

Student Name \_\_\_\_\_ Teacher \_\_\_\_\_

## Landis Elementary 5<sup>th</sup> Grade Virtual Learning

### ~ Day 1 ~ Verification Sheet

Submit this verification form & completed work to your classroom teacher

Activity	Maximum Time	Actual Time Spent	Parent Signature	Teacher Verification
Reading Skills Activity	30 minutes			
Math Facts/Moby Max	20 minutes			
Math Skills Practice Worksheets	20 minutes			
Art Activity	20 minutes			
Writing Activity Prompt	20 minutes			
Writing Grammar Skills	20 minutes			
Independent Reading –	20 minutes			

**Independent Reading** – Students are encouraged to spend 20 minutes a day reading independently over and above assigned times.

**Moby Max** – Students may access the Moby Max using the following website: [www.mobymax.com](http://www.mobymax.com)

**Spelling City** – Students may access help in spelling and spelling activities. [www.spellingcity.com](http://www.spellingcity.com)

**Pearson Envision Math** – Math activities accessible here. [www.pearsonsuccessnet.com](http://www.pearsonsuccessnet.com)

**Art** – Students may explore and create by going to: [www.crayola.com](http://www.crayola.com) or [www.artsmartindiana.org](http://www.artsmartindiana.org)

**Typing Web** – Students can complete keyboarding practice: [www.typingweb.com](http://www.typingweb.com)

Teachers are available for student questions from 8:00 until 3:10. If your students have any questions about their assignment, they are welcome to email their teacher to help them.

Mrs. Cobb – [cobbj@lcsc.k12.in.us](mailto:cobbj@lcsc.k12.in.us)

Mrs. Grandstaff – [grandstaffj@lcsc.k12.in.us](mailto:grandstaffj@lcsc.k12.in.us)

Mr. Rogers – [rogerser@lcsc.k12.in.us](mailto:rogerser@lcsc.k12.in.us)

Mrs. Williams – [williamsj@lcsc.k12.in.us](mailto:williamsj@lcsc.k12.in.us)

Mr. Gellinger – [gellingerty@lcsc.k12.in.us](mailto:gellingerty@lcsc.k12.in.us)

Mrs. Perrone – [perronea@lcsc.k12.in.us](mailto:perronea@lcsc.k12.in.us)

Mrs. Peattie – [peattiec@lcsc.k12.in.us](mailto:peattiec@lcsc.k12.in.us)

Mrs. Louvier – [louviers@lcsc.k12.in.us](mailto:louviers@lcsc.k12.in.us)

**To find your activities online, please go to:**

[www.lcsc.k12.in.us](http://www.lcsc.k12.in.us) and click on Virtual Learning or to the Landis website. Any password questions may be answered by calling our office at 574-722-LION (5466) or contact the teacher at their above email address for any questions on your passwords. Thank you for your flexibility and support as we work through our Virtual Learning!

**READ THE INTERVIEW**

Think about the information that the interviewer is trying to learn from Janette Flores.

## Planning a Beautiful Day

Janette Flores is a wedding planner in Baltimore, Maryland. **Bubbly Bride** magazine wanted to find out what it takes for a professional to plan one of the most important days of someone's life.

**Bubbly Bride:** What happens in a typical day for a wedding planner?

**Janette Flores:** Planning a wedding involves much more than the wedding day itself. I start at least six months in advance, calling catering companies and arranging flower deliveries and dress fittings.

**Bubbly Bride:** What do you do on the day of the wedding?

**Janette Flores:** I make sure everything goes smoothly. No matter how carefully you plan, there can often be last-minute problems or surprises.

**Bubbly Bride:** Have you planned any weddings that you think are especially memorable?

**Janette Flores:** Every wedding I plan is memorable for a different reason. One couple, both scuba divers, wanted to get married under water. Another couple wanted to exchange vows on the train where they had met. The best weddings reflect the couple's personalities.



