



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

Blizzard Bags are pre-made lessons and activities that allow students to work from home in the case of a school closing (not a delay). Saint Mary School will notify you through Parent Alert when a Blizzard Bag needs to be completed.



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## Subject and Assignments

Religion .....	2
Math.....	3
ELA.....	4
Science .....	5
Social Studies .....	10
Spanish .....	11

Blizzard Bags should be returned to school within one week of the announced snow day. **In order for the snow day to count as a school day, all students are required to return their Blizzard Bags to avoid extending the school year. The work will be graded and will become part of your child's overall grade.**



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

Religion

### Our Catholic Life

The community of faith helps us to turn our lives to God. With a family member or friend, discuss various communities or groups, such as family, school, and parish.

In the spaces, write a short story or draw a picture that tells how each community or organization helps us to turn our lives to God.

The worksheet features three large, house-shaped boxes for student input. The top box is empty. The middle box contains a small photograph of a person holding a sign that says "SAINT MARY WASH". The bottom box is empty. The page is decorated with floral patterns and a small number "5" in the top right corner.



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

## Math

### **Mixed practice word problems**

#### Grade 5 Math Word Problems Worksheet

*Read and answer each question. Show your work!*

1. Mrs. Hilt has 6 boxes of markers. Each box has 19 markers in it. If she sold each marker for \$0.75, how much money would Mrs. Hilt earn?
2. Mrs. Hilt learned that \$1,348 worth of tickets were sold at the carnival. If tickets cost 4 for \$1, how many tickets were sold?
3. Mrs. Hilt had 4 pizzas. Each pizza had 8 slices. If Mrs. Hilt ate 50% of the pizza slices, how many slices were left?
4. Mrs. Hilt sold 120 pencils for \$0.35 each. If half of the cost is profit, how much profit did she make on the pencils?
5. Mrs. Hilt runs  $3\frac{1}{2}$  miles every Monday, Wednesday, and Friday. How many miles will she run in a month in which there are 4 Mondays, 4 Wednesdays, and 4 Fridays?

Online



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

ELA

Use this [link](#) or go to Google Classroom to access the video lesson for today.



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

## Science

### INQUIRY SKILL FOCUS Introduction

#### Measure

If you enjoy sports, you know how exciting it is when an athlete swims faster, runs longer, or hits a ball farther than other competitors. You also know that people aren't satisfied with descriptions like "faster" or "longer"—they want exact statistics showing just how fast an athlete ran and how great the margin of victory was. Measurements can help make sports more fun.

Common SI Units		
Property	Basic Unit	Symbol
Length	meter	m
Liquid volume	liter	L
Mass	gram	g
Temperature	degree Celsius	°C

Measurements are also important in science because they provide important specific information and help observers avoid bias. **Measuring** is comparing an object or process to a standard. Scientists use a common set of standards, called the International System of Units. This system is

often abbreviated as SI (for its French name, *Système International d'Unités*). The table above lists the basic units for four common properties.

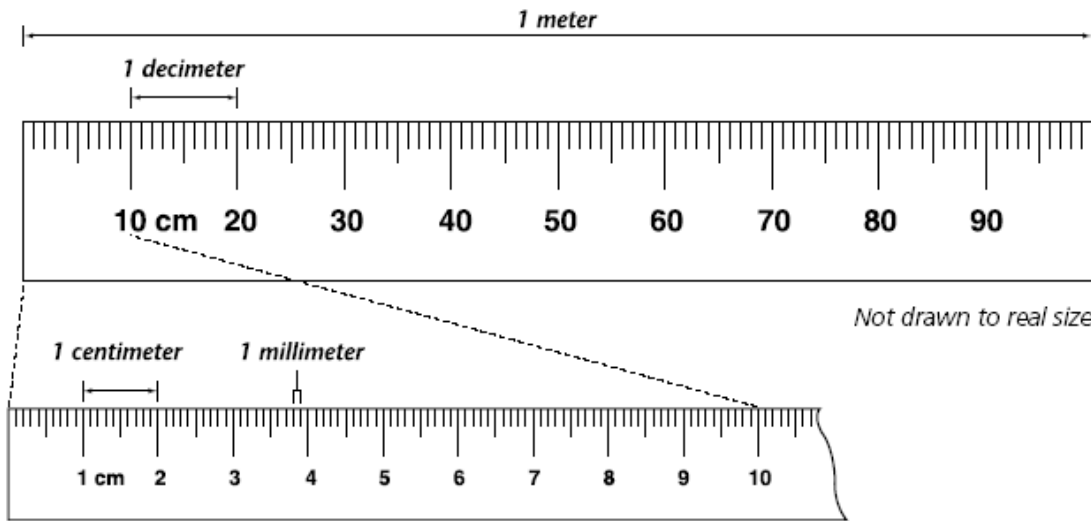
The basic unit for length is the meter. For a property such as length, researchers often need to measure amounts that are much smaller or much larger than the basic unit. In the SI system, the smaller or larger units are based on multiples of 10. For example, notice that the meter below is divided into 10 main sections, called decimeters. Each decimeter is then divided into ten sections, called centimeters. That

means that a decimeter is  $\frac{1}{10}$  (or 0.1) of a meter. A centimeter is  $\frac{1}{100}$  (or 0.01) of a

meter. A millimeter is  $\frac{1}{1000}$  (or 0.001) of a meter.



