



# SOUTHWEST VALLEY

## #TWOLVESTERRITORY

Chris Fenster | Superintendent

904 8th Street  
Corning IA 50841  
(641) 322-4245

403 East 3rd Street  
Villisca, IA 50864  
(712) 826-2552

[southwestvalley.org](http://southwestvalley.org)

Liz Timmerman | West Campus PreK-8 Principal  
Allen Naugle | Director of Secondary Student Services/Activities Director  
Jessie Forsythe | West Campus Business Manager

Allison Thomas | Corning Elementary Principal  
Jennifer Bissell | Southwest Valley HS Principal  
Jodi Lyddon | East Campus Business Manager

5th Grade

Dear Parents/Guardians,

We want to be prepared for any other upcoming winter weather. All four buildings in the district will provide virtual learning opportunities for the students if we have a snow day. At Corning Elementary and Enarson Elementary, we are sending home packets of activities from your child's teacher. If school is canceled, your child can work on reviewing skills. Keep this in a safe place in your house until the snow day arrives. If the packet is lost before the snow day and you have access to a printer, go to our website, <https://www.southwestvalley.org>, under Corning or Enarson Elementary, then click the grade level for the packet. We have provided 3 days' worth of activities. Each day is labeled Day 1, Day 2, Day 3. When your child finishes the packet for each day and school resumes, please return it to school.

Thanks for understanding that Mother Nature has a mind of her own.

Sincerely,

Allison Thomas  
Corning Elementary Principal  
641-322-4020  
[athomas@southwestvalley.org](mailto:athomas@southwestvalley.org)

Lisa Sorensen  
Enarson Elementary  
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# **Virtual Learning Snow Day 1**





## Long division by single digit (no remainder)

### Grade 5 Division Worksheet

Find the quotient.

1.

$$7 \overline{) 7,070}$$

2.

$$3 \overline{) 7,302}$$

3.

$$8 \overline{) 8,608}$$

4.

$$3 \overline{) 4,956}$$

5.

$$4 \overline{) 3,088}$$

6.

$$7 \overline{) 1,890}$$

7.

$$5 \overline{) 4,335}$$

8.

$$5 \overline{) 4,115}$$

9.

$$6 \overline{) 1,146}$$



# MULTIPLICATION CHART

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144





# Donut boxes double bar graph

## Data and Graphing Worksheet

The double bar graph shows the number of donut boxes that were sold in Helen's two shops for 5 weeks.



- How many donut boxes did she sell in week 3? \_\_\_\_\_
- Which week did she sell the fewest boxes? \_\_\_\_\_
- In week 1 and 2 combined, how many more boxes were sold in Shop A than B? \_\_\_\_\_
- How many weeks did she sell more than 80 boxes in shop A? \_\_\_\_\_
- Which two weeks did she sell the same total number of boxes? \_\_\_\_\_
- Which shop would you rather own? \_\_\_\_\_



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

# Antonyms

**Antonyms** are words that have opposite meanings.

**examples:**      old—new              young—elderly  
                         fast—slow              up—down

**Match the pairs of words that are antonyms.**

- |                     |               |
|---------------------|---------------|
| _____ 1. found      | a. contract   |
| _____ 2. open       | b. appear     |
| _____ 3. quiet      | c. lazy       |
| _____ 4. expand     | d. expensive  |
| _____ 5. absence    | e. close      |
| _____ 6. minority   | f. lost       |
| _____ 7. disappear  | g. straighten |
| _____ 8. cheap      | h. presence   |
| _____ 9. sharp      | i. rough      |
| _____ 10. gentle    | j. exhale     |
| _____ 11. inhale    | k. majority   |
| _____ 12. energetic | l. slow       |
| _____ 13. private   | m. dull       |
| _____ 14. rapid     | n. noisy      |
| _____ 15. bend      | o. public     |







## Answers

*Answers may vary.*

Every bus needs a driver.

We have over 3000 students.

My school is one of the largest in the state.

Every bus costs a lot of money.

To get all of us to school, our district had to buy 100 buses.

We have over 300 staff members.

Buses are not cheap.

My school is one of the largest in the state. We have over 3000 students and 300 staff members. To get all of us to school, our district had to buy 100 buses. These are not cheap. Every bus costs a lot of money, and every bus needs a driver.







## Drawing conclusions and making inferences

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### Reading Comprehension Worksheet

#### Practice

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**Drawing conclusions** means figuring something out for yourself. To draw conclusions, you need to think about what *makes the most sense*.

**Making Inferences** is using what you *already know* in addition to what *the story says*.

**Drawing conclusions and making inferences** helps you understand a story better.

~~~~~

As you read the story, think about what you *already know* in addition to what the story says. Try to figure out what the story means by thinking about what *makes the most sense*.

#### The Kingly Lion

The animals of the field and forest had a Lion as their King. When anyone had a problem, he took it to the Lion King, and the Lion King helped to solve it. When anyone had an argument, they took it to the Lion King, and he helped to settle it. The Lion King never made demands that were in his own interest. He wanted only what was best for each and every animal.

Day after day, the Lion King thought about nothing but the animals who were his subjects. Then he sat down and wrote out a Royal Order. He called all the animals to come before him. He stood on a hilltop and watched the animals come together from far and near. He waited for them to settle.

"Hear ye, hear ye!" the Lion began, in his deep and rumbling voice. "I have written out my orders for a new way of doing things that will be better for all. From this day forward, the Wolf and the Lamb shall agree to live in peace. The Panther and the Goat shall live in peace. The Tiger and the Deer, and the Dog and the Rabbit—all shall live together in perfect peace and harmony.

The Rabbit said, "Oh, how I have longed to see this day, in which the weak shall take their place without fear, by the side of the strong." And after the Rabbit said this, he ran for his life.



Use what you *already know* and what the *story says* to **make inferences**:

1. Why did the animals bring their problems to the Lion?
  - A. The animals knew the Lion was powerful.
  - B. The animals knew the Lion was fair.
  - C. The animals feared that the Lion would punish them.
2. Why did the Lion write a Royal Order?
  - A. The Lion wanted the best for each and every animal.
  - B. The Lion was tired of the animals bringing their problems to him.
  - C. The Lion wanted to be King of the field and forest.
3. Why did the Lion call all the creatures together to hear the Royal Order?
  - A. The Lion wanted to show off his power.
  - B. The Lion wanted to punish the strongest of the creatures.
  - C. The Lion wanted every creature to hear the new rules.
4. What was the purpose of the Lion's Royal Order?
  - A. Natural enemies would live together in peace.
  - B. Natural enemies would live in different places of the forest.
  - C. Natural enemies would have to settle their own differences.

~~~~~

Think about *what makes the most sense*, to **draw a conclusion**:

The Rabbit said, "Oh, how I have longed to see this day, in which the weak shall take their place without fear, by the side of the strong." And after the Rabbit said this, he ran for his life.

5. This is probably because:
  - A. The Rabbit was afraid that the Lion was trying to trick all the creatures.
  - B. The Rabbit did not think the Lion's new rules would work.
  - C. The Rabbit did not want to be friends with the Dog.

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6. Draw another conclusion: What lesson is this story meant to teach?

