

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

Snow Packet Fifth Grade Math Week 1JRES-

[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?

Snow Packet Activities 2019 – 2020

Beverly Posey JRES Extended Studies Teacher

Snow Packet Fifth Grade Math Week 2 JRES–

[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.

$$\boxed{}.\boxed{} \times \boxed{}.\boxed{}\boxed{}\boxed{}$$

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?

Snow Packet Activities 2019 - 2020

Beverly Posey JRES Extended Studies Teacher

Snow Packet Fifth Grade Math Week 3 JRES-

[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.

$$\boxed{}.\boxed{} \times \boxed{}.\boxed{}\boxed{}$$

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?

Snow Packet Activities 2019 - 2020

Beverly Posey JRES Extended Studies Teacher

Snow Packet Fifth Grade Math Week 4 JRES-

[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?

Snow Packet Activities 2019 - 2020

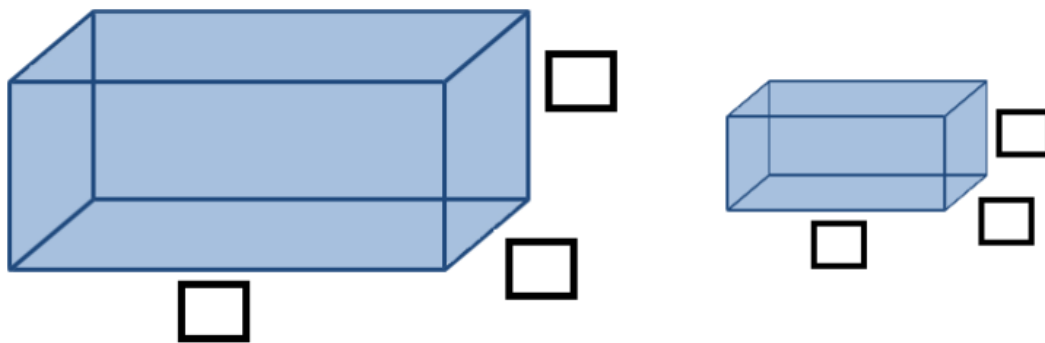
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Snow Packet Fifth Grade Math Week 5 JRES-

[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?

Cover Sheet:
Snow Packet
2019-2020
Extended Studies
JRES Elementary
From Mrs. Posey
4th Grade Math

Snow Packet Activities 2019 - 2020

Beverly Posey JRES Extended Studies Teacher

Snow Packet Fourth Grade Math JRES Week 1-

[Home](#) > [Grade 4](#) > Adding Multiples

ADDING MULTIPLES

Directions: Using the digits 0 to 9, at most one time each, fill in the boxes to make a true statement.

$$\left(\square \times \square \right) + \left(\square \times \square \right) = \square \square$$

Hint



How can you choose digits for your addends so that the sum is a double digit number?

Snow Packet Activities 2019 - 2020

Beverly Posey JRES Extended Studies Teacher

Snow Packet Fourth Grade Math JRES Week 2-

[Home](#) > [Grade 4](#) > [Multiplying Differences 2](#)

MULTIPLYING DIFFERENCES 2

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

$$\square \left(\square - \square \right) = \square \square$$

Hint

How can thinking about the two numbers being multiplied together help you figure out the product?

What two numbers have a product that is very close to 50?

How can you make those two numbers?

Snow Packet Activities 2019 - 2020

Beverly Posey JRES Extended Studies Teacher

Snow Packet Fourth Grade Math JRES Week 3

Home > Grade 4 > Adding Multiples

ADDING MULTIPLES

Directions: Using the digits 0 to 9, at most one time each, fill in the boxes to make a true statement.

$$\left(\square \times \square \right) + \left(\square \times \square \right) = \square \square$$

Hint

How can you choose digits for your addends so that the sum is a double digit number?

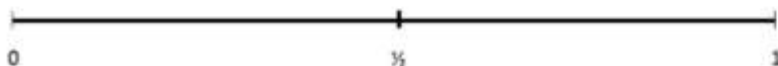
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Snow Packet Fourth Grade Math JRES Week 4-

BENCHMARK FRACTIONS

Directions: Use the digits 1 to 9, no more than once, to create three fractions that are as close to zero, one half and one as possible. NOTE: Close as possible is measured by adding up all the differences and making it the least possible value.