**STRATEGY PRACTICE** Summarize the tasks that Janette Flores does in her job.

**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

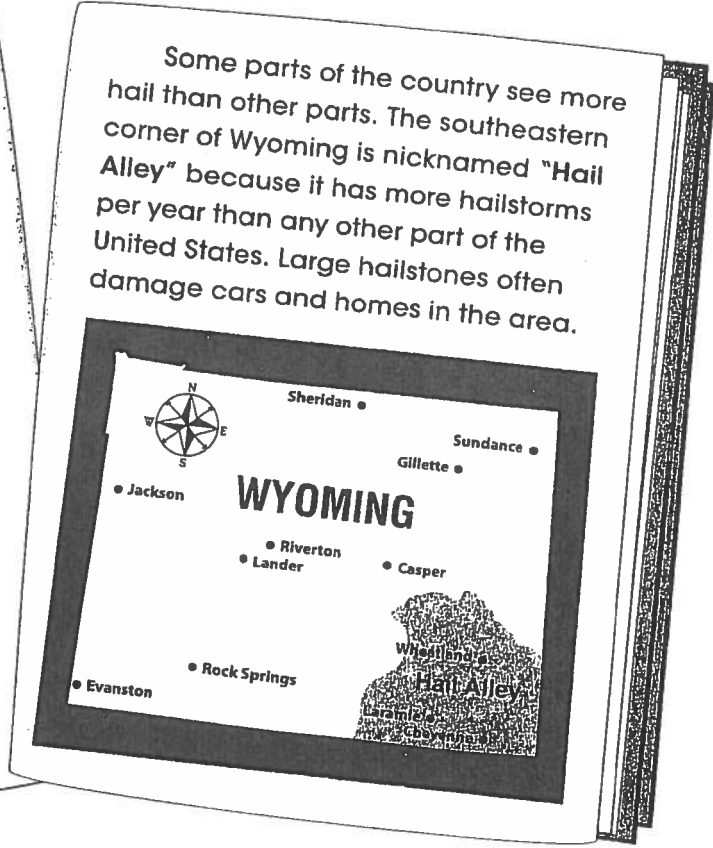
- According to the interview, which is *not* a job for a wedding planner?
  - calling catering companies
  - arranging flower deliveries
  - solving last-minute problems
  - sewing wedding dresses
- What is the purpose of the text between the title and the first question?
  - to tell where the interview takes place
  - to explain when the interview takes place
  - to describe who is being interviewed
  - to name the magazine in which the interview appears
- Who would probably be most interested in reading the interview?
  - a florist
  - a scuba diver
  - a couple that is engaged
  - a married couple
- When does Janette start planning a wedding?
  - the day of the wedding
  - at least six months before the wedding
  - after calling catering companies
  - no more than six months in advance

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

**Determine Important Information**

**READ THE INFORMATION** Think about the information that these pages tell you about the book.

<b>Contents</b>	
Introduction .....	ii
What Causes Hail? .....	8
Historic Hailstorms.....	22
The Cost of Hailstorms .....	34
Hail Alley.....	46
Hailstorms Around the World.....	58
Hailstorms in Space?.....	70
Index .....	86



Some parts of the country see more hail than other parts. The southeastern corner of Wyoming is nicknamed "Hail Alley" because it has more hailstorms per year than any other part of the United States. Large hailstones often damage cars and homes in the area.

**STRATEGY PRACTICE** In which section of the library would you most likely find this book? Explain.

\_\_\_\_\_

\_\_\_\_\_

**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- In which chapter would you find the paragraph and map on the right?  
 A "Historic Hailstorms"  
 B "The Cost of Hailstorms"  
 C "Hail Alley"  
 D "Hailstorms Around the World"
- Which of these cities has the most hail?  
 A Cheyenne, Wyoming  
 B Evanston, Wyoming  
 C Casper, Wyoming  
 D Jackson, Wyoming
- The best title for this book would be \_\_\_\_\_.  
 A *Biggest Storms in History*  
 B *Hail: Nature's Strangest Storm*  
 C *Weather Around the Globe*  
 D *Hail, Tornadoes, and Floods*
- How would someone most likely use the map?  
 A to find cities where hail damage occurs most often  
 B to travel from Cheyenne to Casper  
 C to learn more about Wyoming cities  
 D to predict hail in the weekly weather

Writing a Response to  
Literature

Day 1

Name \_\_\_\_\_

# Emancipation Proclamation Act

Emancipation Proclamation can be difficult to say. These words were used during difficult times in the history of America. On January 1, 1863, President Abraham Lincoln signed the act into law. The Emancipation Proclamation Act gave all slaves the right to be free. It was the first of many laws to give equal rights for all Americans.