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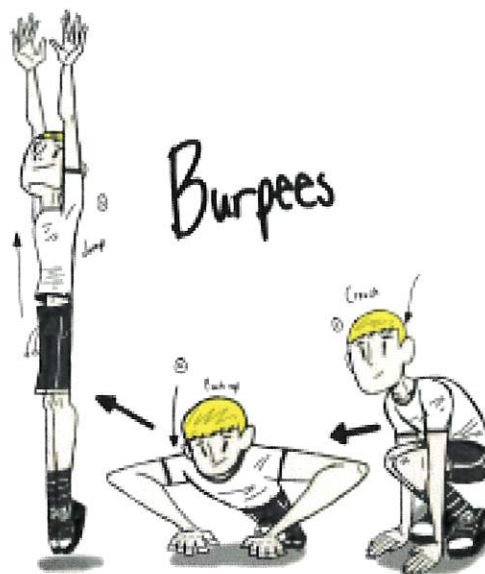
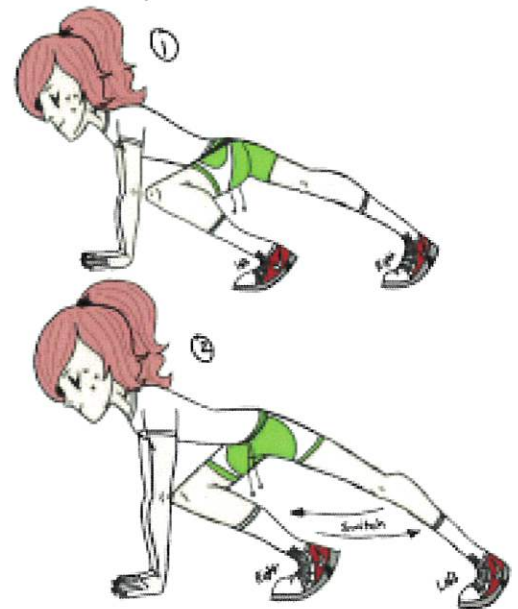
# Day 1

Washing Machine



Complete each activity for a  
20 second count 3 different  
times.

Mountain Climbers





## **Snow Day Art Lesson**

The lesson includes instructions and a drawing guide plus if you have access to the internet (even on a Smartphone) you can use the link to follow a Draw Along Video ( there are other drawing projects on the page as well that you could try out)

<https://www.deepspacesparkle.com/tmc/substitute-plan-2-0-bundle-video-page/>

A blank piece of paper has been provided for you but you can use any paper you have available at home, if you have a sketchbook you can use that as well. The lesson can be colored by using crayons, markers, colored pencils, or if you have none of those materials at home you can simply use a pencil or pen to create a black and white version.

I have also included a Roll a Dice Drawing Activity you can do with everyone in your house. You will need to borrow a dice from a board game. All you need to do is roll the dice to determine what you need to draw. Once the drawing is complete you can add color.

Hope you enjoy your Snow Day Art Lessons and see you soon,

Mrs. Mitchell



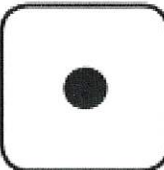


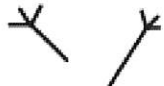



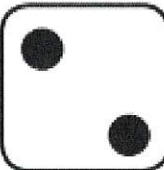



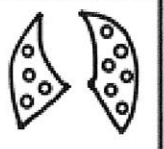


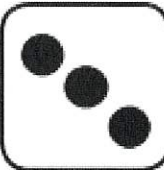



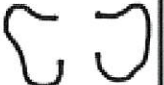











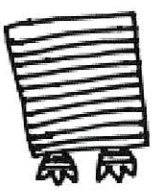

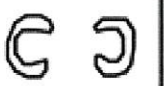




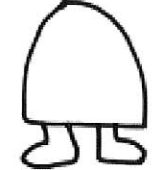

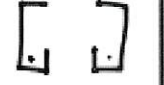








# Roll a Drawing: Monsters

Roll the die. On each turn, draw the image next to your number!

	Roll One: Face	Roll Two: Body	Roll Three: Arms	Roll Four: Ears	Roll Five: Eyes	Roll Six: Snout
						
						
						
						
						
						



# **Virtual Learning Snow Day 2**



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

## Multiplication: 2 Digit Multiplier



$$\begin{array}{r} 1) \quad 504 \\ \times 64 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 130 \\ \times 89 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 617 \\ \times 41 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 287 \\ \times 89 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 124 \\ \times 35 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 470 \\ \times 74 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 755 \\ \times 94 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 212 \\ \times 93 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 890 \\ \times 51 \\ \hline \end{array}$$

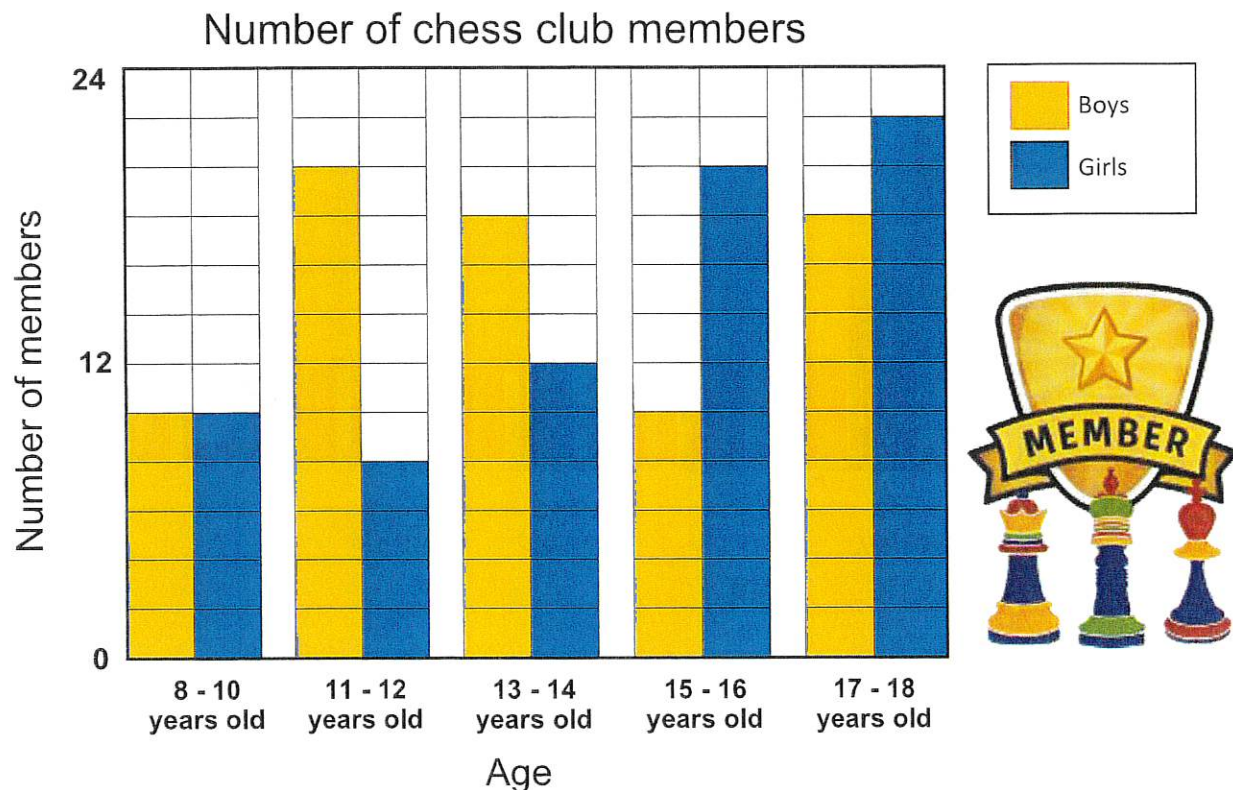




# Chess club double bar graph

## Data and Graphing Worksheet

The double bar graph shows the number of school chess club members.



