




Name: _____

5th

Blizzard Assignments -Day 1

These assignments are to be completed in the event of a snow day. Blizzard assignments are due as soon as you arrive to school the following day, and will be taken for a grade. Blizzard assignments will not be accepted late. Please stay safe and warm! Mark the assignments complete once you've finished!

Reading Character, Setting, Plot Test Practice 11 Fact and Opinion	 Finished!
Math Cooking Cornbread	 Finished!
Science Ecosystems	 Finished!

Estimated time: 10 minutes

Test Practice 10:

Characters, Setting, and Plot

Directions: Read the passage. Then choose the best answer to each question.

Perry stepped into the elevator with his arms full of boxes. He tried to whistle, but the lump in his throat was in his way.

"So, you are new in this apartment building?" the elevator man asked.

Perry blinked back a tear and nodded.

"I, too, moved when I was your age," the man said in heavily accented English. "Imagine, I had never been outside the village before. I had never even seen car. Suddenly I am in land of buildings like . . . like mountains. I almost—"

The elevator doors slid open at the 26th floor. "This is your floor, yes?" the man said, gallantly helping Perry out.

Perry walked down the hall, wondering about the man. What was his name? What country was he from? And what was he about to say when the elevator doors opened? Perry thought about the old man as he unpacked. He was eager to ride the elevator again.

"As I say, I almost jumped off the boat and swam back to the village," the man continued when Perry entered the elevator a second time. "I feel I cannot live in the city of smoke and noise."

Perry smiled. He knew about those kinds of feelings.

"So rude—I have not told you my name!" the man exclaimed. "I am Aldo, but the friends call me Al." Al solemnly exchanged introductions with Perry, then continued talking until the elevator door opened. From then on, Al told more about his life every time Perry stepped in the elevator. He talked about coming from Italy to help his father run a fruit-and-vegetable stand. He was such a good storyteller that sometimes Perry rode up and down just to hear more.

One day Perry brought a new friend home from school. Al smiled as the boys chatted and laughed together in the elevator. When Perry stepped into the elevator the next morning, Al asked, "You and your friend have fun, yes?"

"We had a great time," Perry answered. "But I want to hear more of your stories."

"No more stories to tell," Al said.

"Sure there are," Perry insisted. "I never learned what happened after the horse ate your father's apples."

Al put his hand on Perry's shoulder. "You have been kind to hear this old man talk. I saw you were lonely, and I tell myself, even foolish stories are better than sad heart. Now you have friends. You are happy. You don't need these stories anymore."

"I may not *need* to hear them, but I want to hear them—more than you can know," Perry said softly.



GO ON 

- 1 What is Perry doing at the beginning of the story?
 - Ⓐ delivering presents
 - Ⓑ moving his belongings
 - Ⓒ telling stories
 - Ⓓ going to school

- 2 How does Perry feel about being in a new place?
 - Ⓐ excited
 - Ⓑ angry
 - Ⓒ puzzled
 - Ⓓ sad

- 3 Where does this story take place?
 - Ⓐ city
 - Ⓑ country
 - Ⓒ farmhouse
 - Ⓓ school

- 4 Al tells Perry stories in order to—
 - Ⓐ cure his fear of elevators.
 - Ⓑ teach him a lesson.
 - Ⓒ convince him to visit Italy.
 - Ⓓ make him feel better.

- 5 Which word best describes Perry?
 - Ⓐ nervous
 - Ⓑ restless
 - Ⓒ interested
 - Ⓓ lazy

- 6 Al stops telling stories when Perry—
 - Ⓐ starts school.
 - Ⓑ brings a friend to visit.
 - Ⓒ moves to a new apartment.
 - Ⓓ asks about his father.

- 7 Why is Perry eager to ride the elevator a second time?
 - Ⓐ He wants to bring in more boxes.
 - Ⓑ He hopes to make some new friends.
 - Ⓒ He wants to hear the rest of Al's story.
 - Ⓓ He loves going up and down.

- 8 Al is the kind of person who—
 - Ⓐ cares about others' feelings.
 - Ⓑ gets upset easily.
 - Ⓒ thinks mostly about himself.
 - Ⓓ always wants to have fun.

