

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

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

### ~ Day 5 ~ 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			
Your Choice of Specials 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. Graham – [grahams@lcsc.k12.in.us](mailto:grahams@lcsc.k12.in.us)

Mr. Pena – [penaa@lcsc.k12.in.us](mailto:penaa@lcsc.k12.in.us)

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

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

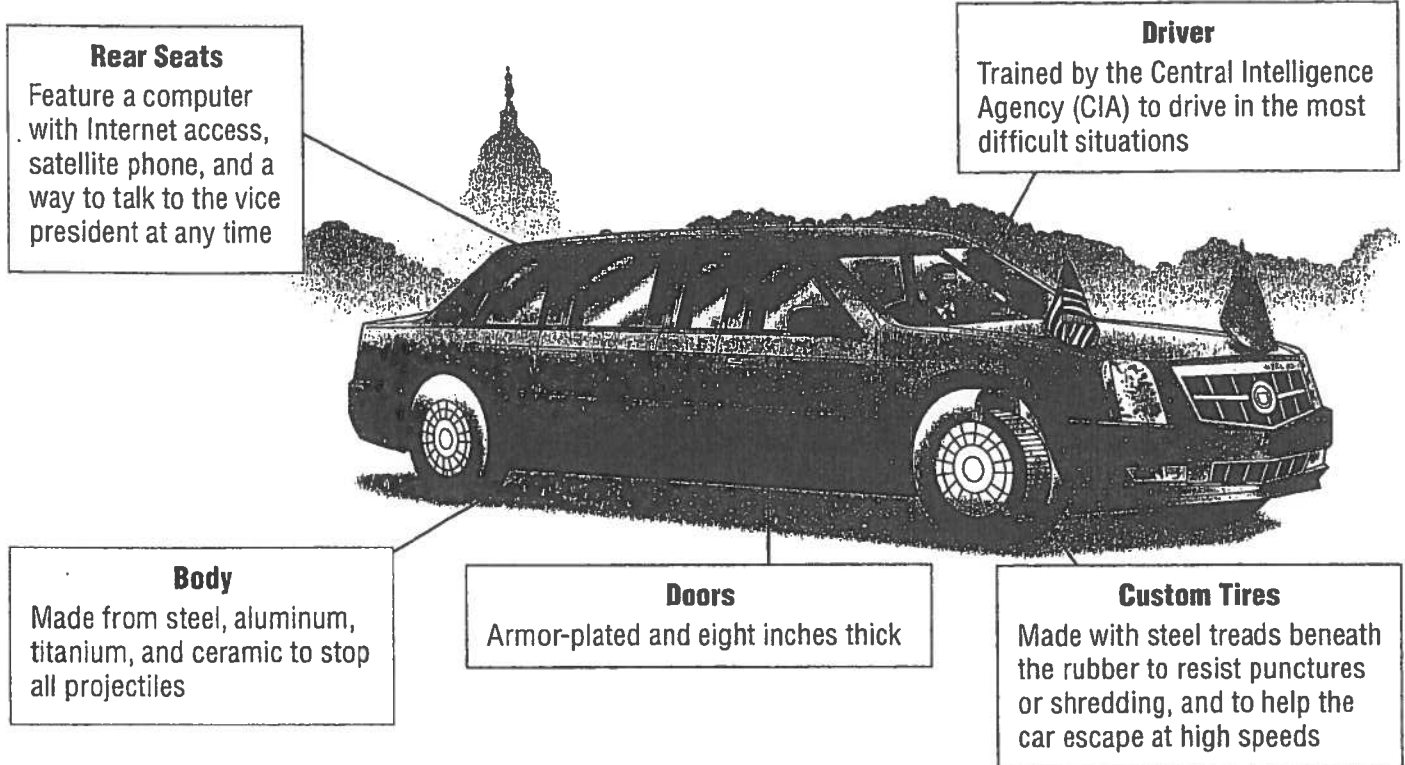
**To find your activities online, please go to:**

[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 INFORMATION** Study this image of the president's car.

## The Toughest Car in the World

Each president of the United States is given a special car that is built to meet every need, from protection to communication. Here are a few features of President Barack Obama's car.