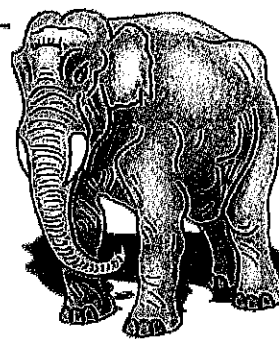
1. How many members are boys? \_\_\_\_\_
2. How many members are 11 - 12 years old? \_\_\_\_\_
3. Which age bracket has the same number of boys and girls? \_\_\_\_\_
4. How many members are below 15 years old? \_\_\_\_\_
5. Which age bracket has the greatest number of boys? \_\_\_\_\_
6. How many chess club members are there in total? \_\_\_\_\_
7. Are most of the boys younger or older than most of the girls in the club? \_\_\_\_\_



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

## Synonyms

children	insects	begin	damp
done	giant	perhaps	like
pebble	silly	quickly	chuckle

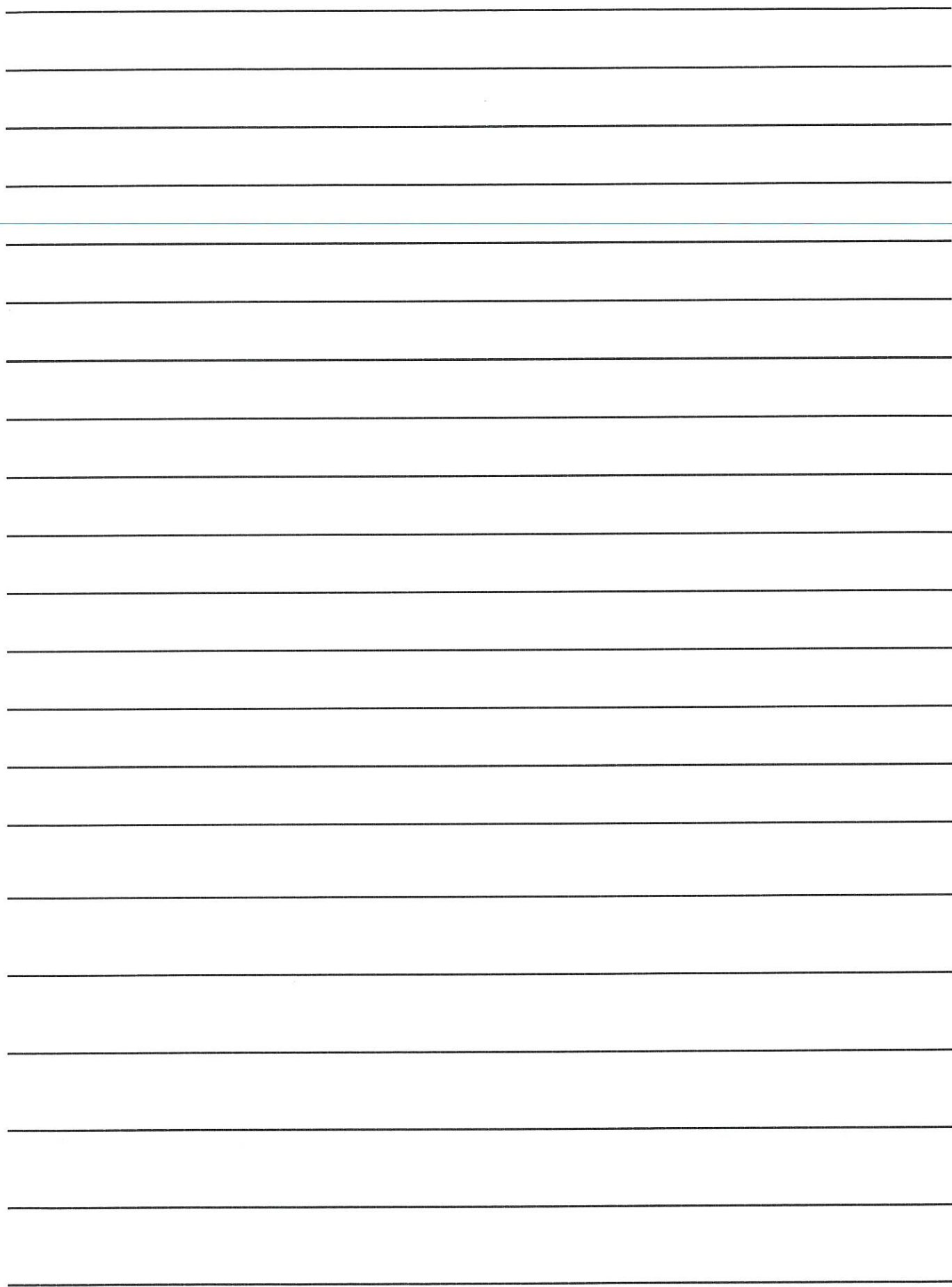


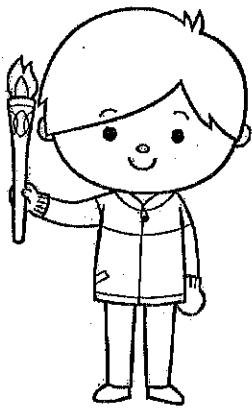
Choose a synonym from the box to replace each underlined word.

1. Tommy liked watching the huge elephant at the zoo. \_\_\_\_\_
2. I tossed a stone on the lake. \_\_\_\_\_
3. Carla knows so many funny jokes. \_\_\_\_\_
4. We are studying bugs in school. \_\_\_\_\_
5. We ran home fast because it was raining. \_\_\_\_\_
6. Ed makes everyone laugh when he makes goofy faces. \_\_\_\_\_
7. I enjoy drinking iced tea during the summer. \_\_\_\_\_
8. Some kids do not like eating vegetables. \_\_\_\_\_
9. Put the wet towel in the clothesline to dry. \_\_\_\_\_
10. Put your plate in the sink when you're finished. \_\_\_\_\_
11. Maybe we can go outside after lunch today. \_\_\_\_\_
12. Be sure you start your science project tonight. \_\_\_\_\_









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

# THE WINTER GAMES

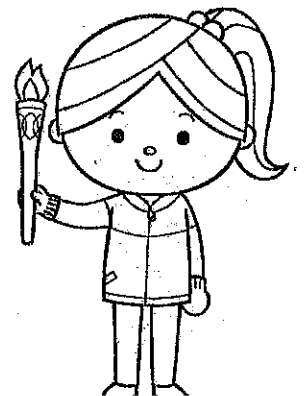
It is time for the Winter Games! People from all over the world will come together in one place to watch and play sports. The games last for two weeks and feature a range of competitions.

