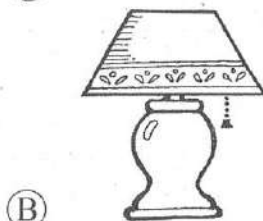
_____

_____

Benchmark Assessment SC.5.P.10.4

Fill in the letter of the best choice.

1 Which shows a device designed to transform electrical energy into mechanical energy?

(A)

(B)

(C)

(D)

2 What energy transformation takes place inside a toaster?

(F) electrical to light energy

(G) electrical to sound energy

(H) electrical to light and thermal energy

(I) electrical to sound and thermal energy

3 Sandy built a circuit that would light a light bulb. When she connected the wire to the battery, however, the light bulb did not light. What is the most likely reason the light bulb would not light?

(A) The circuit was not continuous.

(B) The wire was made of copper.

(C) The switch was closed.

(D) The battery was not powerful enough.

4 What energy transformation takes place inside a oven?

(F) electrical to light energy

(G) electrical to sound energy

(H) electrical to light and thermal energy

(I) electrical to sound and thermal energy

5 Which is a conductor?

(A) glass

(B) plastic

(C) silver

(D) wood

SC.5.P.13.1 Identify familiar forces that cause objects to move, such as pushes or pulls, including gravity acting on falling objects.

Forces

Pushes and Pulls

Push a door, and it moves. Pull the door, and it moves the other way. Pushes and pulls of all kinds are called forces. Forces are measured in newtons (N). The larger the force, the greater the change it can cause to the motion of the object. Smaller forces cause smaller changes. Sometimes more than one force can act together in a way that does not cause a change in motion.

Forces can cause changes in the speed and direction of motion of an object. Forces can cause objects to move, and they can cause objects to slow down and stop moving. They cause changes in the speed and direction of motion. If a soccer ball is still, it stays still until a force moves it. If you kick a soccer ball, it keeps moving in the same direction until another force changes its motion. The direction in which an object moves depends on the direction of the force that is applied to the object. If there is more than one force, the forces work together.

Balanced and Unbalanced Forces

Forces do not always cause motion. When two forces have the same size but work in opposite directions, they cancel each other out. These are called **balanced forces**. For example, if you and a friend push with the same amount of force on a desk but push in opposite directions, the desk will not move. However, if one of you decides to push with more force, however, the forces become unbalanced and the desk will move.

Friction

Friction is a force that opposes motion. It slows down objects that are moving, eventually causing them to stop. Friction occurs when two surfaces touch or rub against each other. For example, if you roll a ball across the floor, friction between the ball and the floor slows the motion of the ball. The friction acts in the opposite direction of the motion of the ball. Rough surfaces create more friction than smooth ones. So it is more difficult to push a box across a carpeted floor than a smooth wood floor because more friction is resisting the box's motion.

Gravity

When you push or pull on an object, you usually touch the object to exert a force on it. Friction is also a force that requires two surfaces to touch. But not all forces require contact. **Gravity** is a force of attraction between two objects. Gravity pulls objects toward each other without touching them. For example, Earth's gravity pulls objects toward the center of the planet. This constant pulling keeps objects on Earth's surface from flying off into space. It also causes objects to fall toward the ground.

Gravity is an important force of attraction between objects in the universe. Earth's gravity pulls on the moon, keeping the moon in orbit. The moon pulls on Earth, causing the tides. The sun pulls on Earth and the other planets, keeping them in its orbit. These objects in space do not touch, but the force of gravity affects them.

As important as gravity is, it is still simply a force that can be balanced and overcome by other forces. If you set a book on a table, gravity pulls down on the book. But the book does not fall to the ground, because the force of the table pushing up on the book is equal to the force of gravity. Remember that when forces are balanced, objects do not change their motion. When you throw a ball up into the air, the force of your throw is greater than the force of gravity, and so the ball goes upwards.

Magnets

Magnetism is another force that can act across a distance, without objects touching. When you hold a magnet near an object that contains iron, for example, the iron will be pulled toward the magnet. Only some materials are attracted to magnets.

