

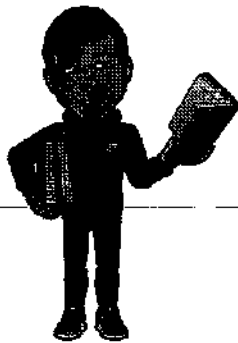
5th Grade Summer School
Week Two
Work
Packet



Ms. Turner



Ms. Debban



**Mr. Tackman
Bates**

208-477-1477



Mrs.

208-477-1450

Week 2 To Do List

- A schedule is created for you to help organize your work, however, you are welcome to complete the assignments whenever it works best for you and your family!

Date	Assignments-check off when complete
Monday, June 22	<input type="checkbox"/> Review strategies from powerpoint <input type="checkbox"/> Practice your 7 facts-assignment
Tuesday, June 23	<input type="checkbox"/> Review your strategies for multiplication <input type="checkbox"/> Complete the multiplication practice page of 7's <input type="checkbox"/> Find someone at home to play the 7 facts squares game (or call your teacher to play!) you can find dice online or in an old game board
Wednesday, June 24	<input type="checkbox"/> Read (or listen on seesaw) chapters 4-6 of Lawn Boy <input type="checkbox"/> Vocabulary practice page

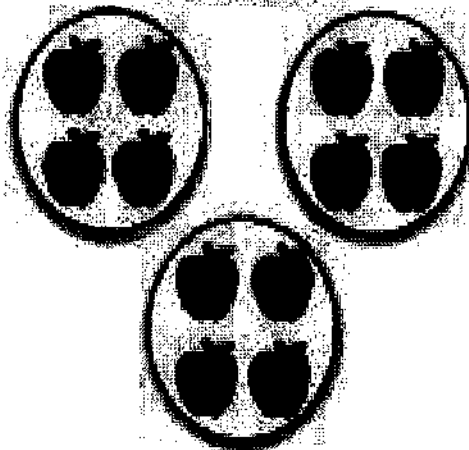
Thursday, June 25	<input type="checkbox"/> Questions from Lawn Boy book <input type="checkbox"/> Main idea/details/summary writing page
Art ANY DAY	<input type="checkbox"/> Watch the video to learn how to make create your koi fish] <input type="checkbox"/> Create your koi fish, send pictures when you are finished
Science ANY DAY	<input type="checkbox"/> Watch the video to learn how to complete the experiment. <input type="checkbox"/> Fill out the observations page <input type="checkbox"/> Take pictures or video of you completing the science experiment

Multiplication Strategies

Repeated Addition

$$4+4+4=12$$

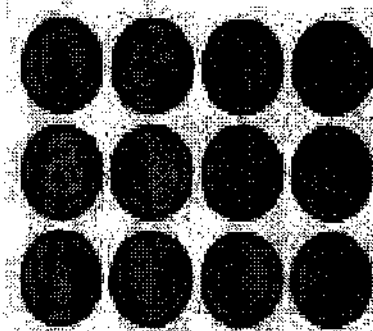
Equal Groups



3 equal groups of 4

$$3 \times 4 = 12$$

Array



3 rows of 4

Number Line



3 "hops" of 4

Practice your strategies

Name: _____

Date: ____/____/____

Visual Multiplication

Repeated Addition _____	Equal Groups _____ equal groups of _____
Array _____ rows of _____	Number Line _____ "hops" of _____ Accuracy: _____% Independence: _____%

Name: _____

Date: ____/____/____

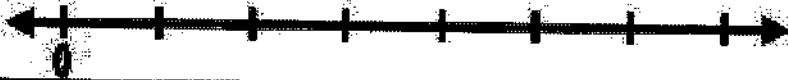




Accuracy: ____%

Independence: ____%

Multiply by 7

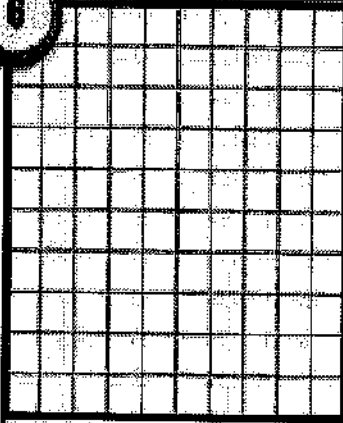
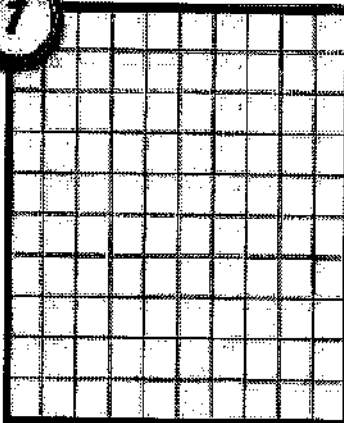
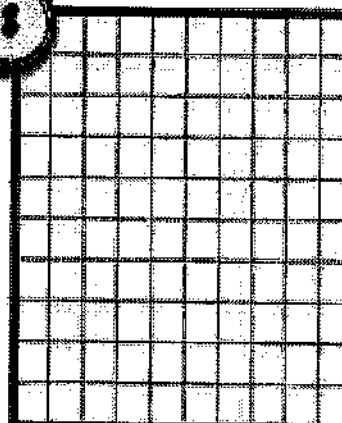
Number Line

Directions: Use the number line to solve each multiplication problem.