People who play sports are called *athletes*. To be a good athlete, you must be determined to do well. Athletes are focused and practice many hours everyday. They train to be the best at their sport. People who watch the sports are *spectators*. They clap and cheer when the athletes perform well.

During the Winter Games, athletes compete in both inside and outside sports. Some inside sports include ice skating, speed skating, and ice hockey. Some outside sports include skiing, ski jumping, snowboarding, and bobsledding. One thing in common with all of the winter sports is cold weather! All of the sports are played on snow or ice.

While at the winter games, the athletes strive to win medals. They work hard to win as many medals as they can! Each sport has its own set of competitions and there are three medals awarded at the end of the competitions. The medal colors, gold, silver, and bronze, represent 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> place. Medals are placed around the athlete's necks during a special ceremony.

The Winter Games is an exciting event that many people enjoy! Will you be watching this year?







## QUICK COMPREHENSION CHECK

After you circle the answer to each question, color the bubble for the answer as well.

1. Why did the author write this passage?

- a. to share what they like about athletes
- b. to share what sport they would like to play
- c. to share about a special sport event



2. Which idea supports the idea that athletes work hard ?

- a. Athletes play their favorite sport.
- b. Athletes are determined and practice many hours each day.
- c. Athletes like when people watch them play sports.



3. What is the main topic of this passage?

- a. The Winter Games are played all over the world.
- b. Athletes compete in skiing during the Winter Games.
- c. The Winter Games is a special time when people all over the world come together to watch and play sports.



4. Which statement helps you to understand the meaning of the word *strive*?

- a. They work hard to win as many medals as they can!
- b. During the Winter Games, athletes compete in both inside and outside sports.
- c. Medals are placed around the athlete's necks during a special ceremony.

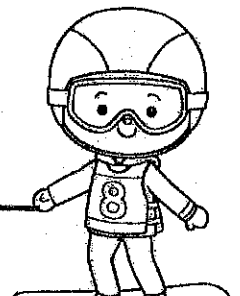


5. Where would this passage *least likely* appear?

- a. a sports magazine
- b. a social studies book
- c. a cookbook



6. What is similar about all of the sports played at the Winter Games?





## DICTIONARY DIG

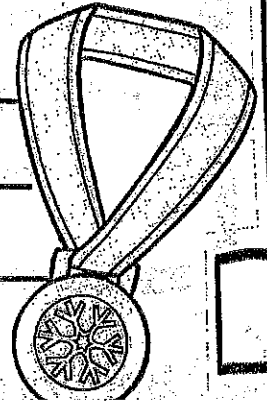
Highlight the selected words in the passage. Look up the definitions in the dictionary and then make your own sentence with the words.

PERFORM: \_\_\_\_\_

Put it in a sentence! \_\_\_\_\_

COMPETE: \_\_\_\_\_

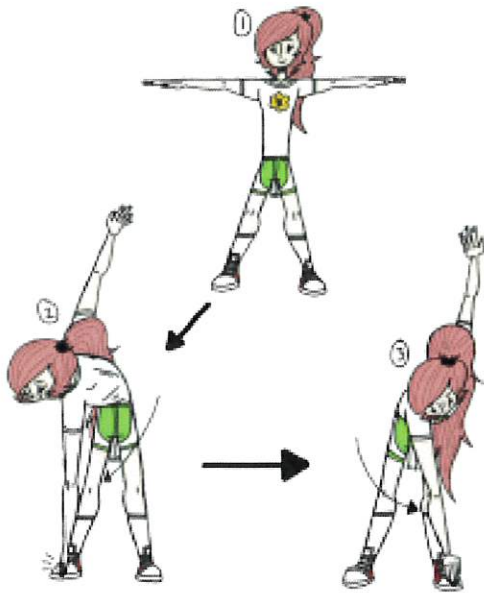
Put it in a sentence! \_\_\_\_\_





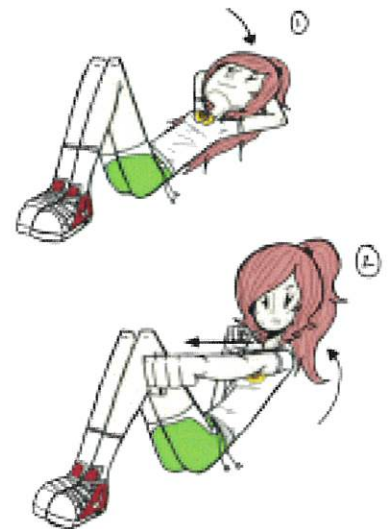
# Day 2

Windmill Toe Touch

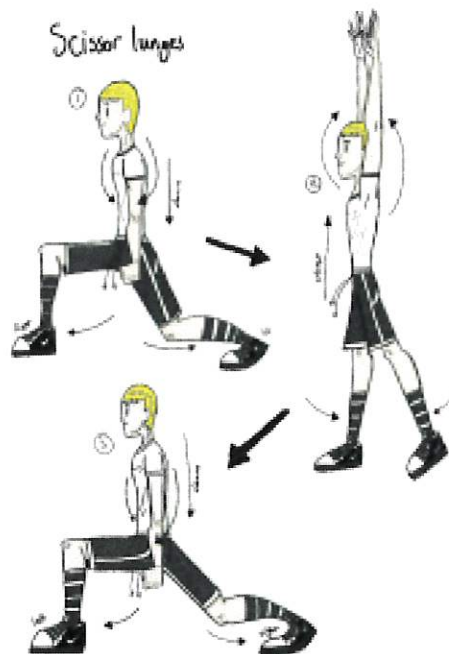


**Complete each activity for a 20 second count 3 different times.**

Sit up punches

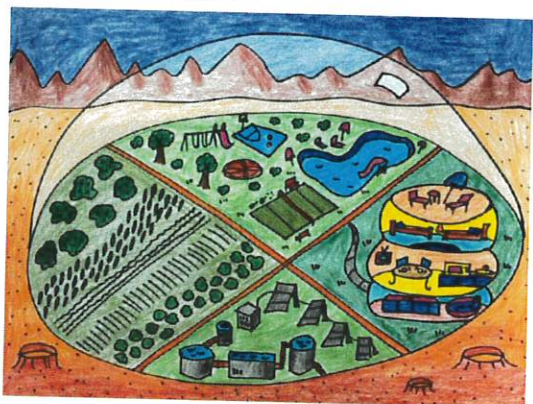
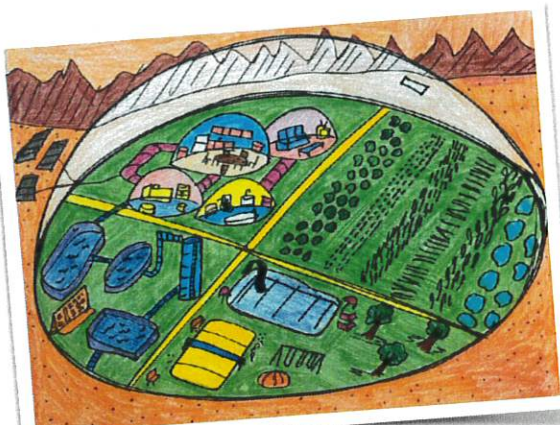


Scissor lunges





# MARS BIODOME DRAW ALONG



## THE CHALLENGE:

Design a biodome habitat to keep humans alive and happy on Mars.