Magnetic force also acts between magnets. Each magnet has a north and a south pole. The opposite poles of two magnets will be attracted, or pulled, toward one another. The north end of one magnet will be attracted to the south pole of another magnet. But two like poles—two north poles or two south poles—will push away from, or repel, each other.
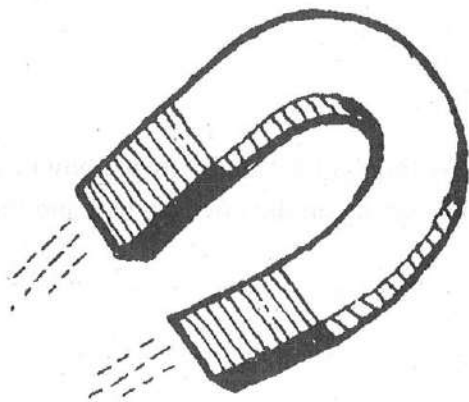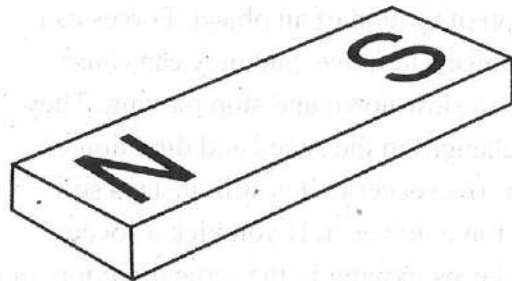
Student-Response Activity

1 Which forces act on a tennis ball as it travels from one side of a tennis court to the other during a tennis match?

_____

_____

_____

2 A bowling ball is rolled down a bowling lane and knocks over several pins. Describe how the forces acting on the bowling ball and the pins affect their motion.

_____

_____

_____

_____

3 Matt lined up the north pole of a magnet with the south pole of another magnet. Did the magnets attract or repel each other? Explain your answer.

_____

_____

4 Kiki and Jake both push on a box from opposite directions. At first, Kiki and Jake push the box with the same amount of force. Then Kiki pushes with 3 N of force and Jake pushes with 2 N. Describe what happens to the box.

_____

_____

_____

Name _____ Date _____

Benchmark Assessment SC.5.P.13.1

Fill in the letter of the best choice.

1 Which is **true** of gravity?

Ⓐ Gravity acts only through air, not through water or land.

Ⓑ Gravity does not act on airplanes flying in the sky.

Ⓒ Gravity always acts toward the center of Earth.

Ⓓ Gravity does not act on objects falling through space.

2 Which forces can affect an object's motion without touching the object?

Ⓕ friction and gravity

Ⓖ gravity and magnetic force

Ⓗ friction and magnetic force

Ⓘ gravity, friction, and magnetic force

3 Which describes how forces affect a soccer ball?

Ⓐ Forces cause it to change color and size.

Ⓑ Forces cause it to change speed and direction.

Ⓒ Forces cause it to change mass and position.

Ⓓ Forces cause it to change location and weight.

4 If you held the object in the picture near paperclips containing iron, what would be the result?

Ⓕ The paper clips would be repelled.

Ⓖ The paper clips would be attracted.

Ⓗ The paper clips would not be affected.

Ⓘ The paper clips would be repelled by one pole and attracted to the other.

5 Eli pushes a box with 1 N of force, and Judy pushes with 2 N in the opposite direction. Which describes what happens to the box?

Ⓐ It does not move.

Ⓑ It moves toward Eli.

Ⓒ It moves toward Judy.

Ⓓ It moves toward Eli and then toward Judy.

SC.5.P.13.2 Investigate and describe that the greater the force applied to it, the greater the change in motion of a given object.

Force, Mass, and Motion

Describing Motion

Motion is any change in the position of an object. An object's motion can be described by the distance the object traveled, by the direction it moved, and by how fast it traveled.

