

Taylor County Schools

Day 5

Fifth Grade



1. Complete this packet on the fifth ICE Day.
2. Write your name on the booklet.
3. Return this completed packet after the ICE Pack Day. You will keep the others in the envelope for future ICE Pack Days.

Name: _____

Solve each problem.

- 1) $12,000 \div 6,000 =$ _____
- 2) $(7 - 3) \times 4 =$ _____
- 3) $9,494.7 \div$ _____ $= 949.47$
- 4) $28.6 \div 10^3 =$ _____
- 5) $3,000,000 \div 10^4 =$ _____
- 6) $380,000 \div 10^1 =$ _____
- 7) $900 \times 4 =$ _____
- 8) Find the value of the underlined digit.
89,045.9
- 9) Write the expression below.
Divide the product of 7 and 9 by 8
- 10) Write an equation to show the relationship between input and output.

In (u)	13	83	92	37
Out (v)	32	102	111	56

- 11) In the number 95.9 the 9 in the tenths place is _____ the value of the 9 in the tens place.
- 12) Write in expanded form: 462.794

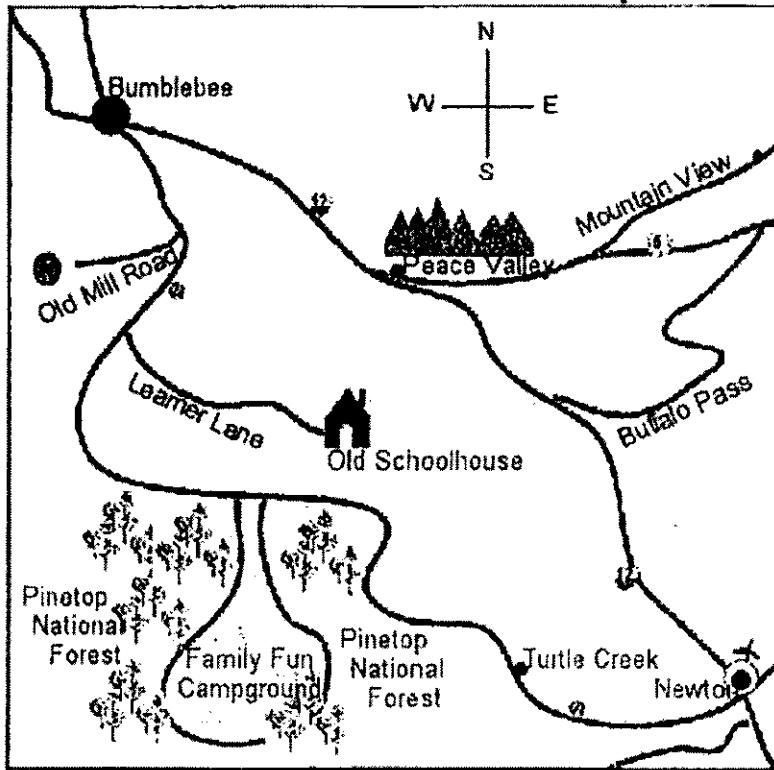
- 13) Write in word form: 54.615

- 14) Write as a numeral:
 $6 \times 10 + 6 + (1 \times \frac{1}{10}) + (1 \times \frac{1}{100}) + (9 \times \frac{1}{1000})$
- 15) seven hundred thirty-seven and fifty-eight thousandths =
A. 737.0 B. 737.05 C. 737.850 D. 737.058

Answers

1. _____ Sub2
2. _____ Soa1
3. _____ Sub2
4. _____ Sub2
5. _____ Sub2
6. _____ Sub2
7. _____ Sub2
8. _____ Sub1
9. _____ Soa2
10. _____ Soa3
11. _____ Sub1
12. Use Line Sub:3a
13. Use Line Sub:3a
14. _____ Sub:3a
15. _____ Sub:3a

Map Skills



Legend

- Interstate Highway
- State Highway
- Local Road
- Pop. 10,000 - 25,000
- Pop. 50,000 - 75,000
- Pop. under 5,000
- Airport

Use the map and legend on this page to answer the following questions.

