

Cover Sheet:
Packet
2019-2020
Extended Studies
From Mrs. Posey
5th Grade Math

Weekly Directions for the Week 5th Grade:

- If possible, **take a picture, or scan me your work after you are finished.** You can send it through **emailing, or text.** I want to make sure I have all of your work to do progress reports. You can drop off a copy at the school if you want.
- Continue to work on Math Problems on previous snow packets if they are not completed. We will be discussing the problems in Teams. If you already handed them in at school let me know.
- We will meet in Teams on Wednesday's at **11:00 for Math.** Use the link below to log in and meet. During the Team Meetings we will be doing a number of fun grade level collaborative activities. https://teams.microsoft.com/l/meetup-join/19%3ameeting_NzM1MjVlNTEtNmE2Zi00OGMyLWJiYmUtNzc1ZGQ5NjNmYzE5%40thread.v2/0?context=%7b%22Tid%22%3a%22e019b04b-330c-467a-8bae-09fb17374d6a%22%2c%22Oid%22%3a%22992a3975-58dc-40dd-819f-0c68e15281b2%22%7d
- If you do not have a microphone on your computer to speak during the meeting you can use your phone by calling into the meeting.

To attend Team meetings by phone dial [+1 304-553-7794](tel:+13045537794) then enter the conference ID Number and a pound sign... Conference ID: 156 318 666#

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Fifth Grade Assignments

Standards:

M.5.20 Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

M.5.21 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

M.5.22 Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.

Background:

Although the volume of a rectangular prism can be found by counting the number of cubes that it contains, a far more practical way to find volume is to use one of the following formulas: $V=l \times w \times h$ where l stands for the length of the base, w stands for the width of the base, h stands for the height of the prism; or $V=B \times h$, where B stands for the area of the base and h stands for the height. Because $l \times w$ is equal to the area of the base, the two volume formulas are equivalent. Regardless of the orientation of the prism, the volume is always the same.

1. Assignment 1: Common Core Assessment Practice 2 pages

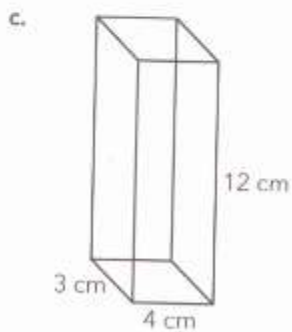
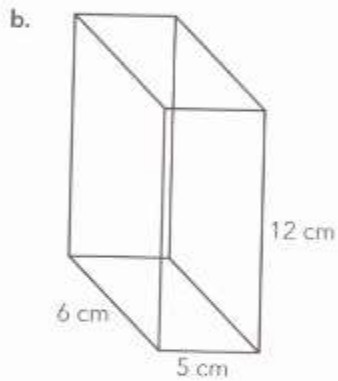
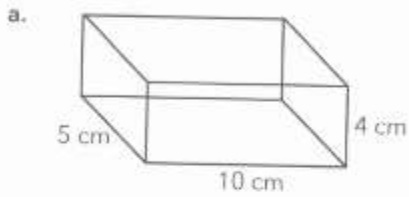
NAME: _____ DATE: _____

LESSON 4.4

Common Core Assessment Practice

Directions: Complete the problems below.

1. Which figure has a greater volume?



Measurement and Data

2. If the volume of a rectangular room is 1,350 cubic feet, the length is 9 feet, and the width is 10 feet, what could be the measurement of the height of the room?

3. Draw a figure that has a volume of 279 cubic inches. Be sure to label the measurements.

4. Draw and label as many rectangular prisms you can make with a volume of 12 cubic units.

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4th Grade Math

Fourth Grade Math Page 2

Weekly Directions for the Week 4th Grade:

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Fourth Grade Math Assignments

Standards:

M.4.12 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

M.4.13 Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$). Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$ or $<$, and justify the conclusions by using a visual fraction model.

M.4.14 Understand the fraction a/b , with $a > 1$, as the sum of a of the fractions $1/b$.

M.4.15 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

Clues to help with problems: 1. a. Garden B should be sectioned into 8 even sections, Garden C should be sectioned into 16 even sections, Garden D should be sectioned into 24 even sections; b. Garden B should have 2 shaded sections, Garden C should have 4 shaded sections, Garden D should have 6 shaded sections.

1. Assignment 1: Watch the video clips <https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-visualizing-equiv-frac/v/equivalent-amount-of-pizza>

<https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-visualizing-equiv-frac/v/visualizing-equivalent-fractions>

2. Assignment 2: Evaluating Equivalent Fractions

NAME: _____ DATE: _____

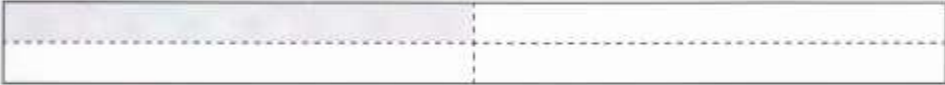
LESSON 3.1 PRACTICE

Evaluating Equivalent Fractions

Directions: Complete the problems below.