Speed is a measure of the distance an object moves over a certain amount of time. You can calculate speed by dividing the distance traveled by the time it took the object to travel that distance. If you apply a force in the same direction as the object is already moving, you will increase the speed of the object because the object will move the distance in a shorter time. If you apply a force in a different direction from the one in which the object is traveling, the force will cause the object the slow down, stop, or turn.

You can also describe the direction an object moves by using compass directions or words such as *up, down, left,* and *right* to indicate direction. When you tell both the speed and the direction of an object, you give its velocity. Two objects with the same speed have different velocities if they are moving in different directions.

Forces

A force is a push or pull. Forces can cause an object at rest to begin moving, or to change position. A force can cause an object in motion to change the way it is moving—stop, start, speed up, slow down, or turn. Any change in an object's velocity—its speed or direction—is called **acceleration**. So, forces cause acceleration.

Not all forces result in motion or acceleration. If equal forces act on an object in opposite directions, the forces are balanced. **Balanced forces** do not cause a change in motion. Only **unbalanced forces** affect an object's motion.

Force and Motion

Both the amount of force applied to an object and the direction of the force determine how the force will affect the motion of an object. If first a large force and then a small force act on the same object, the larger force will cause the object to move a greater distance and at a faster speed. If two forces act on an object from opposite directions, the object will move in the direction of the greater force.

Mass and Motion

The motion of an object is related to its mass. **Mass** is the amount of matter in an object. Consider pushing two objects of different masses with the same amount of force. The object with less mass will move a greater distance and at a higher speed. For example, if you push two toy cars with the same amount of force, the one with less mass will go faster and farther. If you push an empty shopping cart but keep adding groceries, you will have to push with greater and greater force to move at the same speed.

Student-Response Activity

1 Explain how the amount of force and an object's mass affect motion.

_____

_____

_____

_____

2 Explain how balanced forces affect the motion of an object.

_____

_____

3 Explain how unbalanced forces affect the motion of an object.
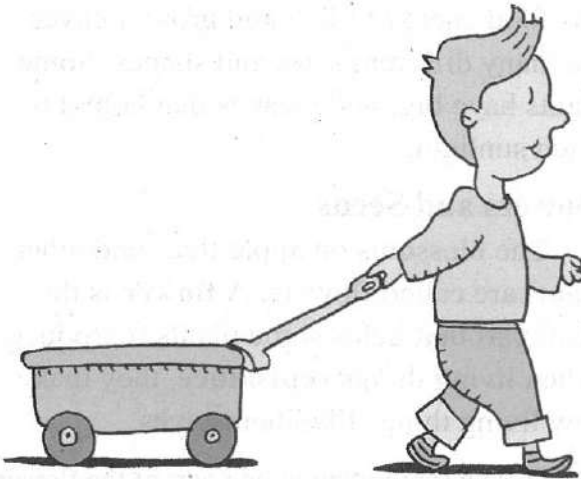
_____

_____

_____

4 Two runners run the same distance, but one runs in the morning and one runs in the evening. How could you determine which of the two runners ran the distance faster?

_____

_____

_____

_____

Benchmark Assessment SC.5.P.13.2

Fill in the letter of the best choice.

1 Which can **not** be changed by applying a force to an object?

(A) mass
(B) direction
(C) speed
(D) velocity

2 The boy pulls a wagon.

What is likely to happen if the boy adds objects to the wagon?

(F) He will find that it is easier to pull the wagon.
(G) He will find that it is harder to pull the wagon.
(H) He will find that he needs less force to pull the wagon.
(I) He will find that he needs the same amount of force to pull the wagon.

3 What do you need to know to find the speed of an object?

(A) mass and position
(B) distance and time
(C) velocity and energy
(D) force and mass

4 What always changes when an object is in motion?

(F) position
(G) speed
(H) direction
(I) mass

5 Dan plans to push several balls across a floor with the same amount of force. He will record data about distance each one traveled.