1. Do you take the Interstate or the State Highway to travel from Bumblebee to Peace Valley?

2. What is the name of the road that runs from Interstate Highway 12 to Interstate Highway 57?

3. Is Turtle Creek north or south of Peace Valley?

4. What is the name of the Interstate Highway that connects Bumblebee and Newton?

5. What is the population of Newton? _____
6. In which direction would you travel to get to the old schoolhouse from Newton? From Bumblebee?

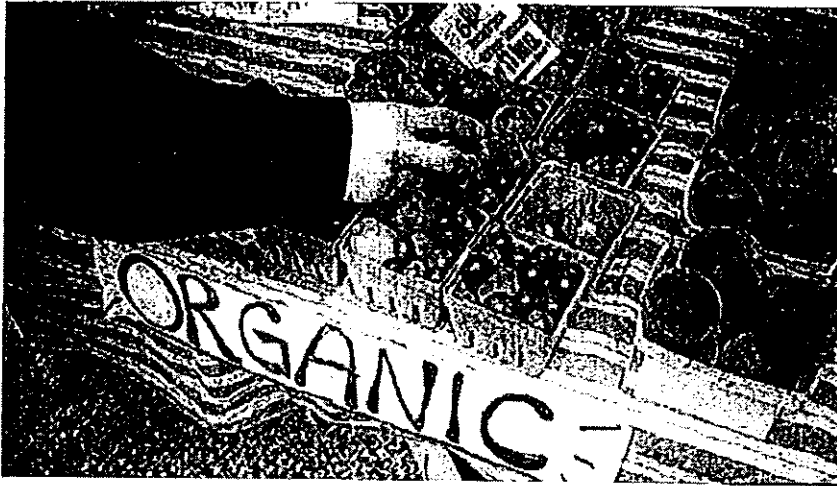
7. Give directions for the quickest route from Bumblebee to the Pinetop National Forest.

8. From what local road do you have access to Interstate Highway 12 and Interstate Highway 57?

9. Is Family Fun Campground in the forest or in the mountains? Where would you rather camp?

Energetic Emily

by ReadWorks



Emily, as usual, had been up since dawn. This morning, she skipped around the kitchen, laying out forks, knives and napkins for breakfast to help her dad. She pushed the "on" button on the coffee machine. She pulled the bread and eggs out of the refrigerator. And then she waited.

Emily's dad was a writer who worked from home. Upstairs, she heard his alarm go off for the third time. Finally, he plodded downstairs to the kitchen.

"Good morning, sunshine," he said, and smiled his groggy morning smile.

Emily was ready to get cooking. She grabbed two slices of bread. Then, getting a running start, she ran and slid across the slippery kitchen floor. As she slowed to a halt in front of the toaster, she deftly double-dunked the slices into their slots.

"Woo!" she yelled, stealing a glance at her dad to see if he'd glimpsed her smooth move. "And the crowd goes wild!"

Emily's dad smiled and shook his head as he poured his coffee.

"I'm gonna call you 'Energetic Emily,'" he said. "That's your new nickname now."

"Why?" Emily asked.

"Because you have a lot of energy!" he said. "That's what energetic means."

"Oh."

"Where do you get all of that energy, anyway?" he asked. "Certainly not from me. In fact, I wish you could give me some of your energy, right in here." He pointed to his steaming coffee cup.

Emily thought for a moment. "I don't know where I get it. What is energy, anyway?"

"Good question," said her dad. "Let's look up the definition." He pulled out his phone and typed in the word.

"Energy," he read. "There are a few definitions. There's the physical or mental strength that allows you to do work." He looked at the forks and knives arranged neatly around the table. "Check. You've got that. Then, there's natural enthusiasm and effort." He smiled at her again. "Yep, you've got that, Miss Toaster Olympics Champion." Emily giggled. "And there's the usable power that comes from heat or electricity." He pointed to the toaster. "Like the kind that's toasting our bread right now."

Emily paused to take this in. "So are they all the same thing? The energy that powers the toaster and the energy that powers my *amaazing* toaster tricks?"

"I don't think so," said Emily's dad. "But maybe you'd better check with Mrs. Nelson. And report back to me. I want to know if I can plug you into the wall and power myself up for the day."

Mrs. Nelson was Emily's fifth-grade teacher. That morning, Emily stopped by her desk on the way to recess.

"Mrs. Nelson, where do you think my energy comes from?"

Mrs. Nelson looked confused. "Your energy?"

"Yes. My dad wants to know."