Hint

What do we know about fractions that are equivalent to one? How could you make a fraction that equals close to one?

Snow Packet Activities 2019 - 2020

Beverly Posey JRES Extended Studies Teacher

Snow Packet Fourth Grade Math JRES Week 5-

DECOMPOSING TENTHS & HUNDRETHS

Directions: Using the digits 0 to 9, no more than one time each, to fill in the boxes to decompose $1 \frac{1}{10}$.

$$\frac{\boxed{}}{10} + \frac{\boxed{}}{10} + \frac{\boxed{}}{10} + \frac{\boxed{}}{100} = 1 \frac{1}{10}$$

Hint

Where do you think you could use the 0?

Cover Sheet:
Snow Packet
2019-2020
Extended Studies
JRES Elementary
From Mrs. Posey
4th & 5th Grade ELA

Name: _____ Date: _____

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.



Snow Packet Activities 2019 - 2020

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Snow Packet Fifth & Fourth Grade ELA Week 1-JRES

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

A1

Sequencing

List the seven main events of the story in order.

Snow Packet Activities 2019 - 2020

Beverly Posey JRES Extended Studies Teacher

Snow Packet Fifth & Fourth Grade ELA Week 2- JRES Tuesday's

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

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

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Snow Packet Fifth & Fourth Grade ELA Week 3- JRES Tuesday'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?

A graphic consisting of a black rectangular border. On the left side, the text 'A3' is written vertically. At the top, a black horizontal bar contains the title 'Consequences and Implications' in white bold text. Below this bar, the question 'How might the cobbler's life have been different if the elves had not helped him?' is centered in black text.

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Beverly Posey JRES Extended Studies Teacher

Snow Packet Fifth & Fourth Grade ELA Week 4- JRES

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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Beverly Posey JRES Extended Studies Teacher

Snow Packet Fifth & Fourth Grade ELA Week 5- JRES

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

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

Cover Sheet:
Snow Packet
2019-2020
Extended Studies
JRES Elementary
From Mrs. Posey
2nd Grade Math

Snow Packet Activities 2019 - 2020

Beverly Posey, JRES Extended Studies Teacher

Snow Packet Second Grade Math JRES Week 1

SUM TO 1,000 – TWO ADDENDS

Directions: Arrange the digits 1-6 into two 3-digit whole numbers. Make the sum as close to 1000 as possible.

$\quad + \quad \begin{array}{|c|c|c|} \hline \square & \square & \square \\ \hline \square & \square & \square \\ \hline \end{array}$

Hint

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

Snow Packet Activities 2019 - 2020

Beverly Posey JRES Extended Studies Teacher

Snow Packet Second Grade Week 2- JRES

[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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Beverly Posey JRES Extended Studies Teacher

Snow Packet Second Grade Math Week 3- JRES

[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?

Snow Packet Activities 2019 - 2020

Beverly Posey JRES Extended Studies Teacher

Snow Packet Second Grade Math Week 4- JRES

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.

	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>
+	<input type="text"/>	<input type="text"/>	<input type="text"/>

Hint

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

Snow Packet Activities 2019 - 2020

Beverly Posey JRES Extended Studies Teacher

Snow Packet Second Grade Math Day 5- JRES Tuesday'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