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

- What special features are found in the tires of the president's car?
  - (A) projectiles
  - (B) strong, eight-inch-thick walls
  - (C) titanium plates
  - (D) puncture-resistant material
- Which of these is *not* included in the rear seats of the president's car?
  - (A) a way to talk to the vice president
  - (B) a computer with Internet access
  - (C) a satellite phone
  - (D) a flag
- The body of the car is designed to \_\_\_\_\_.
  - (A) help the president do work
  - (B) stop projectiles
  - (C) resist punctures
  - (D) avoid dangerous situations
- Who trains the driver of the president's car?
  - (A) the Secret Service
  - (B) the vice president
  - (C) the CIA
  - (D) the FBI

**STRATEGY PRACTICE** Tell a partner how the diagram helped you understand the different features of the president's car.

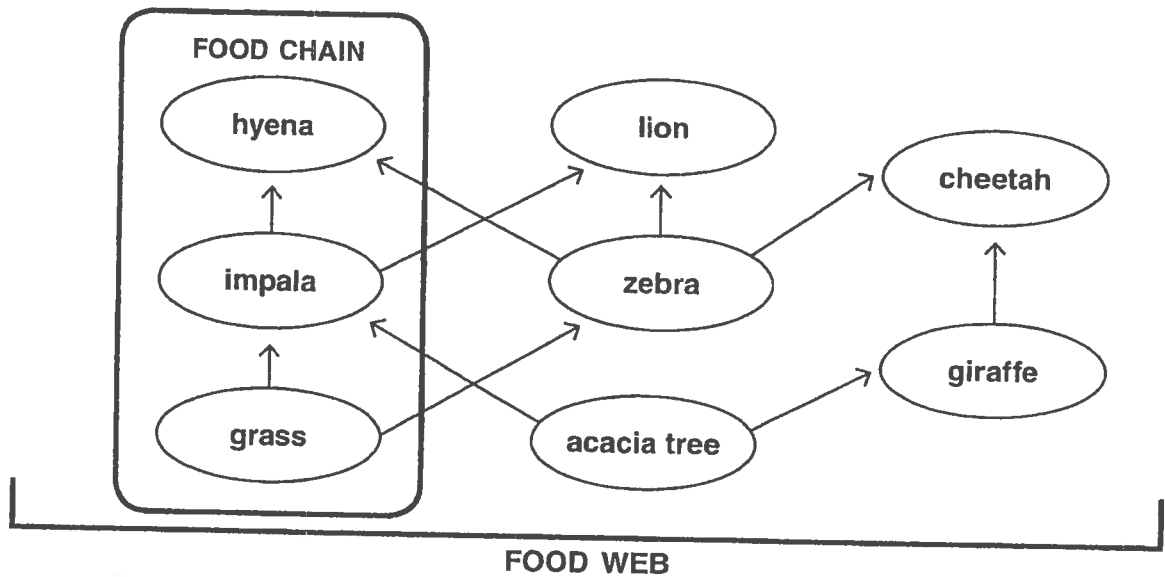
Name: \_\_\_\_\_

**READ THE DIAGRAM**

Read the introduction and study the diagram of a food web.

### Food Chain or Food Web?

Do you know the difference between a *food chain* and a *food web*? Food chains show how a living thing such as a plant or an animal gets its energy. A food web is made up of multiple food chains and includes many more plants and animals than a food chain includes. This diagram shows a food chain within a food web of the African savanna.



**SKILL PRACTICE**

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

- Some words in the introduction are shown in italics to tell you \_\_\_\_\_.  
Ⓐ that they are important terms to know  
Ⓑ the title of the chapter  
Ⓒ their definitions  
Ⓓ how to pronounce them
- According to the diagram, which animal eats zebras and giraffes?  
Ⓐ a hyena  
Ⓑ a lion  
Ⓒ an impala  
Ⓓ a cheetah
- Which of these is *not* included in the example of a food chain?  
Ⓐ a hyena  
Ⓑ a zebra  
Ⓒ an impala  
Ⓓ grass
- According to the food web, which of these animals eats only one thing?  
Ⓐ a giraffe  
Ⓑ a hyena  
Ⓒ a lion  
Ⓓ an impala