Ball	Mass	Distance
A	50 grams	
B	500 grams	
C	1 kilogram	
D	4 kilograms	

Which object do you predict will move the farthest?

(A) A
(B) B
(C) C
(D) D

SC.3.L.14.1 Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.

What Are Some Plant Structures?

Plant Structures

Plants come in many shapes and sizes, but they all share similar structures that help them live and thrive. These parts include the roots, stem, leaves, flowers, and seeds. Each plant part has its own function, but together, they work together to ensure the plant can, grow survive and reproduce.

Roots

Roots anchor the plant in the soil. Roots also take in, or absorb, water and nutrients from the soil. **Nutrients** are materials that living things need to grow. Some roots can grow deep into the ground to reach water sources while others may stay shallow. Other roots have small, hairy branches that spread out to gather water from a large area. Water and nutrients move from the roots to other parts of the plant.

Stem

Water and nutrients move from the roots to the stem. The stem moves the water and nutrients from the roots to the parts of the plant above the ground. The stem also helps the plant stand tall and strong. The woody stems of trees grow dense and thick. The stems of flowers can be delicate and thin. Some plants have one stem, but others have many.

Leaves

Most plants make their own food. This process takes place in the plant's leaves. Leaves use air, water, and light energy from the sun to make its food. The food is then transported from the leaves through the stem to other parts of the plant. Plants use this food energy to live and grow. Leaves are many different sizes and shapes. Some plants have big, wide leaves that help it to catch sunlight.

Flowers and Seeds

The blossoms on apple trees and other plants are called flowers. A **flower** is the plant part that helps some plants reproduce. When living things **reproduce**, they make new living things like themselves.

During reproduction, one part of the flower develops into a fruit. After the fruit ripens, it falls to the ground. The fruit contains seeds. A seed contains a tiny, undeveloped plant, or embryo. A seed also has food for the embryo. Then sunlight, soil, water, and air help the seeds sprout into a seedling and grow into a new plant. This process is called the plant cycle of life. Some plants have cones instead of flowers, but like flowers, they reproduce by releasing seeds that are found in the cones.

Student-Response Activity

1 Identify each part of the plant. Describe the function of each part.

_____

_____

_____

_____

2 What are the steps in the life cycle of a peach tree?

_____

_____

_____

3 What are the three functions of a plant's stem?

_____

_____

_____

4 What is the difference between plant nutrients and food?

_____

_____

_____

Benchmark Assessment SC.3.L.14.1

Fill in the letter of the best choice.

1 Which part produces food for the plant?

- (A) flowers
- (B) leaves
- (C) roots
- (D) seeds

2 In the picture, what is the function of the part of the plant is the man holding?

- (F) to make food
- (G) to reproduce
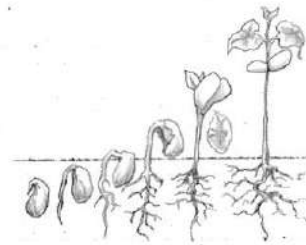- (H) to move nutrients and water
- (I) to hold the plant in the ground

3 Which plant part is **not** involved in its reproduction?

- (A) seed
- (B) flower
- (C) fruit
- (D) root

4 What do the roots **not** provide for the plant?

- (F) water
- (G) food
- (H) nutrients
- (I) anchor into soil

5 Which part of a plant cycle of life is shown in the picture?

- (A) seed growing into seedling
- (B) blossom growing into fruit
- (C) seedling growing into plant
- (D) seed growing into fruit

SC.5.L.14.1 Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.

Organs and Organ Systems

Body Organization

An **organism** is a living thing. It is made of smaller parts that work together to meet its needs. An **organ** is a body part made up of even smaller parts that work together to do a certain job. Groups of organs work together. An **organ system** is a group of organs that do one type of job. Your body has several organ systems that help it meet your needs. All plants and animals are organisms that have organs and organ systems to meet their needs.

