

**Cover Sheet:**

Snow Packet

2019-2020

Extended Studies

North Elementary

From Mrs. Posey

5<sup>th</sup> Grade Math

If snow day is on Monday

Answer the following math problems for 5th grade:

Day 1 Order of Operations 5

Day 2 Multiplying Decimal to Make a Whole Number Product

Day 3 Multiplying Decimals to Make a Whole Number Product

Day 4 Adding Three Fractions

Day 5 Volume of Rectangular Prisms

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Snow Packet Fifth Grade Math Day1 North- Monday's

[Home](#) > [Grade 5](#) > Order of Operations 5

## ORDER OF OPERATIONS 5

Directions: Using the digits 0 to 9 at most one time each, fill in the boxes so that each expression is simplified to a different odd number.

$$\square \div (\square - \square)$$

$$\square + \square \times \square$$

$$\square - \square \div \square \times \square$$

Hint



Consider which numbers are easier to use/place.

Are there certain operations that have more constraints if we're trying to get a whole number as a result of the expression?

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Snow Packet Fifth Grade Math Day 2 North–Monday’s

[Home](#) > [Grade 5](#) > Multiplying Decimals to Make a Whole Number Product

## MULTIPLYING DECIMALS TO MAKE A WHOLE NUMBER PRODUCT

Directions: Using the digits 1 to 9 at most one time each, fill in the boxes to make a whole number product.

$$\boxed{\phantom{0}}\boxed{\phantom{0}}.\boxed{\phantom{0}} \times \boxed{\phantom{0}}\boxed{\phantom{0}}\boxed{\phantom{0}}\boxed{\phantom{0}}\boxed{\phantom{0}}$$

Hint



How can we tell if it is even possible to make a whole number product?

What digits would be better or worse choices for making a whole number product?

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Snow Packet Fifth Grade Math Day 3 North- Tuesday's

[Home](#) > [Grade 5](#) > [Multiplying Decimals to Make a Whole Number Product](#)

## MULTIPLYING DECIMALS TO MAKE A WHOLE NUMBER PRODUCT

Directions: Using the digits 1 to 9 at most one time each, fill in the boxes to make a whole number product.

$$\boxed{\phantom{0}}\boxed{\phantom{0}}.\boxed{\phantom{0}} \times \boxed{\phantom{0}}\boxed{\phantom{0}}\boxed{\phantom{0}}.\boxed{\phantom{0}}\boxed{\phantom{0}}\boxed{\phantom{0}}$$

Hint



How can we tell if it is even possible to make a whole number product?

What digits would be better or worse choices for making a whole number product?

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Snow Packet Fifth Grade Math Day 4 North- Monday's

[Home](#) > [Grade 5](#) > Adding Three Fractions

## ADDING THREE FRACTIONS

Directions: Using each of the digits from 0-9 only once, fill in the boxes to make the equation true.

$$\frac{\square}{\square} + \frac{\square}{\square} + \frac{\square}{\square} = \frac{\square\square}{\square\square}$$

Hint



Do all fractions have smaller numerators than denominators?

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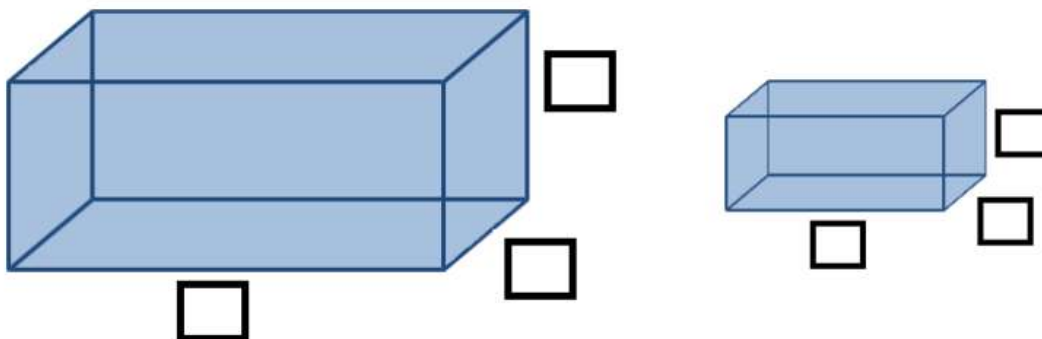
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Snow Packet Fifth Grade Math Day 5 North- Monday's