Mrs. Nelson threw back her head and whooped with laughter. "Ahhh-hahaha! I bet he does," she said. "We'll talk about this later in the year, but I'll give you a hint for now: it comes from your food."

Later, in the lunchroom, Emily asked Mrs. Jacobs, the lunch-lady, what this meant.

"Well," said Mrs. Jacobs, "I know that all food has calories, and calories are a way to measure energy, the same way we use inches to measure length." She shrugged. "But I don't know how all that energy ends up in our food in the first place. I guess you'd have to ask a farmer!"

As luck would have it, Farmer George came to the park near Emily's house every

Thursday afternoon to sell his tomatoes and apples. And today was Thursday.

Her dad liked Emily's idea of going to interview Farmer George about energy. "You're quite the investigative journalist, Emily!" he said.

Farmer George was also delighted by Emily's question. "Burning calories of energy is what keeps us all moving. We couldn't live without them!" he said. "And my plants work hard to make those calories for you."

"Plants make energy? But *how*?" Emily asked, growing impatient. "I've been asking people all day!"

"Why, they use the best things on Earth," Farmer George said. "Sunshine, fresh air and water."

"But, how?"

"Well, plants are one of nature's energy factories. When the sun hits the leaves of say, a tomato plant, that tomato plant starts up like a machine. It takes in carbon dioxide from the air and water from the ground, and mixes them together. The heat from the sun helps to cook this all up into sugar. And that sugar is then stored in the plant for us to eat. Some plants store more calories than others, but they can all give you energy in the form of sugar." Farmer George paused. "There's more to it than this, but that's the simple version. Does that answer your question?"

Emily thought for a moment. "So, when I eat your tomatoes, I'm eating ... plant-made energy created by the sun, the air and water?"

"You got it."

Emily turned to her dad.

"So all you have to do to get my energy is to eat your vegetables, Dad!"

Emily's dad laughed. "I wish it were that easy, Emily. But still, I think that's probably very good advice."

1. Why is Emily's nickname "Energetic Emily"?

- A. She gives her dad energy.
- B. She has a lot of energy.
- C. She is interested in energy.
- D. She knows a lot about energy.

2. Emily asks questions throughout the story. What motivates Emily's questions to Mrs. Nelson, Mrs. Jacobs, and Farmer George?

- A. She wants to know what calories are.
- B. She wants to know how plants grow.
- C. She wants to know where energy comes from.
- D. She wants to know where food comes from.

3. The word "energy" has different meanings. What evidence from the passage supports this conclusion?

- A. Emily's dad wishes he could have some of Emily's energy.
- B. Emily gets an answer to the question, "Where does energy come from?"
- C. Emily's dad tells her to ask her teacher about energy.
- D. Emily's dad reads three definitions of energy from the dictionary.

4. How can Emily best be described?

- A. curious
- B. lazy
- C. tired
- D. kind

5. What is this passage mostly about?

- A. how to make breakfast
- B. the purpose of questions
- C. energy and where it comes from
- D. how food gives us energy

6. Why does the author have Emily ask so many questions about energy?

- A. so that the reader will become confused
- B. to tell the reader something they probably know
- C. to teach the reader facts about energy
- D. to make sure the reader is paying attention

7. Choose the answer that best completes the sentence below.

Emily asks Mrs. Nelson and Mrs. Jacobs where she gets her energy. _____, she learns the answer from Farmer George.

- A. For example
- B. In contrast
- C. Currently
- D. Finally

8. What are calories?

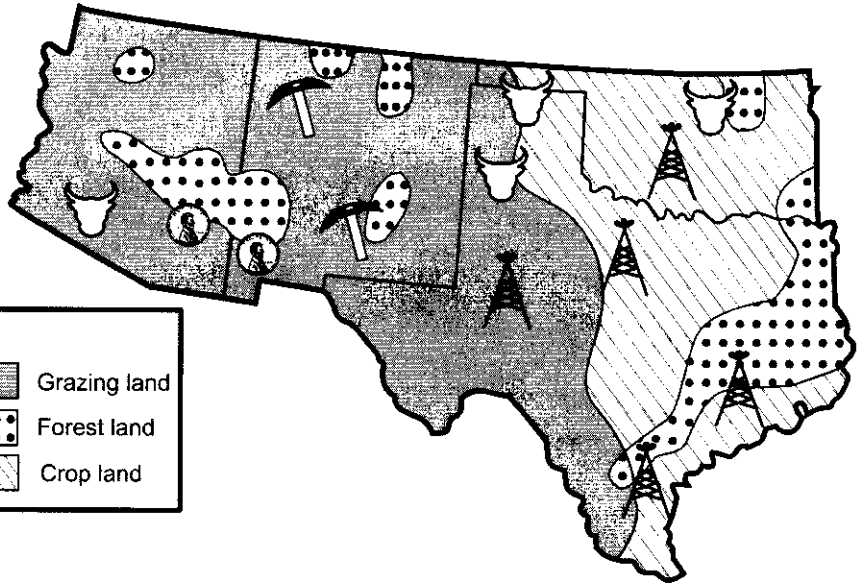
9. What three things do plants use to make energy?