Before this act, the United States and other countries were enslaving people. They did this to force people to do work. At first, Native Americans were slaves. Later, most slaves were African. Some places in America had slavery for hundreds of years.

The act was the first law to free all slaves in the U.S.A. During this time, the American Civil War was being fought. The war was fought for many reasons. One of the justifications for the war was to free people from slavery.

Abraham Lincoln and many others created the Emancipation Proclamation Act near the end of the war. It outlawed slavery in every state. The act was the first of many laws to set up freedom for all Americans. It is one of the most significant laws in the history of the United States of America.

Directions: Cite evidence from the text and answer in complete sentences.

RI.1

1. What is the Emancipation Proclamation Act?

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RI.3

2. Describe why the Emancipation Proclamation Act was created.

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RI.1

3. Which president made the Emancipation Proclamation Act a law?

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RI.3

4. Describe the connection between the Civil War and the act.

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### Did You R-A-C-E?

- Restate the question or prompt where appropriate.
- Answer in a complete sentence.
- Cite evidence to prove the answer.
- Explain each part of the question.

**Writing a Response to  
Literature**

**Day 1  
Page 2**

## Action Verbs

### REMEMBER THE RULES

- An **action verb** tells what the subject of a sentence does or did.

*The cheerleaders join hands.*

↑  
action verb

A. Underline the action verb in each sentence.

1. Our cheerleaders cheered at the game.
2. The girls jumped high.
3. They yelled loudly.
4. One boy flipped backwards.
5. I liked their dance routine.
6. Each day, they practice for one hour after school.
7. Three of the cheerleaders formed a pyramid.
8. Sometimes they perform in contests.
9. The fans showed their approval.
10. The team members enjoyed the show, too.
11. The crowd clapped for their performance.
12. Everyone appreciated their enthusiasm.
13. We left the gymnasium tired but happy.

B. Write another action verb that can replace the underlined verb to make a complete sentence.

14. People grabbed seats in the stands. \_\_\_\_\_
15. The crowd enjoyed the cheerleaders. \_\_\_\_\_
16. A mascot amused the crowd. \_\_\_\_\_
17. Students giggled at the mascot. \_\_\_\_\_
18. Fans gobbled many kinds of snacks. \_\_\_\_\_
19. People in the stands admired the players. \_\_\_\_\_
20. The fans inspired the players. \_\_\_\_\_

## Action Verbs

### RULES

An **action verb** is a word that tells what someone or something is doing or did.

Beethoven produced some of the world's greatest music.

↑  
action verb

Circle the action verb in each sentence.

1. Young Beethoven played piano and violin.
2. He learned about music from his father.
3. He showed musical talent at a young age.
4. Beethoven tutored a nobleman's children in music.
5. Their family introduced Beethoven to important people in Germany.
6. Beethoven visited Vienna, Austria, in 1787.
7. Wealthy people in Vienna invited Beethoven into their homes.
8. He stayed in Vienna the rest of his life.
9. People admired his great talent.
10. Beethoven performed his own piano compositions.
11. Count Ferdinand Waldstein helped Beethoven's career.
12. People admired Beethoven for his expressive works.
13. He suffered from deafness after 1790.
14. People listened to Beethoven's nine symphonies.
15. Beethoven influenced the music of many later composers.







# FACTS PRACTICE TEST

## D

### 90 Division Facts

Name \_\_\_\_\_

Time \_\_\_\_\_

Divide.