**STRATEGY PRACTICE**

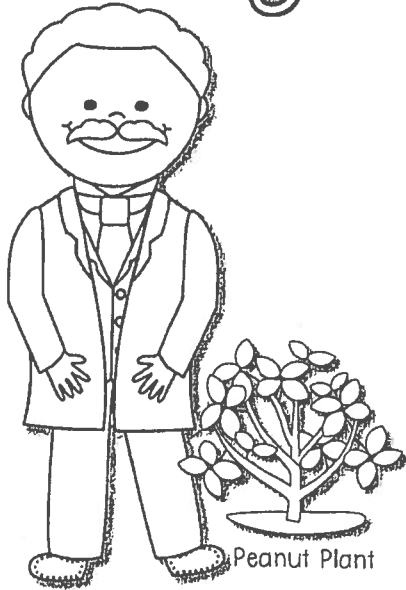
How might the diagram help someone who was planning a visit to Africa and wanted to see the animals named in the food web?

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Name \_\_\_\_\_

# George Washington Carver



George Washington Carver was a scientist, teacher, and inventor. The exact date of his birth is not known. Many say he was born in February of 1864. It is said that his birthdate is unknown because he was born as a slave. George was a sickly child. He did not have to work on the farm very much. This gave him time to do what he wanted.

It is said that he had a garden. He used it to nurse weak plants back to health. As a child, he was known as “The Plant Doctor”.

George went to college. He became a teacher and inventor. George also went to many places. He helped farmers learn how to take care of their soil.

While traveling, George saw that too many peanuts and sweet potatoes were being grown. Farmers would throw out the left-overs. He wanted to find a way to use them. He did not want them to be thrown out. He found over 100 ways to use sweet potatoes and 300 ways to use peanuts. George found out sweet potatoes can be used in flour, ink, glue, and syrup. He helped to create peanut butter. He also found ways to use peanuts as bleach, oil, shampoo, soap, and plastic. George never stopped his work with nature. He gave money to programs that deal with plants.

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

RI.1

1. According to the text, why was George Washington Carver known as "The Plant Doctor"?

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RI.1

2. Cite evidence to explain how the author supports the statement, "George never stopped his work with nature."

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RI.1

3. According to the text, how did George Washington Carver help farmers?

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RI.3

4. Explain the result of George Washington Carver's traveling.

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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 5**

**Page 2**

## Main Verbs and Helping Verbs

### REMEMBER THE RULES

- A **main verb** shows what the subject does or is.
- A **helping verb** helps the main verb show an action or make a statement.

*Mr. Fields is reading today's weather forecast.*

helping verb      main verb

A. Write each helping verb and its main verb under the correct heading.

	Helping	Main
1. Forecasters are making predictions.	_____	_____
2. They will study weather changes.	_____	_____
3. Meteorologists can predict storms.	_____	_____
4. They may use maps.	_____	_____
5. This gas-filled balloon is carrying weather instruments.	_____	_____
6. Conditions can change rapidly.	_____	_____
7. Weather conditions are radioed to weather stations.	_____	_____
8. Air pressure is associated with weather.	_____	_____
9. Forecasts are made for you.	_____	_____
10. The sun will shine tomorrow.	_____	_____

B. Choose a helping verb and main verb from the box that will complete each sentence. Write the words on the line.

- Lows \_\_\_\_\_ foul weather.
- Circular clouds \_\_\_\_\_.
- Meteorologists \_\_\_\_\_ warnings.
- A tornado \_\_\_\_\_ trees down.
- A hurricane \_\_\_\_\_ lowlands.

might cause has flooded may form has torn will report
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**Main Verbs and Helping Verbs****RULES**

A **helping verb** is used with a main verb. The helping verb helps the main verb show an action or make a statement.

*Air pressure does affect our weather.*

helping verb

main verb

Draw one line under the main verb. Draw two lines under the helping verb.

1. Gravity is pulling on air.
2. The gases are pressing together.
3. The squashed gases shall form air pressure.
4. A meteorologist can measure air pressure.
5. An instrument has identified two types of air pressure.
6. The measuring instrument is known as a barometer.
7. We may consider the pressure to be either high or low.
8. We might experience high or low air pressure.
9. The sun's radiant energy can heat the air in the atmosphere.
10. The heat will cause a movement of air molecules.
11. Then hot air molecules are moved farther apart.
12. This movement shall create a pressure change.
13. The air pressure will get lower.
14. Air pressure should rise in cooler air.
15. These air pressure differences have caused wind movement.