[Home](#) > [Grade 5](#) > Volume of Rectangular Prisms

## VOLUME OF RECTANGULAR PRISMS

Directions: Using the digits 1 through 9, at most one time each, fill in the boxes to create 2 rectangular prisms so the volume of one rectangular prism is double the volume of the other rectangular prism.



Hint

How can we find the volume of a rectangular prism?  
What does it mean for one quantity to be double another's?

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2019-2020

Extended Studies

North Elementary

From Mrs. Posey

5<sup>th</sup> Grade ELA

If snow day is on Wednesday

Read “The Elves and the Cobbler” by Jacob Grimm and Wilhelm Grimm and answer the following questions for designated day below for 5<sup>th</sup> grade.

Day 1 Answer A-1

Day 2 Answer A-2

Day 3 Answer A-3

Day 4 Answer C-1

Day 5 Answer C-2

## The Elves and the Cobbler

*By Jacob Grimm and Wilhelm Grimm*

There was once a cobbler, who worked very hard and was very honest, but still he could not earn enough to live upon; and at last all he had in the world was gone, save just leather enough to make one pair of shoes.

Then he cut his leather out, all ready to make up the next day, meaning to rise early in the morning to his work. His conscience was clear and his heart light amidst all his troubles; so he went peaceably to bed, left all his cares to Heaven, and soon fell asleep. In the morning after he had said his prayers, he sat himself down to his work; when, to his great wonder, there stood the shoes all ready made upon the table. The good man knew not what to say or think at such an odd thing happening. He looked at the workmanship; there was not one false stitch in the whole job; all was so neat and true, that it was quite a masterpiece.

The same day a customer came in, and the shoes suited him so well that he willingly paid a price higher than usual for them; and the poor shoemaker, with the money, bought leather enough to make two pair more. In the evening he cut out the work, and went to bed early, that he might get up and begin betimes next day, but he was saved all the trouble, for when he got up in the morning the work was done ready to his hand. Soon in came buyers, who paid him handsomely for his goods, so that he bought leather enough for four pair more. He cut out the work again over-night and found it done in the morning, as before, and so it went on for some time: what was got ready in the evening was always done by daybreak, and the good man soon became thriving and well off again.

One evening, about Christmas time, as he and his wife were sitting over the fire chatting together, he said to her, "I should like to sit up and watch to-night, that we may see who it is that comes and does my work for me." The wife liked the thought; so they left a light burning, and hid themselves in a corner of the room, behind a curtain that was hung up there, and watched what should happen.

As soon as it was midnight, there came in two little naked dwarfs; and they sat themselves upon the shoemaker's bench, took up all the work that was cut out, and began to ply with their little fingers, stitching and rapping and tapping away at such a rate, that the shoemaker was all wonder,



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

and could not take his eyes off them. And on they went, till the job was quite done, and the shoes stood ready for use upon the table. This was long before daybreak, and then they bustled away as quick as lightning.

The next day the wife said to the shoemaker, "These little wights have made us rich, and we ought to be thankful to them, and do them a good turn if we can. I am quite sorry to see them run about as they do; and indeed it is not very decent, for they have nothing upon their backs to keep off the cold. I'll tell you what, I will make each of them a shirt, and a coat and waistcoat, and a pair of pantaloons into the bargain; and do you make each of them a little pair of shoes."

The thought pleased the good cobbler very much; and one evening, when all the things were ready, they laid them on the table, instead of the work that they used to cut out, and then went and hid themselves, to watch what the little elves would do.

About midnight in they came, dancing and skipping, hopped round the room, and then went to sit down to their work as usual, but when they saw the clothes lying for them, they laughed and chuckled, and seemed mightily delighted.