- 9 How does Al feel when he sees Perry with a friend?
 - Ⓐ pleased
 - Ⓑ surprised
 - Ⓒ foolish
 - Ⓓ jealous

- 10 What will Al probably do next?
 - Ⓐ quit his job
 - Ⓑ finish the story about his father's apples
 - Ⓒ invite Perry's friend to hear his stories
 - Ⓓ ask Perry to tell a story about himself



Number Correct/Total = ____/10

Test Practice 11: Reading Literature

Estimated time: 12 minutes

Directions: Read the following passage. Then choose the best answer for each question.

On a warm summer day, Pam and José rowed their little boat out to the middle of the lake. The swirling water caused their boat to bounce around like a marshmallow in a cup of hot cocoa. When the water calmed down, they picked up their fishing poles, put some bait on the hooks, and cast their lines into the water. For a long time nothing happened. Then Pam felt a tug on her fishing pole. The fishing pole seemed to pull back!

"I think I've got a big fish," she said.

"That's great," answered José. "Hold on and reel it in."

As José spoke, something strange happened. The boat lurched forward and started speeding toward the shore.

"The fish is pulling us along behind it!" shouted Pam.

"We're faster than lightning!" exclaimed José.

"Drop your pole before we crash into the shore!" exclaimed José. Pam let go of her fishing pole. As it sank into the water, the boat slowed to a stop. Pam and José sighed with relief. Then they heard a splashing sound. They turned and saw a goldfish as big as an elephant leaping out of the water. It flapped its fins for a second, and then disappeared into the lake.

José and Pam looked at the water for a minute. Then José said, "Let's keep this story to ourselves. No one would believe us anyway."

1 Who is the speaker in this passage?

- Ⓐ Pam Ⓒ a big fish
Ⓑ José Ⓓ someone outside the story

2 Reread this sentence from the passage.

They turned and saw a goldfish as big as an elephant leaping out of the water.

What type of figurative language is used in this sentence?

- Ⓐ simile Ⓒ personification
Ⓑ metaphor Ⓓ idiom

3 Reread this sentence from the passage.

The swirling water caused their boat to bounce around like a marshmallow in a cup of hot cocoa.

What type of figurative language is used in this sentence?

- Ⓐ simile Ⓒ personification
Ⓑ metaphor Ⓓ hyperbole

4 Reread this sentence from the passage.

The fishing pole *seemed* to pull back!

What type of figurative language is used in this sentence? Explain your answer on the lines below. (2 points)

5 Reread this sentence from the passage.

On a warm summer day, Pam and José rowed their little boat out to the middle of the lake.

What words in the sentence help set the mood of the story?

- Ⓐ On a warm summer day Ⓒ little boat
Ⓑ Pam and José Ⓓ the lake

Directions: Choose the best answer to each question below.

6 A book about the life of President George W. Bush is a—

- Ⓐ chapter book. Ⓒ biography.
Ⓑ work of fiction. Ⓓ drama.

7 A passage with line breaks and rhyming words is a—

- Ⓐ chapter book. Ⓒ biography.
Ⓑ nonfiction passage. Ⓓ poem.

8 The most likely place to see a ___ is in the theater.

- Ⓐ biography Ⓒ poetry contest
Ⓑ drama Ⓓ fiction book

9 If you want to learn more about reptiles, you should choose a—

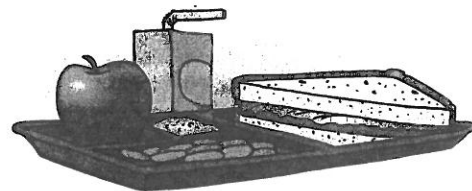
- Ⓐ nonfiction book. Ⓒ drama.
Ⓑ fiction book. Ⓓ biography.



Number Correct/Total = ____/10

Lesson 2 Facts and Opinions

Which of the following sentences is a fact? Which is an opinion? If you are not sure, ask yourself these questions: Which statement could be proven true? That would be a **fact**. Which is a belief or a personal judgment? That would be an **opinion**.



Our school cafeteria serves lunch to 448 children each day.

Our school cafeteria serves the best food in the school district.

Often, writers state both facts and opinions. That is okay, but readers must be sure to distinguish between the two. Look for facts and opinions as you read Ms. Whitaker's article again.

Recess Before Lunch Is the Best Bet

By Pamela Whitaker

Principal, Tri-City Elementary School

For decades, elementary schools have followed a routine that puts lunch before recess. Recently, however, a few schools have broken the mold and switched to recess before lunch. Tri-City Elementary is one of those schools.