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



### Measure (continued)

The same prefixes that are used for naming smaller and larger units of length are also used for naming different size units of volume and mass. Look at the chart below to see the meaning of some common prefixes.

Common SI Prefixes			
Prefix	Symbol	Meaning	Example
kilo-	k	1,000	kilometer (km)
hecto-	h	100	hectometer (hm)
deka-	da	10	dekameter (dam)
deci-	d	$0.1 \left( \frac{1}{10} \right)$	decimeter (dm)
centi-	c	$0.01 \left( \frac{1}{100} \right)$	centimeter (cm)
milli-	m	$0.001 \left( \frac{1}{1000} \right)$	millimeter (mm)

### TIPS FOR MAKING MEASUREMENTS

- Know the purpose of your measurement. Choose the most suitable size unit, for example, centimeters for a book or meters for the classroom floor.
- Know how your measuring tool works, for example what main units it measures and what the smaller units mean.
- Always label your measurements. If you perform any math operations such as adding or



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

subtracting measurements, always label the resulting numbers properly.

- Determine whether you will need one, two, or a series of measurements. Figure out whether you will have to perform any math operations. For example, if you need to find how much the temperature of a liquid increased, you will need to subtract the original temperature from the final temperature.
- Know any special rules that apply. For example, read the water level in a graduated cylinder at eye level and at the lowest point of the curved surface.



**Checkpoint**

How could you demonstrate that there are 1,000 millimeters in 1 meter?

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

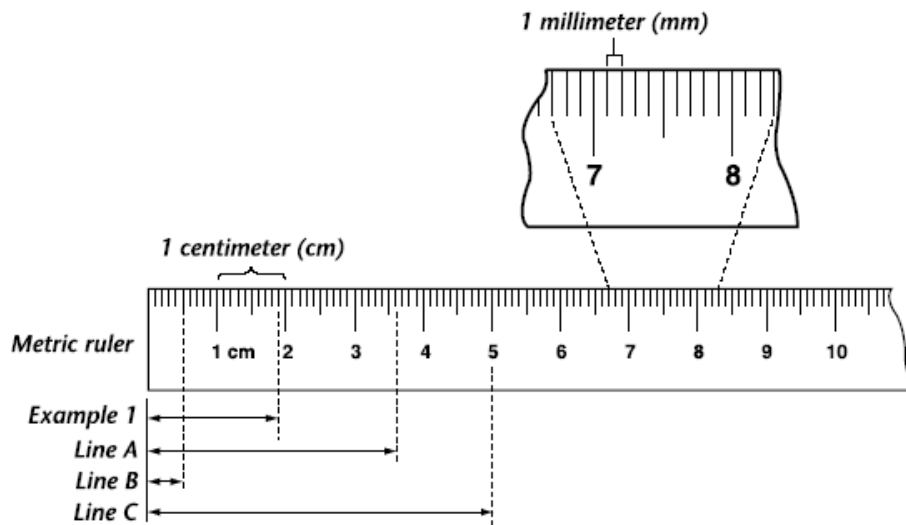
## INQUIRY SKILL FOCUS Practice

### Measure: Length

Write your answers to the questions below in the spaces provided. If you need more space, use a separate sheet of paper.

Length is the distance between two points. Length is usually measured with rulers. Examine the metric ruler diagramed below. Notice that the labeled units are in centimeters (cm). Small vertical lines separate each centimeter into 10 sections.

Each of these sections measures 0.1 (or  $\frac{1}{10}$ ) of a centimeter, which equals 1 millimeter (mm). When you use a metric ruler, decide which of these units you will use. For example, if you measure the line in Example 1 in millimeters, you would say it's 19 mm long. If you measure it in centimeters, you would say it's 1.9 cm long.



1. How many millimeters long is Line A? \_\_\_\_\_
2. How many centimeters long is Line A? \_\_\_\_\_
3. How many millimeters long is Line B? \_\_\_\_\_
4. How many centimeters long is Line B? \_\_\_\_\_
5. How many millimeters long is Line C? \_\_\_\_\_
6. How many centimeters long is Line C? \_\_\_\_\_

*Hint:* Did you include the proper unit in each of your measurements? If not, go back and label them.



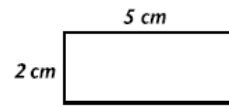


Student Name: \_\_\_\_\_

## Measure: Length (*continued*)

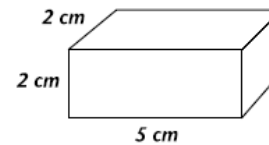
### Using Length Measurements to Find Area and Volume

You can use metric measurements to find the area of a figure by multiplying length  $\times$  width.



$$\text{Area} = 5 \text{ cm} \times 2 \text{ cm} = 10 \text{ cm}^2$$

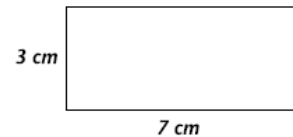
You can use metric measurements to find the volume by multiplying length  $\times$  width  $\times$  height.



$$\text{Volume} = 5 \text{ cm} \times 2 \text{ cm} \times 2 \text{ cm} = 20 \text{ cm}^3$$

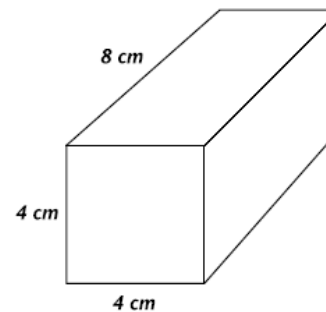
7. What is the length of the figure on the right?