$7\overline{)21}$	$2\overline{)10}$	$6\overline{)42}$	$1\overline{)3}$	$4\overline{)24}$	$3\overline{)6}$	$9\overline{)54}$	$6\overline{)18}$	$4\overline{)0}$	$5\overline{)30}$
$4\overline{)32}$	$8\overline{)56}$	$1\overline{)0}$	$6\overline{)12}$	$3\overline{)18}$	$9\overline{)72}$	$5\overline{)15}$	$2\overline{)8}$	$7\overline{)42}$	$6\overline{)36}$
$6\overline{)0}$	$5\overline{)10}$	$9\overline{)9}$	$2\overline{)6}$	$7\overline{)63}$	$4\overline{)16}$	$8\overline{)48}$	$1\overline{)2}$	$5\overline{)35}$	$3\overline{)21}$
$2\overline{)18}$	$6\overline{)6}$	$3\overline{)15}$	$8\overline{)40}$	$2\overline{)0}$	$5\overline{)20}$	$9\overline{)27}$	$1\overline{)8}$	$4\overline{)4}$	$7\overline{)35}$
$4\overline{)20}$	$9\overline{)63}$	$1\overline{)4}$	$7\overline{)14}$	$3\overline{)3}$	$8\overline{)24}$	$5\overline{)0}$	$6\overline{)24}$	$8\overline{)8}$	$2\overline{)16}$
$5\overline{)5}$	$8\overline{)64}$	$3\overline{)0}$	$4\overline{)28}$	$7\overline{)49}$	$2\overline{)4}$	$9\overline{)81}$	$3\overline{)12}$	$6\overline{)30}$	$1\overline{)5}$
$8\overline{)32}$	$1\overline{)1}$	$9\overline{)36}$	$3\overline{)27}$	$2\overline{)14}$	$5\overline{)25}$	$6\overline{)48}$	$8\overline{)0}$	$7\overline{)28}$	$4\overline{)36}$
$2\overline{)12}$	$5\overline{)45}$	$1\overline{)7}$	$4\overline{)8}$	$7\overline{)0}$	$8\overline{)16}$	$3\overline{)24}$	$9\overline{)45}$	$1\overline{)9}$	$6\overline{)54}$
$7\overline{)56}$	$9\overline{)0}$	$8\overline{)72}$	$2\overline{)2}$	$5\overline{)40}$	$3\overline{)9}$	$9\overline{)18}$	$1\overline{)6}$	$4\overline{)12}$	$7\overline{)7}$

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

Score : \_\_\_\_\_

Teacher : Rogers Dayl

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

Write the Names for the Decimal Numbers.

1) 3.693

\_\_\_\_\_

2) 1.447

\_\_\_\_\_

3) 3.253

\_\_\_\_\_

4) 8.199

\_\_\_\_\_

5) 4.971

\_\_\_\_\_

6) 2.527

\_\_\_\_\_

7) 6.556

\_\_\_\_\_

8) 8.648

\_\_\_\_\_

9) 7.428

\_\_\_\_\_

10) 1.536

\_\_\_\_\_





# Reteaching 1-1

## Understanding Whole Numbers

Millions			Thousands			Ones		
Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones
		4	2	0	1	5	7	8

4 million    201 thousand    578

- *Standard form:* 4,201,578
- To find the value of a digit, multiply the digit by its place value.  
4 stands for  $4 \times 1,000,000$ , or 4,000,000.
- 5 stands for  $5 \times 100$ , or 500.

Write each number in standard form.

- six thousand one hundred four  
\_\_\_\_\_
- sixty thousand one hundred twelve  
\_\_\_\_\_
- seventeen thousandths.  
\_\_\_\_\_
- eight thousand two hundred ninety  
\_\_\_\_\_
- fifteen million twenty-one thousand  
\_\_\_\_\_
- 2 billion, 9 million, 6 thousand, 1  
\_\_\_\_\_
- twenty-nine hundredths  
\_\_\_\_\_
- one billion thirty thousand fifty  
\_\_\_\_\_

Use  $<$  or  $>$  to complete each statement.

- 523  567
- 9,120  912
- 783  738
- 1,292  1,192
- 53,010  53,100
- 4,121  4,212
- 47  45
- 4,293  4,239
- 35,423  34,587

Write in order from least to greatest.

- 782, 785, 783, 790  
\_\_\_\_\_
- 6,214; 6,124; 6,421; 6,241  
\_\_\_\_\_
- 45,923; 54,923; 45,932; 54,932  
\_\_\_\_\_
- 1,240; 1,420; 1,346; 1,364  
\_\_\_\_\_
- 92,385; 92,835; 93,582; 93,258  
\_\_\_\_\_
- 1,111; 1,011; 1,101; 1,110  
\_\_\_\_\_

# Practice 1-1

## Understanding Whole Numbers

Write each number in words.

1. 1,760

\_\_\_\_\_

\_\_\_\_\_

2. 84,505

\_\_\_\_\_

\_\_\_\_\_

Write each number in standard form.

3. three thousand forty

\_\_\_\_\_

4. one hundred ten

\_\_\_\_\_

5. 750 thousand, 33

\_\_\_\_\_

Use  $<$  or  $>$  to make each sentence true.