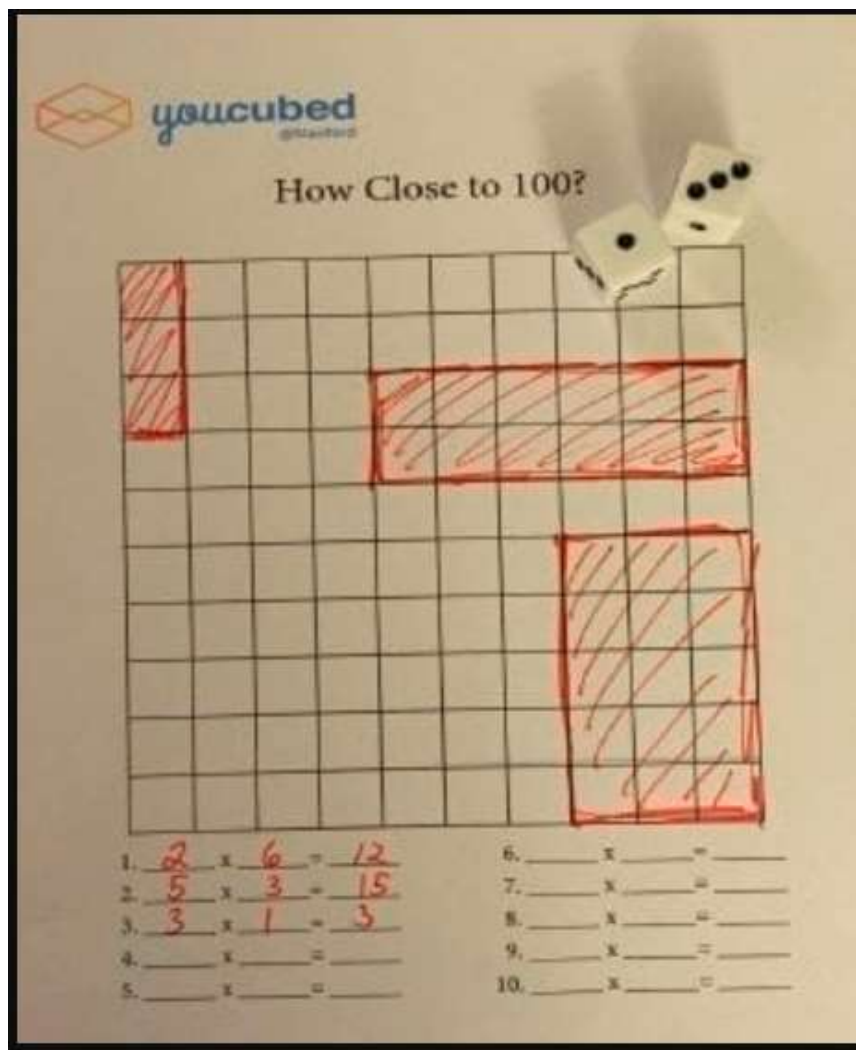
Who has more in your problem, Lucy or Marcus?
Should you adjust how many apples Lucy has in the beginning?
How many apples does it make sense for Lucy to have in a "more" problem?
How many apples does it make sense for Lucy to have in a "less" problem?

Challenge: Complete the statement using only numbers within 20.

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 _____ = _____

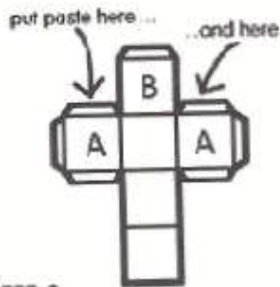
Personalized Paper Dice

Color and decorate these dice cutouts. In the squares on the blank die, draw or write anything you want (faces, friends' names, or shapes are some ideas). Glue the dice to a piece of thin cardboard (such as an empty cereal box). Cut out the shapes along the solid lines.

Making the dice:

STEP 1:

Make creases (folds) along all the dotted lines. Flip the shape over so the decorated side is facing away from you.



STEP 2:

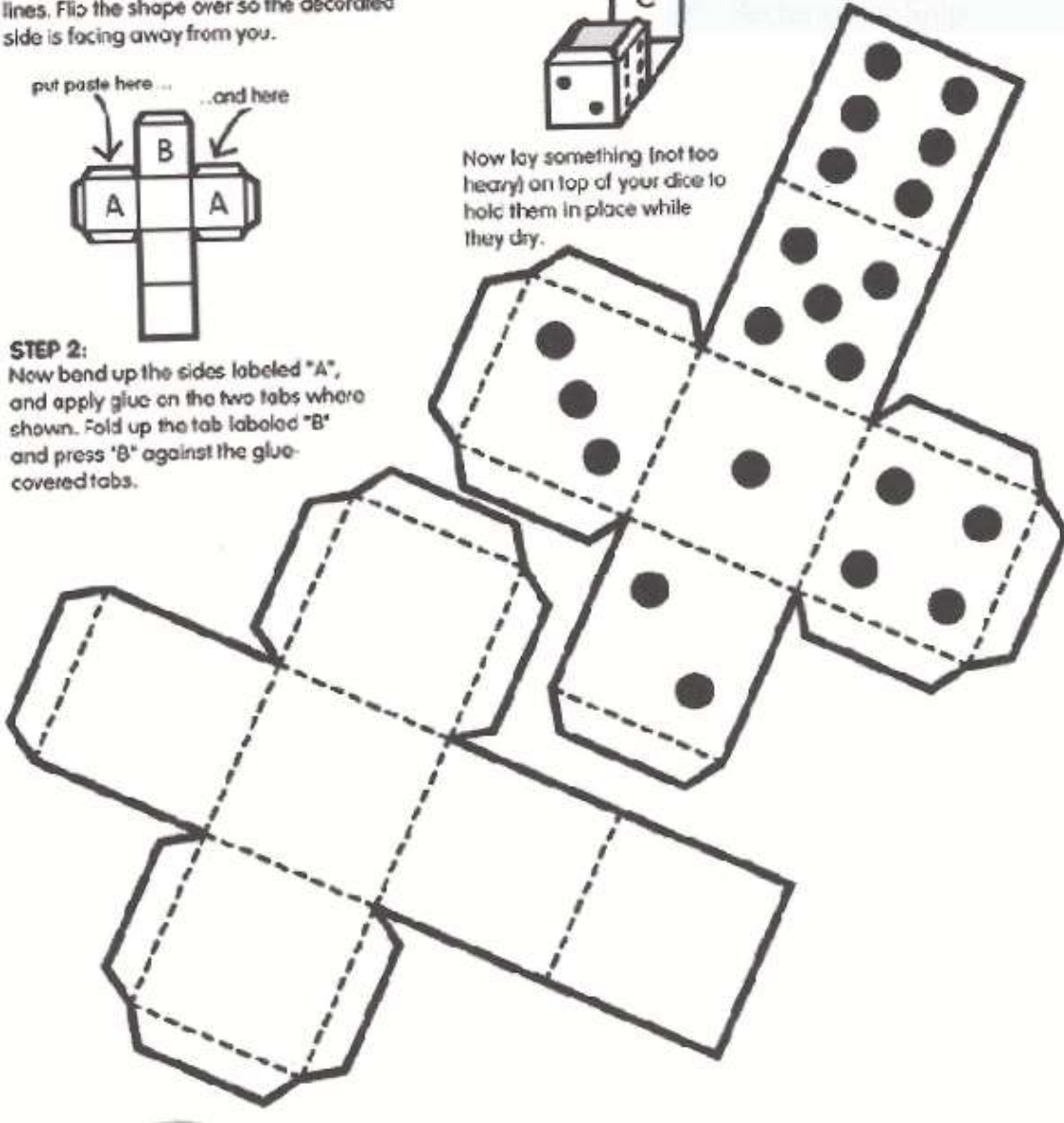
Now bend up the sides labeled "A", and apply glue on the two tabs where shown. Fold up the tab labeled "B" and press "B" against the glue-covered tabs.

STEP 3:

Put some glue on all remaining tabs. Fold tab "C" over the top of the die, and press against the glue-covered tabs.



Now lay something (not too heavy) on top of your dice to hold them in place while they dry.



Cover Sheet:
Snow Packet
2019-2020
Extended Studies
JRES Elementary
From Mrs. Posey
2nd Grade ELA

Snow Packet Second Grade ELA Week 1 & 2- JRES

Answer the following questions on another sheet of paper about Expressing Emotion using the book we read called *Snowflake Bentley*. Make sure you use complete sentences. (Remember, *illustrator* mean the person that created the picture and *image* means picture)

Expressing Emotion

In the image of Willie walking through the snow at the end of his life, what emotions is the illustrator trying to create? How does this picture make you feel and why?

SNOWFLAKE BENTLEY



Snow Packet Second Grade ELA Week 3 & 4

Read the book Last Stop on Market Street

Answer the question below

Remember settings is locations and journey is the trip they took to the soup kitchen.

Details	
B1	Make a list of the changing settings along the journey to the soup kitchen. What items in nature do the boy and the grandmother see?

Nature Notes and Chart Cards

Snow Packet Second Grade ELA Week 5

What was Nana talking about when she said, “Trees get thirsty, too”. What does she think about the rain? Does she think it is good, bad, helpful? Explain using complete sentences.

Classifications	
B2	Nana says, “Trees get thirsty, too.” To what was she referring? What attitude toward the rain is she suggesting?