10. Explain how eating vegetables gives you energy.

Southwestern Resource Roundup

Saddle up your buckin' bronco and ride out on the range to round up some ripsnortin' resource facts about the southwestern states!

Directions: A *resource map* shows where natural resources are located. Use the resource map below to determine which resources each state has. Next, color the corresponding blocks on the table to show each state's resources. Then use the table to answer the questions that follow.



KEY			
	Copper		Oil
	Cattle		Mining
	Grazing land		Forest land
	Crop land		

Resources	Arizona	New Mexico	Texas	Oklahoma
copper				
cattle				
oil				
mining				
grazing land				
cropland				
forestland				

- Which states have grazing land, forestland, and cropland? _____
- Which state has mining? _____
- Which state has more crop area than other land types? _____
- Why do you think cattle is a resource in most southwestern states? _____

- Which resources do all four southwestern states share? _____

TO THE INTERNET

Exercise 15: It is hard to imagine a world without the Internet. For some people it is simply impossible to imagine! Let's find out how addicted you are to the Internet.

1) I prefer surfing the web or using Facebook to spending time with my family.

- a) rarely b) sometimes c) often

2) When the Internet doesn't work, I get moody and nervous.

- a) rarely b) sometimes c) often

3) I feel uncomfortable when people ask about what I do online.

- a) rarely b) sometimes c) often

4) I can't sleep because I am online or use my phone late at night.

- a) rarely b) sometimes c) often

5) Life without the Internet or my phone would be boring.

- a) rarely b) sometimes c) often

6) I stay online on my PC or phone longer than I intend to.

- a) rarely b) sometimes c) often

7) My family or friends complain that I am online too much.

- a) rarely b) sometimes c) often

8) My grades at school would be higher if I didn't spend so much time online.

- a) rarely b) sometimes c) often

9) I check my email before doing other things.

- a) rarely b) sometimes c) often

10) I easily get annoyed when people disturb me while I am online or using my phone.

- a) rarely b) sometimes c) often

Let's find out if you are addicted to the Internet. Add up the points of your answers to get your final score.

- a) rarely = 1 point
 b) sometimes = 3 points
 c) often = 5 points

My score: _____

10 – 18: You are a normal Internet user. Sometimes you may use the Internet a bit too much, but you can control yourself. You go offline when you want to.

19 – 30: You are having some problems with the use of your phone or the Internet. It is time to realize that you should go online a bit less often.

31 – 50: You are very addicted to the Internet and you are having some serious problems. You should immediately cut the time you spend online and evaluate the impact the Internet has on your life!



Physical Education:

After you finish your reading:

Do push-ups for 1 minute

Do inch worms for 1 minute

After you finish your math:

Do curl-ups for 1 minute

Sit and reach for 1 minute

After you finish your social studies
and science:

Run in place 1 minute

Do mountain climbers for 1 minute

What Do You Think?



Directions:

- Record your own answers to the following questions.
- Interview a parent or other trusted adult and record his or her responses to the following questions.
- Compare the responses and discuss the reasons for each answer.

Questions	Your Responses	Parent or Adult Responses
1. Why do you think some young people try alcohol, tobacco or other drugs?		
2. Why do you think some young people continue using alcohol, tobacco, or other drugs?		
3. Why do you think some young people never try alcohol, tobacco, or other drugs?		
4. What do you think is the most harmful thing about alcohol, tobacco, or other drug use?		

Signature of the Student

Date

Signature of a Parent or Other Trusted Adult

Relationship to the Student