6. 12,680  12,519

7. 25,345  25,391

8. 7,657  7,650

9. 101,321  141,321

Write the value of the digit 6 in each number.

10. 46,051

\_\_\_\_\_

11. 816,548

\_\_\_\_\_

12. 42,916

\_\_\_\_\_

13. 1,063,251

\_\_\_\_\_

Write in order from least to greatest.

14. 12; 152; 12,512

\_\_\_\_\_

15. 10; 10,113; 113

\_\_\_\_\_

16. 149; 49; 14

\_\_\_\_\_

17. 1,422; 142; 247

\_\_\_\_\_

# Grandstaff Math Day 1

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

Score: \_\_\_\_\_

## Multiply the Numbers

1) 
$$\begin{array}{r} 94 \\ \times 12 \\ \hline \end{array}$$

2) 
$$\begin{array}{r} 61 \\ \times 39 \\ \hline \end{array}$$

3) 
$$\begin{array}{r} 86 \\ \times 54 \\ \hline \end{array}$$

4) 
$$\begin{array}{r} 78 \\ \times 43 \\ \hline \end{array}$$

5) 
$$\begin{array}{r} 99 \\ \times 26 \\ \hline \end{array}$$

6) 
$$\begin{array}{r} 53 \\ \times 68 \\ \hline \end{array}$$

7) 
$$\begin{array}{r} 25 \\ \times 12 \\ \hline \end{array}$$

8) 
$$\begin{array}{r} 36 \\ \times 49 \\ \hline \end{array}$$

9) 
$$\begin{array}{r} 18 \\ \times 64 \\ \hline \end{array}$$

10) 
$$\begin{array}{r} 12 \\ \times 28 \\ \hline \end{array}$$

11) 
$$\begin{array}{r} 35 \\ \times 43 \\ \hline \end{array}$$

12) 
$$\begin{array}{r} 29 \\ \times 67 \\ \hline \end{array}$$

13) 
$$\begin{array}{r} 87 \\ \times 25 \\ \hline \end{array}$$

14) 
$$\begin{array}{r} 75 \\ \times 15 \\ \hline \end{array}$$

15) 
$$\begin{array}{r} 68 \\ \times 34 \\ \hline \end{array}$$

16) 
$$\begin{array}{r} 91 \\ \times 72 \\ \hline \end{array}$$

17) 
$$\begin{array}{r} 76 \\ \times 53 \\ \hline \end{array}$$

18) 
$$\begin{array}{r} 27 \\ \times 55 \\ \hline \end{array}$$

19) 
$$\begin{array}{r} 16 \\ \times 98 \\ \hline \end{array}$$

20) 
$$\begin{array}{r} 24 \\ \times 32 \\ \hline \end{array}$$



Cobb Math

Compare the values of each of the digits.

Answers

1) 962.69

The 6 in the tens place is \_\_\_\_\_ the value of the 6 in the tenths place.

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

2) 9,443.2

The 4 in the tens place is \_\_\_\_\_ the value of the 4 in the hundreds place.

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

3) 54.45

The 5 in the tens place is \_\_\_\_\_ the value of the 5 in the hundredths place.

3. \_\_\_\_\_

4) 7,279.21

The 2 in the hundreds place is \_\_\_\_\_ the value of the 2 in the tenths place.

4. \_\_\_\_\_

5) 29,392.46

The 9 in the tens place is \_\_\_\_\_ the value of the 9 in the thousands place.

5. \_\_\_\_\_

6) 55.4

The 5 in the ones place is \_\_\_\_\_ the value of the 5 in the tens place.

6. \_\_\_\_\_

7) 668.88

The 6 in the tens place is \_\_\_\_\_ the value of the 6 in the hundreds place.

7. \_\_\_\_\_

8) 8,543.191

The 1 in the tenths place is \_\_\_\_\_ the value of the 1 in the thousandths place.

8. \_\_\_\_\_

9) 53,765.873

The 3 in the thousands place is \_\_\_\_\_ the value of the 3 in the thousandths place.

9. \_\_\_\_\_

10) 93,482.23

The 2 in the ones place is \_\_\_\_\_ the value of the 2 in the tenths place.

10. \_\_\_\_\_

11) 5,528.783

The 8 in the ones place is \_\_\_\_\_ the value of the 8 in the hundredths place.