## WHAT YOU'LL NEED:

- 9" x 12" white sulphite paper
- Crayons, markers or colored pencils
- Black permanent marker (optional)
- Mars Biodome Drawing Guide
- Mars Biodome Handout

\* Today I will learn about **SPACE** so that **I CAN** create a sense of **DEPTH** in my biodome artwork.

\* **NCAS: CREATING** Anchor Standard #1: Generate and conceptualize artistic ideas and work.

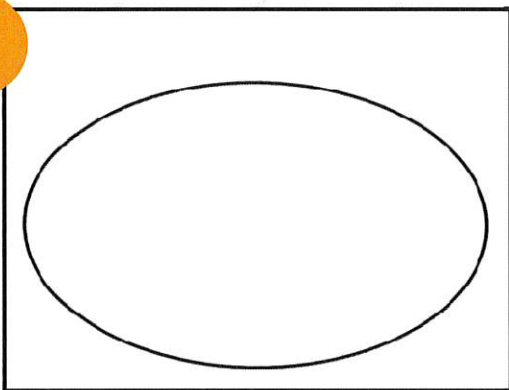
1. Give each student a piece of **white paper**.
2. Pass out **crayons, markers or colored pencils**.
3. Instruct students to follow along with you as you draw a Mars biodome on the board or play the draw along video that accompanies this lesson. Draw a wide rectangle first to represent the paper.
4. Students should use a **black crayon, marker, colored pencil or black permanent marker** to draw their biodome.
5. Draw a Mars biodome with the students using the **"Mars Biodome Drawing Guide"** on the next page. It doesn't have to look just like the example.
6. Instruct students to add additional details to add life to their biodome. Each section inside their dome should help sustain life on Mars: recreation, garden, water treatment, housing, etc.
7. Students can use the **"Mars Biodome Handout"** for ideas. Collect handouts at the end of class.
8. They may use the back of their paper to re-draw their Mars biodome if they choose. No new papers should be handed out. Students need to work with their "mistakes."
9. Students may color using the colors of their choice.
10. Instructions for art (*take home, portfolio, etc.*)





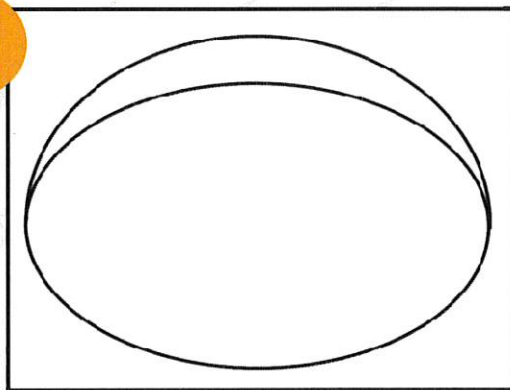


1



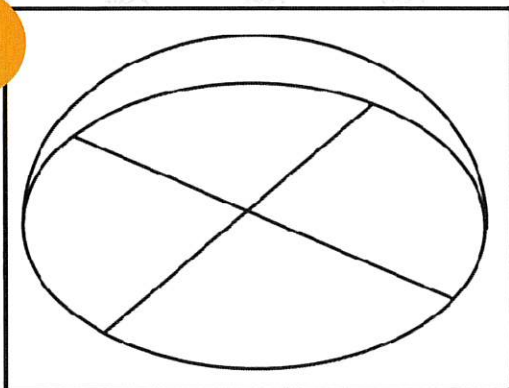
Draw the biggest oval you can on your paper, leaving some room at the top for the top of the dome.

2



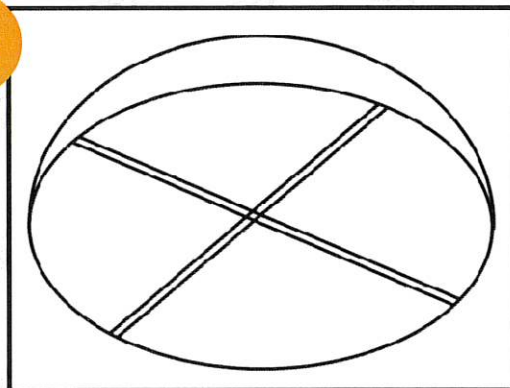
From the sides of the oval, draw a curved line up to create the dome.

3



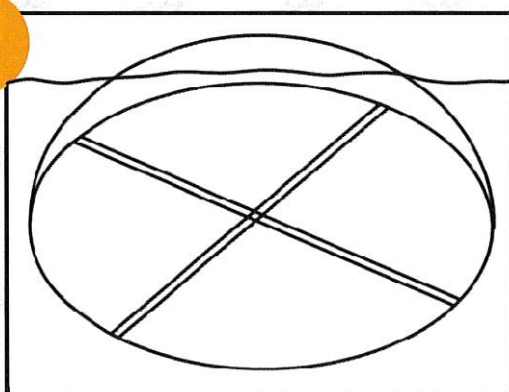
Divide your original oval into sections by drawing two lines that intersect to create an "X."

4



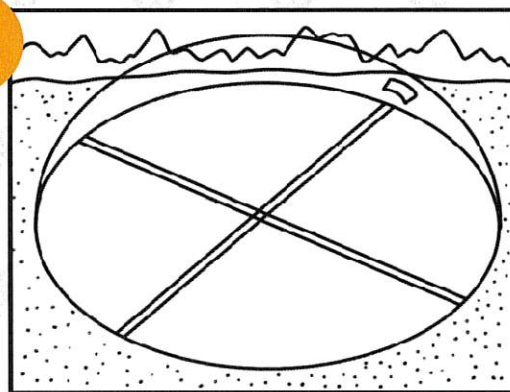
Turn the lines into sidewalks by drawing a second line next to each line.

5



For the background, draw a wavy line across the top of the paper. Make sure it is above your original oval. It's okay if it goes through your dome.

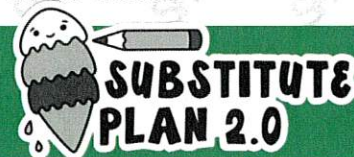
6



Above the wavy line, draw mountains with a zigzag line. Add dots to create the look of sand around your biodome and finish with a curved, rectangle-shape highlight on the dome.