1. You are planning three gardens for someone's house. Your client wants the other gardens to have the same area, same amount of flowers, and same amount of grass as the garden she currently has. She only wants more walking paths in her new gardens, which are represented by grid lines in the drawing. The unshaded region in each garden shows where the garden has grass and the shaded region shows where the garden has flowers. The walking paths (dashed lines) will separate the flowers from the grass. Your client has specified how much of each garden should be grass and flowers. Remember all gardens have the same area.

Current Garden




New Garden Specifications

Garden B: $\frac{6}{8}$ grass Garden C: $\frac{12}{16}$ grass Garden D: $\frac{18}{24}$ grass


a. Draw lines that would show how the gardens need to be sectioned by walking paths.

b. Shade the regions on each garden to represent the flower area so that each of the gardens show an equivalent amount of flowers to the current garden.


Garden B:



Garden C:



Garden D:



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4th & 5th Grade ELA

Fourth & Fifth Grade ELA Page 2

Weekly Directions for the Week 4th Grade:

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Fourth Grade& Fifth Grade ELA Assignments

Standards:

ELA.5.13 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a literary text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and/or poem).

ELA.4.8 Explain major differences between poems, drama, and prose; refer to the structural elements of poems (e.g., verse, rhythm, and meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, and stage directions) when writing or speaking about a literary text.

1. Assignment 1: Read After The Winter
2. Assignment 2: Answer Questions B1- B3

Name: _____ Date: _____

After the Winter

By Claude McKay

Some day, when trees have shed their leaves
And against the morning's white
The shivering birds beneath the eaves
Have sheltered for the night,
We'll turn our faces southward, love,
Toward the summer isle
Where bamboos spire to shafted grove
And wide-mouthed orchids smile.
And we will seek the quiet hill
Where towers the cotton tree,
And leaps the laughing crystal rill,
And works the droning bee.
And we will build a cottage there
Beside an open glade,
With black-ribbed blue-bells blowing near,
And ferns that never fade.



Name: _____ Date: _____

B3	Generalizations	AFTER THE WINTER
	Write one or two generalizations about the time of year that comes after the winter.	
	Classifications	
B2	Create categories using the words and phrases from Activity B1. Every word and phrase must fit into one and only one category. Create a title for each group.	
B1	Details	
	Make a list of words and phrases that are used to describe the time of year that comes after the winter.	

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2nd Grade Math

Second Grade Math (Packet 21-26) Page 2

Weekly Directions for the Week 2nd Grade:

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Second Grade Math Page 3

Second Grade Math Assignments

Standards: M.2.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

M.2.23 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

M.2.22 Generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

M.2.21 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately (e.g., If you have 2 dimes and 3 pennies, how many cents do you have?).

Background:

You will need to have a ruler or tape measure. You will need to watch videos.

1. Assignment 1: How Close to 100
2. Assignment 2: Magic Square

Take a picture of your formula and you with your container and send it to me Beverly.posey@k12.wv.us.