**Two Minute Multiplication Timing #8** (Do this weekly to see your progress)

$$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$$
$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$
$$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$$
$$\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$$
$$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$$
$$\begin{array}{r} 0 \\ \times 3 \\ \hline \end{array}$$
$$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$$
$$\begin{array}{r} 0 \\ \times 5 \\ \hline \end{array}$$
$$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$$
$$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 1 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$$
$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$
$$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$$
$$\begin{array}{r} 0 \\ \times 4 \\ \hline \end{array}$$
$$\begin{array}{r} 9 \\ \times 1 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$$
$$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$$
$$\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$
$$\begin{array}{r} 0 \\ \times 7 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$$
$$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$$
$$\begin{array}{r} 0 \\ \times 8 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$
$$\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$$
$$\begin{array}{r} 6 \\ \times 9 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$$
$$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$$
$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$
$$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$$
$$\begin{array}{r} 0 \\ \times 6 \\ \hline \end{array}$$
$$\begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$$
$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$$
$$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$$
$$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$$
$$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$$
$$\begin{array}{r} 7 \\ \times 1 \\ \hline \end{array}$$
$$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$$
$$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$
$$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$$
$$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$$
$$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$$
$$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$
$$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$$
$$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$$
$$\begin{array}{r} 0 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$$
$$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$$
$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$
$$\begin{array}{r} 6 \\ \times 1 \\ \hline \end{array}$$
$$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$$
$$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$
$$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$$
$$\begin{array}{r} 0 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$$
$$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$$
$$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$$
$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$
$$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$$
$$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$$
$$\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$$
$$\begin{array}{r} 2 \\ \times 1 \\ \hline \end{array}$$
$$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$$
$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

Goal \_\_\_\_\_

Number of problems correct \_\_\_\_\_



**Two Minute Timing # 3** (Do this weekly to see your progress)

$1)\overline{8}$     $3)\overline{27}$     $6)\overline{5}$     $8)\overline{4}$     $9)\overline{72}$     $6)\overline{54}$     $6)\overline{18}$     $9)\overline{45}$     $9)\overline{18}$     $6)\overline{36}$

$8)\overline{8}$     $6)\overline{1}$     $4)\overline{12}$     $7)\overline{21}$     $8)\overline{4}$     $5)\overline{15}$     $8)\overline{24}$     $1)\overline{9}$     $2)\overline{2}$     $1)\overline{3}$

$2)\overline{6}$     $4)\overline{24}$     $5)\overline{35}$     $7)\overline{56}$     $2)\overline{4}$     $3)\overline{6}$     $6)\overline{42}$     $5)\overline{10}$     $4)\overline{8}$     $2)\overline{10}$

$4)\overline{16}$     $2)\overline{16}$     $9)\overline{54}$     $1)\overline{7}$     $8)\overline{16}$     $5)\overline{5}$     $2)\overline{18}$     $2)\overline{14}$     $6)\overline{30}$     $2)\overline{8}$

$8)\overline{72}$     $9)\overline{1}$     $3)\overline{9}$     $9)\overline{27}$     $4)\overline{2}$     $5)\overline{45}$     $5)\overline{25}$     $4)\overline{36}$     $9)\overline{36}$     $9)\overline{63}$

$1)\overline{4}$     $3)\overline{24}$     $8)\overline{64}$     $3)\overline{15}$     $3)\overline{12}$     $7)\overline{49}$     $9)\overline{9}$     $3)\overline{21}$     $9)\overline{81}$     $3)\overline{18}$

$8)\overline{32}$     $7)\overline{63}$     $1)\overline{6}$     $6)\overline{12}$     $8)\overline{48}$     $5)\overline{40}$     $5)\overline{30}$     $7)\overline{14}$     $5)\overline{20}$     $7)\overline{28}$

$4)\overline{20}$     $4)\overline{32}$     $8)\overline{40}$     $7)\overline{35}$     $8)\overline{56}$     $7)\overline{42}$     $4)\overline{28}$     $6)\overline{48}$     $6)\overline{24}$     $2)\overline{16}$