Then they dressed themselves in the twinkling of an eye, and danced and capered and sprang about, as merry as could be, till at last they danced out at the door, and away over the green.

The good couple saw them no more, but every thing went well with them from that time forward, as long as they lived.



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Snow Packet Fifth Grade ELA Day 1- North Wednesday's

Read "The Elves and the Cobbler" short story Answer A-1

Sequencing	
A1	List the seven main events of the story in order.

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Snow Packet Fifth Grade ELA Day 2- North Wednesday's

Read "The Elves and the Cobbler" short story Answer A-2

<b>A2</b>	<b>Cause and Effect</b>	<b>THE ELVES AND THE COBBLER</b>
	What caused the cobbler to become so poor? Support your answer.	

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Snow Packet Fifth Grade ELA Day 3- North Wednesday's

Read "The Elves and the Cobbler" short story Answer A-3

A3

### Consequences and Implications

How might the cobbler's life have been different  
if the elves had not helped him?

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Snow Packet Fifth Grade ELA Day 4- North Wednesday's

Read The Elves and the Cobbler short story Answer C-1

C1

## Literary Elements

Describe the cobbler's personality. Support your answer.

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Snow Packet Fifth Grade ELA Day 5- North Wednesday's

Read "The Elves and the Cobbler" short story Answer C-2

<b>C2</b>	<b>Inference</b>	<b>THE ELVES AND THE COBBLER</b>
	Could the cobbler have been successful without the assistance of the elves? Explain your answer.	

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Extended Studies

North Elementary

From Mrs. Posey

2<sup>nd</sup> Grade Math

If snow day is on Monday

Answer the following math problems for 2<sup>nd</sup> grade:

Day 1 Sum to 1,000- Two Addends

Day 2 Drawing and Naming Shapes by Angles

Day 3 Making Change 2

Day 4 Close to 1,000

Day 5 Parts Unknown Problems

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**SUM TO 1,000 – TWO ADDENDS**

How should the hundreds values align to make the solution as close to 1,000 as possible?

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Snow Packet Second Grade Math Day 2- North Monday's

[Home](#) > [Grade 2](#) > [Geometry](#) > Drawing and Naming Shapes by Angles

## DRAWING AND NAMING SHAPES BY ANGLES

Directions: Draw and name a shape that has the following characteristics:

Has 3 angles

Has 4 angles

Has 5 angles

Has 6 angles

Has two equal sides

Has five equal sides

Hint



What are the defining attributes for shapes?

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Snow Packet Second Grade Math Day 3- North Monday's

[Home](#) > [Grade 2](#) > Making Change 2

## MAKING CHANGE 2

Directions: Make 47¢ using exactly 6 coins with either quarters, dimes, nickels, or pennies.

Hint



How can you show your answer using pictures, numbers, and words?

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Snow Packet Second Grade Math Day 4- North Monday's

[Home](#) > [Grade 2](#) > Close to 1000

## CLOSE TO 1000

Directions: Using the digits 1 to 9 at exactly one time each, fill in the boxes to make the sum as close to 1000 as possible.

	<div></div>	<div></div>	<div></div>
	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>

Hint



What should be true about the hundreds places of your three numbers? How do the tens places affect your answer?

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#### Snow Packet Second Grade Math Day 5- North Monday's

## **PARTS UNKNOWN PROBLEMS**

Directions: Complete the story problem and answer statement.

Version 1 (Difficult)

Lucy has \_\_\_\_ apples. She has nine \_\_\_\_ (more/less) than Marcus. How many apples does \_\_\_\_ (Lucy/Marcus) have?

\_\_\_\_ (Lucy/Marcus) has \_\_\_\_ apples.

Version 2 (Medium Difficulty)

Lucy has \_\_\_\_ apples. She has nine less than Marcus. How many apples does \_\_\_\_ (Lucy/Marcus) have?

\_\_\_\_ (Lucy/Marcus) has \_\_\_\_ apples.

Version 3 (Easy)

Lucy has \_\_\_\_ apples. She has nine more than Marcus. How many apples does Marcus have?  
Marcus has \_\_\_\_ apples.