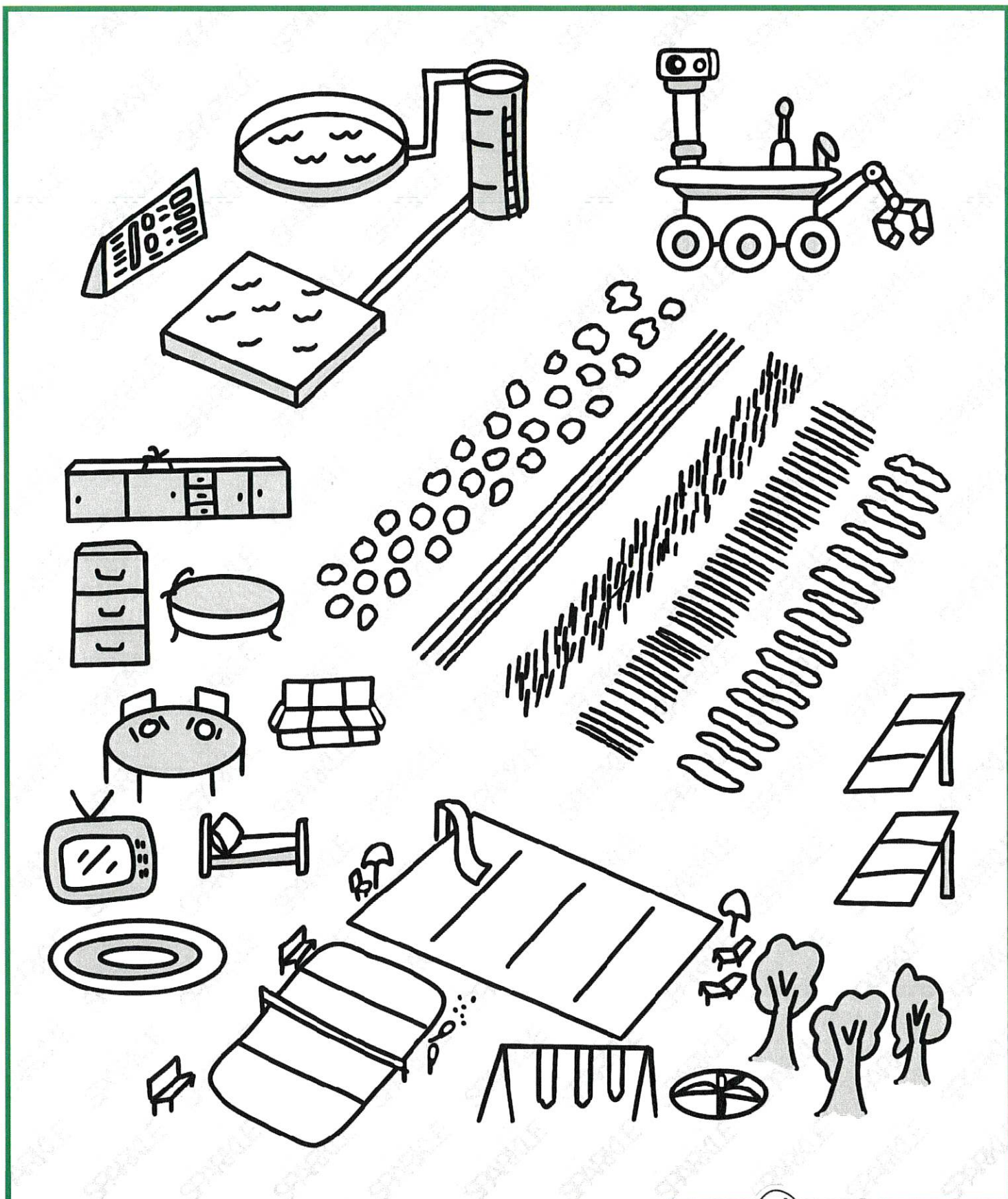
# MARS BIODOME

## DRAWING GUIDE

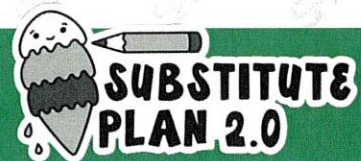








# MARS BIODOME HANDOUT









# **Virtual Learning Snow Day 3**





# POWERS OF TEN

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

Directions: Using what you know about Powers of Ten solve each problem below.

1.  $3 \times 10^1$  \_\_\_\_\_

2.  $35 \times 10^3$  \_\_\_\_\_

3.  $410 \times 10^5$  \_\_\_\_\_

4.  $21 \times 10^7$  \_\_\_\_\_

5.  $301 \times 10^9$  \_\_\_\_\_

6.  $102 \times 10^{11}$  \_\_\_\_\_

7.  $12 \times 10^2$  \_\_\_\_\_

8.  $10 \times 10^4$  \_\_\_\_\_

9.  $8 \times 10^6$  \_\_\_\_\_

10.  $6 \times 10^8$  \_\_\_\_\_

11.  $4 \times 10^{10}$  \_\_\_\_\_

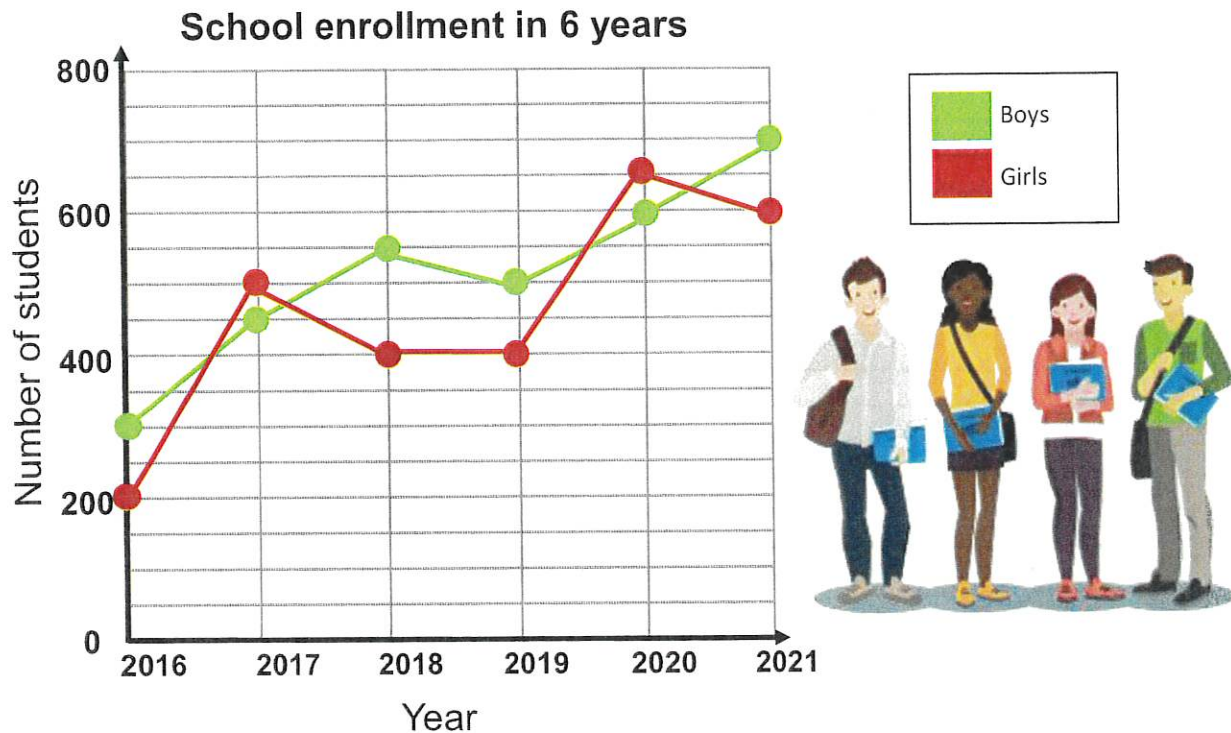
12.  $2 \times 10^{20}$  \_\_\_\_\_



# School double line graph

## Data and Graphing Worksheet

The double line graph shows the school enrollment for six years.