11. \_\_\_\_\_

12) 418.85

The 8 in the ones place is \_\_\_\_\_ the value of the 8 in the tenths place.

12. \_\_\_\_\_

13) 114.5

The 1 in the tens place is \_\_\_\_\_ the value of the 1 in the hundreds place.

13. \_\_\_\_\_

# Understanding Place Value

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

A. 7,825      B. 8,713

1. Which statement is true about the numbers?

- A. The 7 in the number labeled A is 10 times bigger than the 7 in the number labeled B.
- B. The 7 in the number labeled A is  $\frac{1}{10}$  the amount of the 7 in the number labeled B.
- C. The 7 in the number labeled A is the same amount as the 7 in the number labeled B.

2. Which statement is true about the numbers?

- A. The 8 in the number labeled A is 10 times bigger than the 8 in the number labeled B.
- B. The 8 in the number labeled A is  $\frac{1}{10}$  the amount of the 8 in the number labeled B.
- C. The 8 in the number labeled A is the same amount as the 8 in the number labeled B.

A. 36,827.541      B. 26,389.715

3. Which statement is true about the numbers?

- A. The 7 in the number labeled A is 10 times bigger than the 7 in the number labeled B.
- B. The 7 in the number A is  $\frac{1}{10}$  the amount of the 7 in the number labeled B.
- C. The 7 in the number A is the same amount as the 7 in the number labeled B.

4. Which statement is true about the numbers?

- A. The 1 in the number A is 10 times bigger than the 1 in the number labeled B.
- B. The 1 in the number A is  $\frac{1}{10}$  the amount of the 1 in the number labeled B.
- C. The 1 in the number A is the same amount as the 1 in the number labeled B.

5. Which statement is true about the numbers?

- A. The 6 in the number A is 10 times bigger than the 6 in the number labeled B.
- B. The 6 in the number A is  $\frac{1}{10}$  the amount of the 6 in the number labeled B.
- C. The 6 in the number A is the same amount as the 6 in the number labeled B.

5.NBT.1



**READ THE LETTER**

Read each paragraph of Melissa's letter. Decide what it is mostly about.

Dear Johanna,

How are you? My name is Melissa. I've been looking forward to having a pen pal for a long time now. I hope we can become great friends!

Ever since I got your name and address from my teacher, Mrs. Sands, I have been thinking about what to write. First, I thought of giving you a description of what it's like to go to school here in Minnesota, but then I figured you could look up Minnesota on the Internet and read about it yourself. Then I had the idea to tell you about my family, but I realized that the story of my little brother losing a tooth or the time we got a new kitten might be kind of boring. After that, I thought about asking you questions about what it's like to live in Belgium, but I was afraid you might think my questions were silly.

I guess I can tell you a little about myself. In fact, you've probably already learned one thing about me. I sometimes have a hard time making up my mind! I hope you will write me back anyway.

Sincerely,  
Melissa

**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- How did Melissa first hear about Johanna?
  - She saw an ad in the newspaper.
  - She got Johanna's name and address from her teacher.
  - She read about the pen pal program on the Internet.
  - She got a letter from Johanna.
- Why does Melissa decide *not* to ask Johanna what Belgium is like?
  - She thinks her questions might sound silly.
  - She visited Belgium in the past.
  - She does not want to get to know Johanna.
  - She already has a pen pal in Belgium.
- What is the main idea of Melissa's letter?
  - She wants to become friends with Johanna.
  - She does what Mrs. Sands tells her to do.
  - She lives in Minnesota.
  - Her little brother recently lost a tooth.
- According to Melissa, which topic might be too boring for her letter?
  - going to school in Minnesota
  - Johanna's life in Belgium
  - her own personality traits
  - details about her family

**STRATEGY PRACTICE** Write the main idea of the third paragraph in your own words.

# 5th Grade ELearning Art Activity #1

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

Classroom Teacher \_\_\_\_\_

Directions: Choose whether you will do the online activity or the paper and pencil.

1. Go to <http://www.artisancam.org.uk/> Explore and have fun creating!

**OR**

2. Andy Warhol is the king of Pop Art. Below is one of his famous ideas, using an everyday, ordinary object. A soup can! He drew the same object 4 times, but used different color combinations in each finished section. Choose your own object to make a collage using the on the template on the back of this assignment page. Have fun!