At recess, students burn off energy and build up appetites. Then, they come into the lunchroom really ready to eat. They drink more because they have just been exercising. According to the school nurse, taking in extra liquids helps children feel better and stay healthier. Students discard less food because their appetites are better, and they are not hurrying to be first out to the playground. Finally, the teachers believe that students return to the classroom more ready to learn.

Teachers, staff, parents, and students all think the new system is great. I would encourage every elementary school in the country to schedule recess before lunch.



Lesson 2 Facts and Opinions

Words such as *think, believe, should, must, never, always, like, hate, best, and worst* may signal that a statement is an opinion. Scan the article on page 72 again and circle any opinion signal words you find.

Write two facts from the article.

Write two opinions from the article.

Akira, a student at Tri-City Elementary, has written about the new lunch routine. Read the paragraph he wrote.

I used to eat my lunch in about 6 minutes. Terry and I used to race to see who could finish first. Recess is much more fun than lunch. Now that we have recess first, I don't eat so fast. Mens thinks I must be growing because I eat such big lunches now. I think recess is still more fun than lunch, but lunch is okay, too.

Write one fact from Akira's paragraph.

Circle any opinion signal words that you find in Akira's paragraph. Then, write one opinion that Akira states.

Now, based on Ms. Whitaker's and Akira's facts, state your own opinion about having recess before lunch.

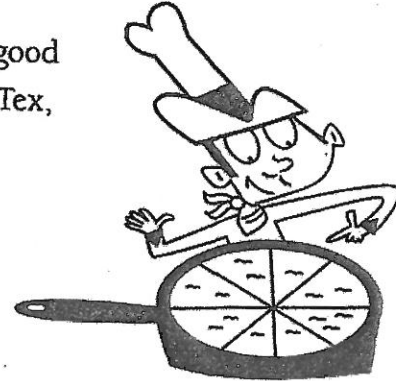
Skills:

Solving problems with fractions, proportions, and standard measurements based on a recipe

Cooking Cornbread:

Data Sheet

It's cowboy day at Mo's school. She's fixing to make a batch of good old-fashioned cornbread. She's hoping that Lefty, Slim, Junior, Tex, and all her other pals will fix grub every bit as tasty! Yee-hah!



SK

Old-Fashioned Skillet Cornbread

Recipe makes 8 servings

Ingredients

- 1½ cups cornmeal (yellow or white)
- 1 tablespoon sugar
- ¾ teaspoon baking soda
- ¼ teaspoon salt
- 2 large eggs, beaten
- 1¾ cups buttermilk
- 4 ounces butter (salted or unsalted)

Cooking Tools

- Measuring cups and spoons
- Mixing bowls
- Mixing spoon and whisk (or fork)
- 10-inch diameter cast-iron skillet
- Oven mitts
- Wire cooling rack
- Knife for slicing

Steps

1. Preheat oven to 425°F. Position baking rack in the middle. Heat skillet in the oven for 10 minutes.
2. As skillet heats up, blend all dry ingredients in a mixing bowl. Set aside.
3. Whisk together eggs and buttermilk in another bowl. Set aside.
4. Using oven mitts, carefully remove hot skillet from oven. Add butter to skillet so it can melt. Swirl skillet to coat the bottom and sides. Don't worry if the butter starts to turn brown.
5. Pour melted butter into egg and buttermilk mixture. Whisk together quickly. Set aside.
6. Return coated skillet to oven.
7. Blend together wet and dry ingredients until evenly moist but lumpy. Do NOT overmix.
8. Pour batter into hot skillet. Bake until golden brown, 20–25 minutes.
9. Turn cornbread out onto a wire rack and let cool. When it's ready, slice and serve. Eat and enjoy!

Name _____

Date _____

◆ Cooking Cornbread: Activity Sheet

Use the Data Complete each sentence about the recipe.

1. This recipe makes _____ servings.
2. The cornbread is made in a _____.

To make this cornbread, you will need:

3. _____ different kinds of ingredients.
4. _____ cups of cornmeal.
5. _____ ounces of butter.
6. _____ cups of buttermilk.
7. _____ eggs.
8. a skillet with a _____-inch diameter.

You also will need to

9. preheat the oven to _____ °F.
10. bake the cornbread for _____ minutes.

Adjust the Recipe

If you have **16** students in your class, you must double the recipe to feed them all. Complete the table to show how much of each of ingredient you will need.