1		$7 \times 6 = \underline{\quad}$
2		$7 \times 7 = \underline{\quad}$
3		$7 \times 5 = \underline{\quad}$
4		$7 \times 9 = \underline{\quad}$
5		$7 \times 2 = \underline{\quad}$

Array

Directions: Use the grid to draw an array of each multiplication problem.

6		7		8	
$7 \times 2 = \underline{\quad}$		$7 \times 8 = \underline{\quad}$		$7 \times 3 = \underline{\quad}$	

Repeated Addition

Directions: Solve each multiplication problem by showing repeated addition.

9

$7 \times 4 = \underline{\quad}$

10

$7 \times 10 = \underline{\quad}$

11

$7 \times 6 = \underline{\quad}$

12

$7 \times 8 = \underline{\quad}$

13

$7 \times 11 = \underline{\quad}$

14

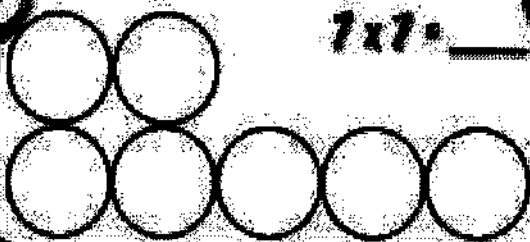
$7 \times 5 = \underline{\quad}$

Equal Groups

Directions: Solve the multiplication problem by drawing equal groups.

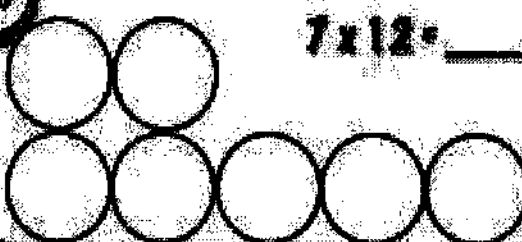
15

$7 \times 7 = \underline{\quad}$



16

$7 \times 12 = \underline{\quad}$



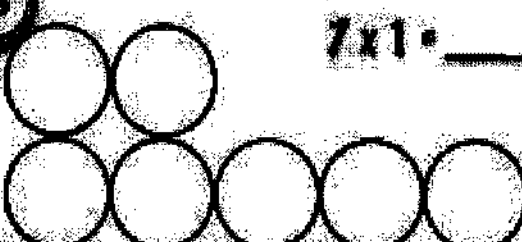
17

$7 \times 5 = \underline{\quad}$



18

$7 \times 1 = \underline{\quad}$



19

$7 \times 9 = \underline{\quad}$



20

$7 \times 11 = \underline{\quad}$



Multiplying by Seven (7) (A)

1. 凡在本公司工作之员工，其工资由基本工资及绩效工资两部分组成。基本工资根据员工之学历、工龄、职位等因素确定。绩效工资根据员工之工作表现、工作成果等因素确定。



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[illegible]

SQUARES GAME

multiplication x 7

84	21	35	14	42	49	21	63	70	56
28	70	56	42	70	14	63	84	42	14
77	35	63	84	56	35	70	21	77	28
49	70	28	77	63	21	77	42	77	49
14	77	49	84	14	63	35	70	14	84
28	56	84	63	35	49	42	70	35	56
84	49	14	77	42	77	28	84	42	21
42	21	56	28	70	21	77	14	70	49
49	63	14	56	35	63	28	84	56	35
28	21	42	63	28	84	35	21	49	56

Instructions:

When it's your turn, roll two dice. Add the numbers on them together to find their sum. To find the product, multiply the sum by 7. Find the product on the game board and draw one line connecting two of its corners. Take turns. When you draw a line to close a square, you win it! Write your initials inside the square. The winner of the game is the player with the most squares. Good luck!

Please read or listen to chapter 4-6 of
Lawn Boy.



Short Answer

3. In Chapter 4, when the narrator tells Arnold that he can't finish all the work his neighbors are making him to do, Arnold makes some suggestions. What does Arnold advise?

Name: _____

Date: _____

Vocabulary Study

Chapters 4 - 6

Which Word?