Goal \_\_\_\_\_

Number of problems correct \_\_\_\_\_

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

## Decimal Addition

Rewrite each problem vertically, and solve.

a.  $1.42 + 2.157 =$  \_\_\_\_\_

b.  $3.918 + 9.2 =$  \_\_\_\_\_

c.  $31.908 + 0.054 =$  \_\_\_\_\_

d.  $72 + 8.039 =$  \_\_\_\_\_

e.  $23.102 + 231.2 =$  \_\_\_\_\_

f.  $87.64 + 0.36 =$  \_\_\_\_\_

g.  $19.005 + 7.446 =$  \_\_\_\_\_

h.  $288 + 331.148 =$  \_\_\_\_\_

i.  $134.705 + 19.5 =$  \_\_\_\_\_

j.  $8.108 + 136.8 =$  \_\_\_\_\_

k.  $100.006 + 23.45 =$  \_\_\_\_\_

l.  $877.909 + 359.5 =$  \_\_\_\_\_

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

Decimal Addition & Subtraction

Re-write each problem vertically on the grid paper. Place only one digit in each box. Then add or subtract to find the answer. Do not use a calculator.

a.	<b>6.7 + 1.54</b>										b.	<b>7.87 - 3.9</b>									
c.	<b>8.63 - 6.7</b>										d.	<b>9.4 + 9.04</b>									
e.	<b>12.8 + 1.28</b>										f.	<b>100.6 - 30.06</b>									
g.	<b>150.62 - 140.54</b>										h.	<b>48.9 + 76.08</b>									

# Practice 1-7

## Adding and Subtracting Decimals

First estimate. Then find each sum or difference.

- |                            |                             |                              |                               |
|----------------------------|-----------------------------|------------------------------|-------------------------------|
| 1. $0.6 + 5.8$<br>_____    | 2. $2.1 + 3.4$<br>_____     | 3. $3.4 - 0.972$<br>_____    | 4. $3.1 - 2.076$<br>_____     |
| 5. $8.13 - 2.716$<br>_____ | 6. $5.91 + 2.38$<br>_____   | 7. $3.086 + 6.152$<br>_____  | 8. $4.7 - 1.9$<br>_____       |
| 9. $9.3 - 3.9$<br>_____    | 10. $5.2 - 1.86$<br>_____   | 11. $15.98 + 26.37$<br>_____ | 12. $9.27 + 15.006$<br>_____  |
| 13. $5.9 - 2.803$<br>_____ | 14. $15.7 - 8.923$<br>_____ | 15. $4.19 - 2.016$<br>_____  | 16. $14.75 - 6.9264$<br>_____ |

Use front-end estimation to estimate each sum.

- |                                 |                                   |                                 |
|---------------------------------|-----------------------------------|---------------------------------|
| 17. $12 + 0.25 + 4.75$<br>_____ | 18. $18.5 + 0.25 + 0.25$<br>_____ | 19. $17 + 23 + 10.6$<br>_____   |
| 20. $11.3 + 5.7$<br>_____       | 21. $5 + 6.2 + 4.05$<br>_____     | 22. $50.6 + 10.4 + 20$<br>_____ |
| 23. $2.1 + 0.6 + 0.3$<br>_____  | 24. $14.3 + 16$<br>_____          | 25. $4.9 + 0.6 + 4$<br>_____    |

Use the table at the right for Exercises 26–28.

26. Find the sum of the decimals given in the chart.  
What is the meaning of this sum?

\_\_\_\_\_

\_\_\_\_\_

27. What part of the hourly work force is aged 25–44?

\_\_\_\_\_

28. Which three age groups combined represent one-fourth of the hourly work force?

\_\_\_\_\_

\_\_\_\_\_

**Ages of Workers Earning Hourly Pay**

Age of Workers	Part of Work Force
16–19	0.08
20–24	0.15
25–34	0.29
35–44	0.24
45–54	0.14
55–64	0.08
65 & over	0.02