1. Which school year had the most students? \_\_\_\_\_
2. What was the lowest number of boys? \_\_\_\_\_
3. How many more students were there in the year 2020 than 2017? \_\_\_\_\_
4. Which two years have the least difference between the number of girls and boys? \_\_\_\_\_
5. Were there more boys than girls in the first three years combined? \_\_\_\_\_
6. How many students were there in the last two years combined? \_\_\_\_\_



## Unit 6: Prepositions, Conjunctions, and Interjections

### Lesson 38

### Prepositions and Prepositional Phrases

A **preposition** is a word that connects a noun or a pronoun to another word in a sentence. A **compound preposition** consists of more than one word.

I can meet you **at** the library.      Eat vegetables **instead of** junk food.

A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun called the **object of the preposition**.

We walked **along the beach**.      They stood **beside us**.

#### COMMONLY USED PREPOSITIONS

about	before	during	off	to
above	behind	for	on	toward
across	below	from	onto	under
after	beneath	in	out	until
against	beside	inside	outside	up
along	between	into	over	upon
among	beyond	like	since	with
around	by	near	through	within
at	down	of	throughout	without

#### COMMONLY USED COMPOUND PREPOSITIONS

according to	aside from	in front of	instead of
across from	because of	in place of	on account of
along with	far from	in spite of	on top of

► **Exercise 1** Underline each prepositional phrase. Draw a second line under the preposition or compound preposition and circle the object of the preposition.

Food contains nutrients that we need for good (health).

1. There are six groups of nutrients: carbohydrates, fats, proteins, water, minerals, and vitamins.
2. We could not live without carbohydrates.

3. Energy stored in carbohydrates is released quickly.
4. Among the carbohydrates are sugars, starch, and fiber.
5. Some foods with sugar have few nutrients.
6. Sugar, however, is found in all fruits.
7. Our bodies also get sugar from young vegetables.
8. Refined sugar is found in products like candy and soft drinks.
9. Along with bread, pasta and potatoes provide us with starch.
10. Our bodies break down starch into glucose.
11. Glucose then releases energy throughout our bodies.
12. We get our fiber through foods like vegetables and grains.
13. Fiber does not release energy within our bodies.
14. However, because of fiber, our digestive tract is kept healthy.
15. Many doctors believe in a high-fiber diet to guard against cancer.
16. Like carbohydrates, fats also provide energy.
17. Fats release energy slowly, instead of the quick release from carbohydrates.
18. We also have healthy skin and hair because of fats.
19. However, too much saturated fat from food turns into excess body fat.
20. Saturated fats come from animal products.
21. Unsaturated fats are found in vegetables and nuts.
22. Because of proteins children can develop into healthy adults.
23. Proteins supply material for the production of new cells.
24. Fish, poultry, and milk supply protein to our bodies.
25. Combinations of other foods, like nuts and grains, also provide protein.
26. Perhaps you never thought about water for nourishment.
27. Yet, no one can live without water in his or her body.
28. Water helps control the temperature inside the body.
29. Blood, which contains water, carries oxygen to the cells.
30. Minerals are important for bone strength.

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

Prompt:

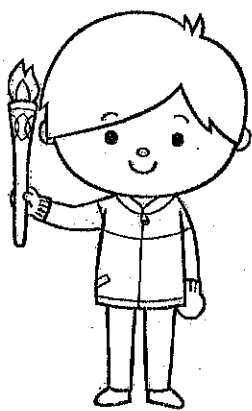
Use the following prompt to write a 3 well-written paragraphs. Each idea needs to be a new paragraph. Include capitalization, punctuation, verbs, and complete sentences.

Imagine you met a genie and were granted 3 wishes. What would they be and why?

[illegible]







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

# THE WINTER GAMES

It is time for the Winter Games! People from all over the world will come together in one place to watch and play sports. The games last for two weeks and feature a range of competitions.

People who play sports are called *athletes*. To be a good athlete, you must be determined to do well. Athletes are focused and practice many hours everyday. They train to be the best at their sport. People who watch the sports are *spectators*. They clap and cheer when the athletes perform well.

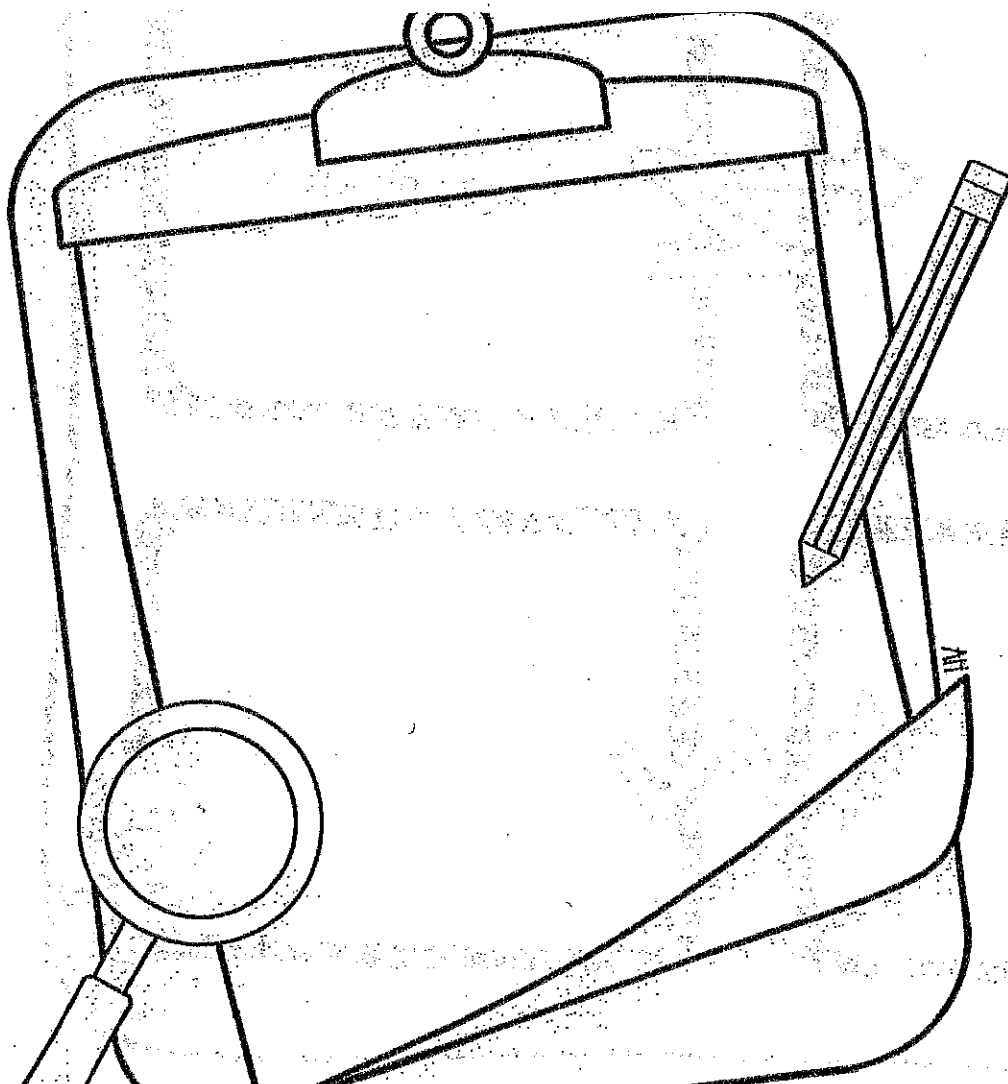
During the Winter Games, athletes compete in both inside and outside sports. Some inside sports include ice skating, speed skating, and ice hockey. Some outside sports include skiing, ski jumping, snowboarding, and bobsledding. One thing in common with all of the winter sports is cold weather! All of the sports are played on snow or ice.