On the provided lines, write the matching vocabulary word for each definition.

burden distributing reliable ingenious opposition congregate

1. Trustworthy; can be counted on.

2. Gather in a crowd.

3. Dealing out to others.

4. A task that must be completed.

5. Resistance as shown in actions or words.

6. To be creatively clever; inventive.

Making Sentences

Write a sentence for each word below.

1. Burden: _____

2. Distributing: _____

3. Reliable: _____

4. Ingenious: _____

5. Opposition: _____

6. Congregate: _____

A Little Extra!

Main Idea and Details-Lawn Boy

Please write 1 sentence for each box for the main idea and details. For the summary you will put all your sentences (main idea/details) together to make a paragraph-you will have "summarized" what you read.

Main Idea Chapters 4-6:

Detail 1:

Detail 2:

Detail 3:

Summary:

Experiment 1: Solid, Liquid, Gas...Oh my!

Can combining a solid and a liquid form a gas?

Materials Needed:

- 12 oz. bottle of soda
- Medium sized kitchen funnel
- 8 inch round balloon
- Pop rocks candy
- Student lab sheet



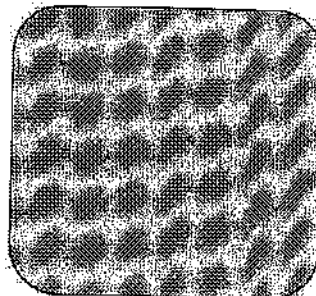
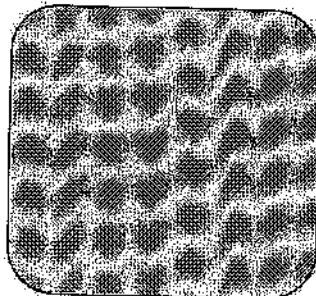
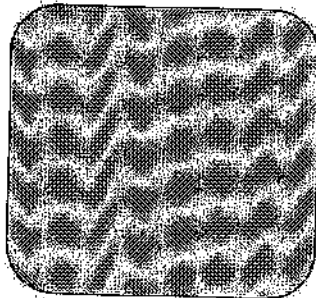
BEFORE: please watch this video on Solids,

Liquids and gases <http://studymama.scholastic.com/studymamamama/science/matter/solids-liquids-gases.htm>

Carbonation Exploration

How can carbonation blow up your balloon?

Draw the steps you took and your observations(what you saw).



Procedure

1. Place the balloon over the end of a small kitchen funnel. We stretched the balloons first and even blew them up a little then released the air to stretch them further so the candy would fall in easier.



2. Pour the Pop Rocks candy into the funnel. Tap the funnel until the candy flows into the balloon. Gently shake the balloon so the candy falls to the bottom.



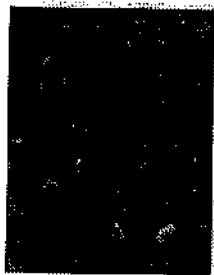
3. Stretch the balloon over the mouth of the soda bottle. Lift the balloon up so the candy pours into the bottle. Listen for the popping sound as the gas releases, rises, and fills the balloon.

4. Use the lab sheet to collect data by drawing the steps you took and recording observations you made. Think about the properties of gas, then analyze your data, explain your result, and what caused the balloon to inflate.

The science behind the experiment is pretty simple. Each tiny piece of Pop Rocks candy contains a small amount of carbon dioxide gas. When it is dropped into a liquid the candy gets wet releasing tiny gas bubbles that make a popping sound as they burst out of the candy shells.

Carbonated drinks contain a lot of pressurized carbon dioxide. When Pop Rocks are poured into the soda some of the gas in the soda collects as millions of bubbles on the candy. As more gas is released from the candy it moves upward and in to the balloon to fill the space.

Remember, gases fill their container or space. Since the balloon fits tightly around the mouth of the bottle, the gas has nowhere else to go up and into the balloon!



Art

How to Draw A Koi Fish

Directions	Supplies Needed
<p>Check out the website: https://artprojectsforkids.org/draw-a-koi-fish/</p> <p>Steps:</p> <ol style="list-style-type: none">1. Start with the two sides of the fish.2. Cap the ends of the curves.3. Add the tail and head.4. Draw the top ridge of the fish.5. Add five fins and lines inside.6. Draw scales, face and tail lines.7. Trace with black and orange crayon, water lines with white. Paint fish yellow8. Paint a watery orange over the yellow. Add more orange paint for shadows.9. Draw lines with white crayon. Paint a watery turquoise for the water.	<ul style="list-style-type: none">• White sheet of paper• Pencil• black marker (sharpie)• crayons, markers, colored pencils or pastels for coloring.