People Served	Cornmeal	Sugar	Eggs
16			

If there are **24** students in your class, show how much of each ingredient you will need.

People Served	Baking Soda	Buttermilk	Salt	Butter
24				

Make a Batch Try this recipe at home with permission and help from an adult. Read the recipe. Gather all ingredients and cooking tools before you start. Then follow the directions. Enjoy!

Cooking Cornbread: Activity Sheet

Use the Data

Use the recipe and any new data given to answer each *What if?* question:

What if...

1. ...you wanted to make enough cornbread for 16 servings?
How much buttermilk would you need? _____
How much cornmeal? _____
2. ...you needed enough cornbread to serve 24 people?
How many eggs and how much sugar would you need? _____
3. ...you wished to make cornbread for 4 people?
How many eggs and how much sugar would you need? _____
4. ...you used 3 teaspoons of baking soda to make your cornbread?
How many servings did you make? _____
5. ...you wanted to make enough cornbread for your whole class?
How much of each ingredient would you need? _____
6. ...adding a tablespoon of honey would sweeten a batch of cornbread? If 1 tablespoon = $\frac{1}{2}$ oz,
how many ounces of honey are needed to sweeten 32 servings? _____
7. ...adding $\frac{1}{2}$ cup of chopped red peppers would make a batch of cornbread more colorful?
How much red pepper would you need to make colorful cornbread for your whole class?

Write About It

Explain how to use equal ratios to figure out how much of each ingredient you need for more than 8 servings and less than 8 servings.

Make a Batch

Try this recipe at home with permission and help from an adult. Read the recipe. Gather all ingredients and cooking tools. Then follow the directions. Happy eating! If you add any extra ingredients, do so after Step 7. Good luck!

Name _____

Date _____

● Cooking Cornbread: Activity Sheet

Complete the Table

Use the information in the recipe to complete the table. To figure out how much of each ingredient you would need to serve different numbers of people, remember to use equal ratios.

Servings	Baking Soda	Buttermilk	Salt	Butter	Sugar	Eggs	Cornmeal
16							
24							
32							
20							
4							

Add Ingredients

You can vary how cornbread tastes by adding other ingredients to the batter. Here are some ideas:

- ☉ Spicy: Add $\frac{1}{4}$ cup chopped jalapeño peppers.
- ☉ Sweet: Add 1 tablespoon honey or molasses.
- ☉ Chewy: Add $\frac{1}{2}$ cup corn kernels.
- ☉ Colorful: Add $\frac{1}{2}$ cup chopped red bell pepper.

Use the two measurement facts below to answer items 1–5.

1 cup = 8 ounces tablespoon = $\frac{1}{2}$ ounce

- How many tablespoons are in 1 cup? _____
- How many cups of chopped jalapeño peppers do you need for 8 wedges of spicy cornbread? _____ For 24 wedges? _____
- How many ounces of jalapeño peppers is used for 8 wedges? _____ For 24 wedges? _____
- How many ounces of honey do you need for 8 sweet wedges? _____ For 16? _____
- For 32 colorful wedges, how many ounces of red pepper do you need? _____

Make a Batch

Try this recipe at home with permission and help from an adult. Read the recipe. Gather all ingredients and cooking tools. Then follow the directions. If you add any extra ingredients, do so after Step 7. Good luck!

Name _____

**Unit
Review**

**Comprehension
Ecosystems**

Daily Science

**Big
Idea 2**

WEEK 5

A. Fill in the bubble next to the correct answer.

1. The savanna habitat is characterized by _____.
 (A) seasonal ice covering a cold ocean
 (B) lush forest with an understory of bamboo
 (C) open grasslands with scattered trees
 (D) dense, humid jungle
2. Polar bears are _____, while pandas are _____.
 (A) predators, prey (C) omnivores, carnivores
 (B) carnivores, herbivores (D) producers, decomposers
3. The relationship between a predator and its prey is an example of _____.
 (A) a food chain (C) competition
 (B) an ecosystem (D) diversity
4. Which rainforest layer has the most diversity of life?
 (A) overstory (C) understory
 (B) forest floor (D) canopy
5. The polar bear's webbed feet are an example of an _____.
 (A) environment (C) ecosystem
 (B) adaptation (D) omnivore
6. Earthworms are _____.
 (A) producers (C) decomposers
 (B) consumers (D) epiphytes

B. List two ways in which earthworms are good for soil.

1. _____ 2. _____