While at the winter games, the athletes strive to win medals. They work hard to win as many medals as they can! Each sport has its own set of competitions and there are three medals awarded at the end of the competitions. The medal colors, gold, silver, and bronze, represent 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> place. Medals are placed around the athlete's necks during a special ceremony.

The Winter Games is an exciting event that many people enjoy! Will you be watching this year?

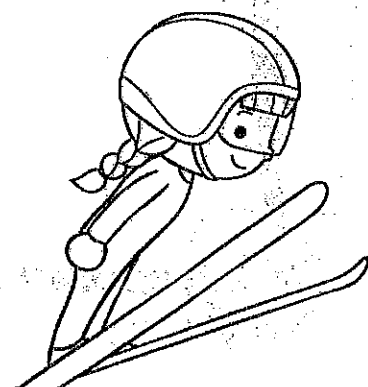






## TAKE A CLOSER LOOK AT THE TEXT

Go back to the  
passage and highlight  
sports played at the  
Winter Games.  
Record them here on  
the clipboard.





## USING THE TEXT AS EVIDENCE

Tell why "The Winter Games" is a good title for this passage. Use details from the text in your answer.

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What do you think is most important about the role of an athlete at the Winter Games? Why?

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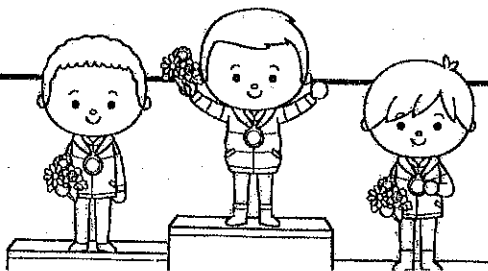
Has your understanding of the Winter Games changed after reading the passage? Use a detail or two from the text to support your thinking.

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# Day 3

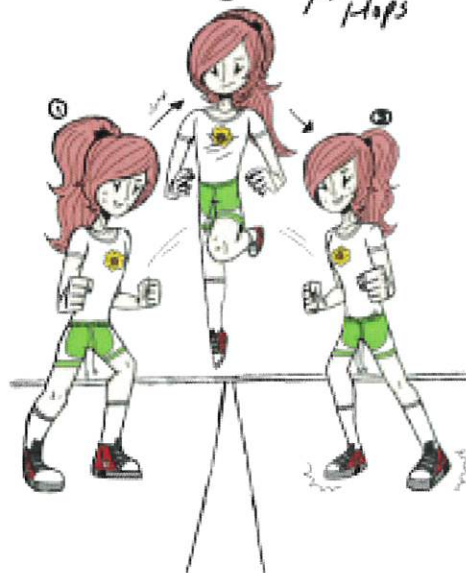
Arm Circles



**Complete each activity for a 20 second count 3 different times.**



Line Jump/Line Hops



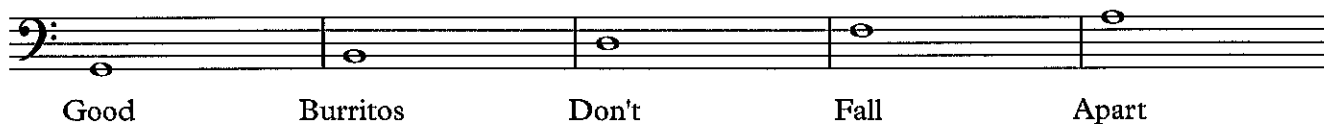




# Bass Clef Note Identification

Use the following mnemonic devices to identify notes on the bass clef:

Line Notes: Good Burritos Don't Fall Apart



Space Notes: All Cows Eat Grass



Please identify each note by writing its name in the blank below.

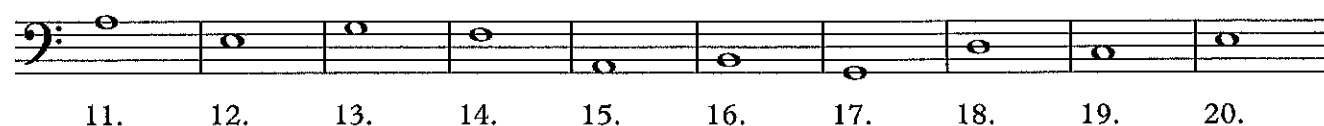
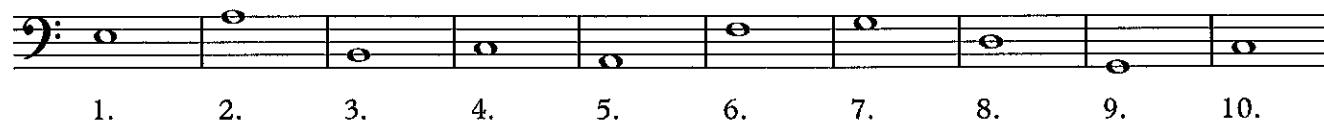
Lines Only:



Spaces Only:



Lines and Spaces:

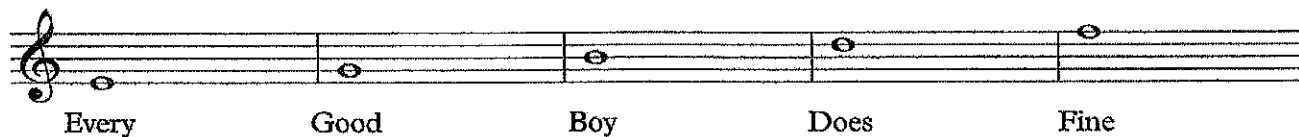




# Treble Clef Note Identification

Use the following mnemonic devices to identify notes on the treble clef:

Line Notes: Every Good Boy Does Fine (Line = Fine)



Space Notes: F-A-C-E (Space = Face)



Please identify each note by writing its name in the blank below.

Lines Only:



Spaces Only:



Lines and Spaces:





# Van Gogh's Sunflowers

	1st Roll	2nd Roll	3rd Roll	4th Roll