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

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

Teacher : Grandstaff Day 5

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

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### Adding Fractions

1)  $\frac{4}{5} + \frac{1}{3} =$

2)  $\frac{4}{10} + \frac{2}{4} =$

3)  $\frac{4}{5} + \frac{3}{4} =$

4)  $\frac{5}{10} + \frac{1}{3} =$

5)  $\frac{1}{4} + \frac{1}{10} =$

6)  $\frac{1}{2} + \frac{7}{10} =$

7)  $\frac{3}{10} + \frac{2}{3} =$

8)  $\frac{9}{10} + \frac{1}{5} =$

9)  $\frac{1}{2} + \frac{4}{5} =$

10)  $\frac{4}{10} + \frac{2}{3} =$



Solve each problem. *Only do the evens.*

$$\begin{array}{r} 1) \quad 7,654 \\ \times \quad 91 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 2,107 \\ \times \quad 11 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 5,574 \\ \times \quad 57 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 8,175 \\ \times \quad 83 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 7,625 \\ \times \quad 26 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 6,983 \\ \times \quad 72 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 3,401 \\ \times \quad 85 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 3,875 \\ \times \quad 42 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 4,995 \\ \times \quad 96 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 8,695 \\ \times \quad 14 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 2,001 \\ \times \quad 56 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 8,786 \\ \times \quad 51 \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 6,514 \\ \times \quad 97 \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 4,992 \\ \times \quad 84 \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 8,125 \\ \times \quad 37 \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 2,658 \\ \times \quad 88 \\ \hline \end{array}$$

$$\begin{array}{r} 17) \quad 9,930 \\ \times \quad 97 \\ \hline \end{array}$$

$$\begin{array}{r} 18) \quad 2,626 \\ \times \quad 81 \\ \hline \end{array}$$

$$\begin{array}{r} 19) \quad 1,522 \\ \times \quad 96 \\ \hline \end{array}$$

$$\begin{array}{r} 20) \quad 1,241 \\ \times \quad 39 \\ \hline \end{array}$$

Answers

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

*Colds Math*

# Using Parentheses, Brackets and Braces

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

Solve:

1  $2 \times [5 + (3 \times 2)] =$

2  $[5 + (3 \times 2)] =$

3  $11 + [(4 + 7) \times 3] =$

4  $12 - (0.4 \times 2) =$

5  $\{[2 \times (3+5)] - 9\} + [5 \times (23-18)]$

Math Assignment for Mrs. Perrone's Math Class

5.OA.1

5<sup>th</sup> Grade Library ELearning Activity #2 Login to typingweb.com and complete 20 minutes of keyboarding practice **OR** complete the activity below. REMEMBER your typingweb password starts with les.

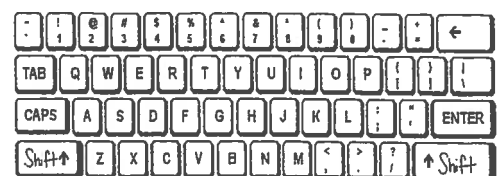
## Keyboarding Quiz

Results: \_\_\_\_\_ Name: \_\_\_\_\_  
\_\_\_\_\_ Class: \_\_\_\_\_  
\_\_\_\_\_ Period: \_\_\_\_\_  
\_\_\_\_\_ Date: \_\_\_\_\_

*Read each question and choose the best answer.*

---

1. What keys represent the Home Row keys?
  - a. ASKL MNOP
  - b. ASDF JKL;
  - c. ASDF RTYU
2. What finger would you use for the "V" key?
  - a. thumbs
  - b. left index
  - c. right middle
3. To make a letter capitalized or to use a secondary symbol or character, what key would you hold down?
  - a. Shift key
  - b. Enter key
  - c. Ctrl key
4. What finger would you use to press the "Q" key?
  - a. Left pinky
  - b. Right pinky
  - c. Left Ring





5. What fingers would you use to press any of the "RTYU" keys?
- middle
  - ring
  - index
6. Complete the Home Row key line: A, S, D, F, \_\_\_\_, \_\_\_\_, J, K, L, ;
- G, H
  - E, I
  - B, N
7. If you wanted to make a "\$" sign, what combination of keys would you press?
- The enter key and the number 4
  - The shift key and the number 4
  - The shift key and the number 1
8. How many shift keys are there?
- 1
  - 2
  - none
9. If you press the "Caps Lock" button, what will happen?
- Nothing different will happen.
  - All of the letters will come out in lower case.
  - All the letters will come out capitalized.
10. Complete the bottom row of letters to the keyboard: Z, X, \_\_\_\_, V, B, \_\_\_\_, M
- C, N
  - E, R
  - O, P