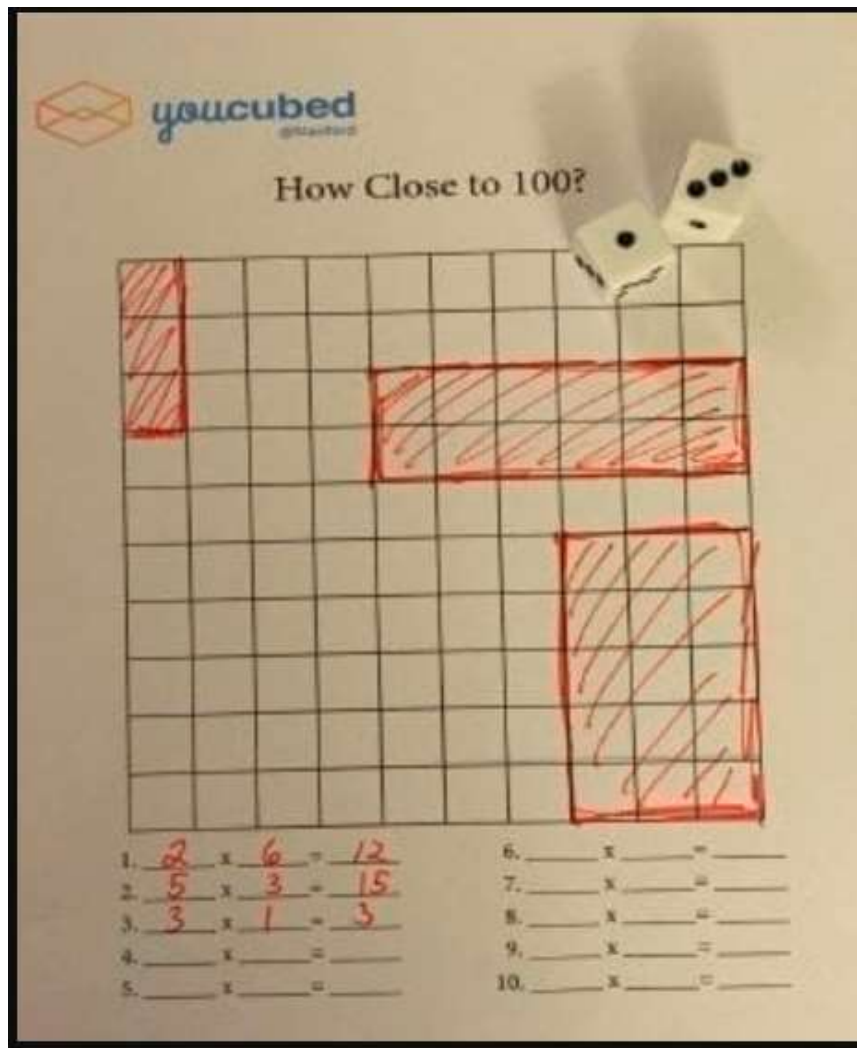
Second Grade Math Page 4

Assignment 1

Math 2nd Grade

Directions:

Students toss dice to get two numbers and students make an array using provided graph paper. The activity is called ‘How Close to 100?’.





How Close to 100?

1. _____ x _____ = _____

2. _____ x _____ = _____

3. _____ x _____ = _____

4. _____ x _____ = _____

5. _____ x _____ = _____

6. _____ x _____ = _____

7. _____ x _____ = _____

8. _____ x _____ = _____

9. _____ x _____ = _____

10. _____ x _____ = _____

Magic Square

The sum is 102.

	42		
36	21	18	
24	33		
39			48

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2nd Grade ELA

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Second Grade ELA Assignments

Standards: ELA.2.3 Describe how characters in a story respond to major events and challenges in literary text.

ELA.2.2 Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson, or moral in literary text.

1. Assignment 1: Read "Who Has Seen the Wind"
2. Assignment 2: Answer questions from B1-B3 you can use a separate piece of paper to write your answers.

Take a picture of your work send it to me Beverly.posey@k12.wv.us.

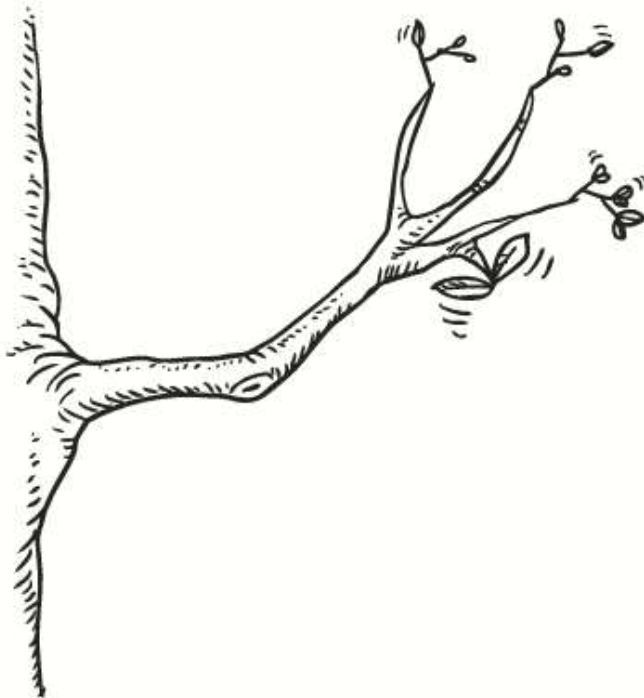
Name: _____ Date: _____

Who Has Seen the Wind?

By Christina Rossetti

Who has seen the wind?
Neither I nor you:
But when the leaves hang trembling,
The wind is passing through.

Who has seen the wind?
Neither you nor I:
But when the trees bow down their heads,
The wind is passing by.



Name: _____ Date: _____

B3	Generalizations	WHO HAS SEEN THE WIND?
	Classifications	
	Details	

Write a true statement about the wind in the poem.
Draw an image you have of the wind, based on the poem.
Label your image using phrases from the poem.

How is the author categorizing the wind? (For example, how powerful is the wind based on the description?
What is the wind like? What effect does it have?)

What details are provided about the wind? How does the author know the wind exists?