### Hint



Who has more in your problem, Lucy or Marcus?

Should you adjust how many apples Lucy has in the beginning?

How many apples does it make sense for Lucy to have in a "more" problem?

How many apples does it make sense for Lucy to have in a "less" problem?

Challenge: Complete the statement using only numbers within 20.

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2<sup>nd</sup> Grade ELA

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**Snow Packet Second Grade ELA Day 1- North Wednesday's**

Read and answer questions from worksheet called "Pictures Have a Lot to Say".

**Snow Packet Second Grade ELA Day 2- North Wednesday's**

Read and answer questions from worksheet called "Pictures Have a Lot to Say #2".

**Snow Packet Second Grade ELA Day 3- North Wednesday's**

Read and answer questions from worksheet called "With and without a Picture: Narwhal".

**Snow Packet Second Grade ELA Day 4- North Wednesday's**

Read and answer questions from worksheet called "With and Without a Picture: Narwhal (Part 2)".

**Snow Packet Second Grade ELA Day 5- North Wednesday's**

Read and answer questions from worksheet called "with and without a Picture: Narwhal (Part 3)".

# Pictures Have a Lot to Say

The earth is full of strange animals. The aye-aye, for example, is a funny-looking creature. You can learn a lot about an animal just by looking at its picture.

## Example: Aye-aye



Large ears to listen for echoes when tapping on tree trunks. (That helps it to find insect larvae.)

Very long middle finger to tap on tree trunks and pull out the insect larvae inside to eat.

Long, bushy tail for balance when climbing trees.

What about this odd-looking creature? Try to answer the questions below by studying its picture. Then, check out the answer sheet to learn more.



1. What type of creature is this: mammal, fish, reptile, or bird?

.....

2. Does it live on land or in the sea?

.....

3. Do you think it is a carnivore or herbivore?

.....

# Pictures Have a Lot to Say #2

What can you tell about an animal just by looking at the picture?

Example: Jack Rabbit

Reptile/Amphibian/Small

Big, pointy ears to hear very well.

Fur means that it's a mammal.

Small, slender body to easily hide in grassy areas.

Long hind legs to jump very high and run away from predators very fast.

Try to guess some things about this cute little creature. What can you tell about this animal just by looking at it?



1. What type of creature is this: mammal, fish, reptile, or bird?

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2. Why do you think its ears are so large?

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3. Why do you think it has such long legs and tail?

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# With and Without a Picture:

## Narwhal

Narwhals are rare, medium-sized whales found in the Arctic Ocean. They eat shrimp, squid, and fish. Although they usually move slowly, they can be very fast when chased by predators. Their natural predators include polar bears and orcas (also called killer whales). They are capable of diving 5,000 feet beneath the surface of the ocean. They travel in groups of 10 to 20, called pods. They can communicate with each other using sounds like squeals and clicks. In summers, narwhals move closer to shore. In winters, they are farther out to sea and live under ice.

Show what you know. Write down three facts that you learned about narwhals.

1.

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2.

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3.

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## With and Without a Picture: Narwhal (Part 2)

Narwhals are rare, medium-sized whales found in the Arctic Ocean. They eat shrimp, squid, and fish. Although they usually move slowly, they can be very fast when chased by predators. Their natural predators include polar bears and orcas (also called killer whales). They are capable of diving 5,000 feet beneath the surface of the ocean. They travel in groups of 10 to 20, called pods. They can communicate with each other using sounds like squeals and clicks. In summers, narwhals move closer to shore. In winters, they are farther out to sea and live under ice.



Write two things that you learned from the picture.

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

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

# With and Without a Picture:

## Narwhal (Part 3)

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How does having a picture with the text change what you know about the animal?

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The narwhal is called "the unicorn of the ocean" because of the large tusk on its face. The tusk is actually a tooth and can grow up to nine feet long! Only the male narwhals have this spiral tooth. Sometimes, they clash their tusks against each other. Scientists guess that they do this as a way to fight, communicate, or impress female narwhals. Scientists aren't really sure why they have this tooth!

Write your own opinion on why male narwhals have a long tusk.

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