# 5th Grade ELearning Art Activity #2

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

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

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

1. Go to [www.crayola.com](http://www.crayola.com) Explore and have fun creating!

OR

2. Look out the window. On the back of this page, draw what you see. What kind of day is it? What season is it? Draw the details that show the season. Are the leaves falling? Is there snow? Use details! If your parents say it is ok, go outside and rake some beautiful colors together. Jump in those leaves with a friend, or make a snowman and take a picture. Email it to our art room at [williamsj@lcsc.k12.in.us](mailto:williamsj@lcsc.k12.in.us)



## (Extra Day/Changes in Bold Text)

**5th Grade- (Let's get moving!!!! The Sequel!!!)**

4 mins. Gym Stretches and Exercises. (Warm-up)

4 mins. Play your **2nd** favorite Song and dance to it. (Cardio.)

4 mins. **16** Sit-ups, rest a minute, **16** Push-ups, rest a minute. (Upper-Muscular)

4 mins. **3** rounds of Calf raises. Take a rest between rounds. (Lower Muscular)

4 mins. One legged bends. Take a rest between rounds.(Lower Muscular)

### **Alternative workouts-**

20 mins. On a treadmill- run/ walk combo.

20 mins. Wii fit workout.

20 mins. Mom/Dad 1980's, 1990's, 2000's, workout video.

20 mins. Weather permitting & Parent Approval. **Shovel snow. (Great arm and shoulder workout.)**

# Jazz Music Seek and Find

N R N S V Y E Q O A C G D X U Q E S C N C S J D U  
 W K X K U S C O T T J O P L I N C Y E B S J A J Z  
 B R S G K I M P R O V I S A T I O N P T Y P Z O R  
 Y I M C H D X N K Y Q E X X L D X M C I M B Z H K  
 P U G I A R Q O K Z A B S L Y L Z M R L A B F N T  
 R X T B I T X Y L C T M O L N U N D I L O T U C W  
 B T V N A C S E Q U D R V Q Q Q D R Q F F D S O R  
 Q W M T I N Q I P H Y P I K W P H I E N M K I L D  
 S N E Y P C D F N L B E Z R P F H F O B T H O T X  
 C M Y L Z V U F L G X T L N Y U S O P E O V N R K  
 R D E Q O Q P E T O I Q S E I T M T N B B S N A F  
 M K I Y V X J M D X A N H T C T H F R O O S K N F  
 L W Q X P D R P N Z L S G M Q T V E I P G O G E I  
 M U R X I U F D V N J P S C U V R R L X W R T H R  
 U D U K E E L L I N G T O N P T A I T O J D A X A  
 E J H R V Z L C I J J P G B L R H J C B N E D P D  
 J O G M U O T A O A R Y S V V S W I N G M I E H H  
 I A D H V G F Z N V A N H O W L K Y V M U W U O H  
 F S L D L D Y K R D G C C D C A O H X Z S I J S N  
 U B Z D D P T B E N T I K C O O L J A Z Z U T I G  
 D F P V I G N L O S I U S D C R R H T I O P O A R  
 F H Q T P Z Z O K E M C F Z G S K L S V D F A F R  
 U W H I V Q Z V D X E Z U I Q M I L E S D A V I S  
 H L H X T H Q Y W Q C I B V Z H B W Y D L P R N Q  
 Z C W E S V R X I L O U I S A R M S T R O N G Q N

## STYLES:

Ragtime  
 Dixieland  
 Swing  
 Big Band  
 Bebop  
 Cool Jazz  
 Jazz Fusion

## ARTISTS:

Scott Joplin  
 Louis Armstrong  
 Miles Davis  
 Duke Ellington  
 Jelly Roll  
 Dizzy  
 Thelonius  
 John Coltrane

## JAZZ TERMINOLOGY/ INSTRUMENTS:

Improvisation  
 Phonograph  
 Electric Guitar  
 Scat Singing

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