Nervous System

The job of the nervous system is to sense information about your environment and communicate within the body. The nervous system is made up of tiny structures called nerve cells. Collections of nerve cell fibers make up nerves that carry information to and from the spinal cord and brain. The brain is the organ that processes information and sends instructions to the body. It is made of millions of nerve cells working like a computer.

The spinal cord is a rope-like bundle of nerve cells and nerve fibers that runs along the backbone. It is the main pathway for information traveling to and from the brain. Some of the nerve fibers send information to the brain; others receive signals from the brain.

The brain receives and processes information collected by nerves in the eyes, ears, nose, and tongue. The brain decides on a response and sends messages through the spinal column. The spinal column directs the messages to nerves that connect to muscles. The messages tell the muscles what to do, such as telling the legs to run. This communication takes place in fractions of a second.

The Senses

Your senses are the body's way of collecting information about your environment. Special structures in parts of your body detect different things about the world around you.

Your eyes collect information as light enters the eye through a hole in the iris called the **pupil**. Light then passes through the lens and hits the back of the eye, or **retina**. In the retina, nerve cells detect light and send this information to the brain. The brain interprets the information as images that you see.

Your ears collect sound information that allows you to hear. The outer ear, the part of your ear that you can see, funnels sound into the middle ear. Sound causes the eardrum in the middle ear to vibrate. The vibrations are passed through tiny bones into the inner ear and into a fluid-filled structure called the **cochlea**. Nerves send messages about the vibrations to the brain, and you sense sound.

When you breath, air travels through your nose. Inside your nose are structures that sense chemicals in the air. These structures are attached to nerve cells in the olfactory bulb that send messages to the brain about the chemicals. This makes up your sense of smell.

The small bumps all over your tongue called taste buds are chemical detectors. They detect chemicals in things that enter the mouth.

blood by the kidneys. The resulting urine travels through the ureters to the bladder. The urine is stored in the bladder until it passes from the body through the urethra.

In addition to filtering the blood, the kidneys help to control the water and salt balance of the body.

Reproductive System

The job of the reproductive system is to make new organisms. The reproductive cells of human males, the sperm, are made in the testes. The reproductive cells of human females, the eggs, are made in the ovaries. These special cells join to form the human embryo. The embryo develops and grows inside the mother. When the baby is ready to live outside the mother, it is born.

Student-Response Activity

1 Describe the primary functions of each organ in the human body.

heart _____

_____

small intestine _____

_____

_____

bone _____

_____

_____

nose _____

_____

_____

kidney _____

_____

_____

brain _____

_____

_____

❷ Describe how the circulatory and respiratory systems work together to exchange oxygen and waste carbon dioxide.

_____
_____
_____
_____
_____

❸ Explain the sequence of events that would allow you to catch a ball thrown toward you?

_____
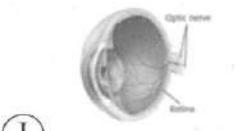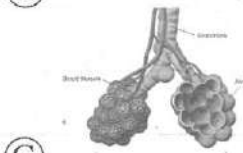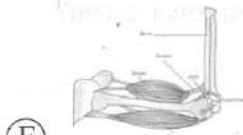_____
_____
_____
_____
_____

Benchmark Assessment SC.5.L.14.1

Fill in the letter of the best choice.

1 Which does not play a role in digestion?

(A) ovaries

(B) pancreas

(C) small intestine

(D) stomach

2 Which structure sends information about vibrations to the brain?

(F)

(G)

(H)

(I)

3 Which statement about the skin is **false**?

(A) It helps prevent infection.

(B) It helps absorb nutrients.

(C) It helps regulate body temperature.

(D) It helps prevent water loss.

4 Which is the correct sequence of signals in the nervous system?

(F) eye → nerve → brain → spinal column → muscle

(G) eye → brain → spinal column → nerve → muscle.

(H) muscle → nerve → spinal column → brain → eye

(I) muscle → brain → spinal column → nerve → eye

5 Human cells need oxygen and produce carbon dioxide waste. Which depicts the system that exchanges these gases between the body and the air?

(A)

(C)

(B)

(D)