8. What is the width of the figure on the right?



9. What is the area of the figure on the right?

10. What is the volume of the figure on the right?





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

### Social Studies

Colonial Period

SS  
E

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

<p><b>1</b> A <b>colony</b> is a settlement ruled by another country.</p> <p><b>A</b> true <b>B</b> false</p> 	<p><b>2</b> People who leave their countries and live in a colony are called colonists.</p> <p><b>A</b> true <b>B</b> false</p> 
<p><b>3</b> A <b>convert</b> is a person who changes his or her religion.</p> <p><b>A</b> true <b>B</b> false</p> 	<p><b>4</b> <b>French priests</b> were trying to win converts to the _____ religion.</p> <p><b>A</b> Mormon <b>B</b> Catholic <b>C</b> Islamic <b>D</b> Protestant</p> 
<p><b>5</b> What was the name of the <b>water route</b> to the <b>Far East</b> which explorers were seeking?</p> <p><b>A</b> the Erie Canal <b>B</b> the Northwest Passage <b>C</b> the Mississippi River <b>D</b> the Ohio River</p>	<p><b>6</b> <b>French explorers</b> were trying to get rich by <b>fur trading</b>.</p> <p><b>A</b> true <b>B</b> false</p> 
<p><b>7</b> The <b>French</b> claimed land around the _____</p> <p><b>A</b> Amazon River <b>B</b> Colorado River <b>C</b> St. Lawrence River <b>D</b> Rio Grande</p> 	<p><b>8</b> <b>New France</b> was the name given to the land in the New World claimed by the _____</p> <p><b>A</b> Spanish <b>B</b> Dutch <b>C</b> English <b>D</b> French</p> 
<p><b>9</b> The <b>English colonies</b> were located along the coast of the Atlantic Ocean.</p> <p><b>A</b> true <b>B</b> false</p> 	<p><b>10</b> The <b>English colony</b> that was called the <b>Lost Colony</b> was located on the island of _____</p> <p><b>A</b> Manhattan <b>B</b> Roanoke <b>C</b> Puerto Rico <b>D</b> San Salvador</p> 



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

## Spanish

### Los Muñecos de Nieve

**Task:** Read the descriptions below. The look at the photos below of the snowmen. Match the descriptions with the pictures by writing the corresponding letter on the line. **(Save paper. Don't print the pictures.)**

1. Hay mucha nieve. El muñeco de nieve no tiene brazos o manos. Tiene cuatro botones de trozos de carbón. En su cabeza lleva un sombrero negro. También tiene una bufanda roja. Él está feliz y tiene una sonrisa. Para formar el cuerpo usa solo dos bolas de nieve. En la bola más grande hay cuatro botones. En su cara hay dos ojos grandes y una nariz de zanahoria corta.

¿Cuál foto es? *Letra* \_\_\_\_\_

2. El muñeco de nieve tiene dos brazos de varas. En su estómago tiene tres botones de trozos de carbón. En su cabeza lleva un sombrero de copa alto con una cinta blanca. también tiene una bufanda roja. Él está contento. Tiene dos ojos de trozos de carbón y una nariz de zanahoria.

¿Cuál foto es? *Letra* \_\_\_\_\_

3. Hay una familia de muñecos de nieve. Hay los padres y sus tres hijos. Van a esquiar. En sus cabezas llevan gorros rojos. Los muñecos de nieve pequeños llevan mitones o guantes y los dos muñecos de nieve grande no tienen manos o guantes. Tienen dos brazos de varas. Todos los muñecos de nieve llevan bufandas porque hace frío. El padre tiene una bufanda negra con una raya blanca. Tienen narices de zanahorias largas, pero no tienen bocas.

¿Cuál foto es? *Letra* \_\_\_\_\_

4. Hay dos muñecos de nieve en un campo. Hay nieve, pero el cielo es azul. Hay un muñeco de nieve bajo y un otro más alto. El muñeco de nieve más alto tiene botones anaranjados y el otro tiene dos botos azules y una corbata negra. Los dos llevan gorros y tienen sonrisas. Los dos muñecos de nieve están felices.

¿Cuál foto es? *Letra* \_\_\_\_\_



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

5. Hay tres muñecos de nieve en un campo. Los tres están tocando instrumentos y están muy felices. Tienen brazos y manos, pero no tienen gorros. Son esculturas. Todos los muñecos de nieve tienen narices de zanahorias largas.

¿Cuál foto es? *Letra* \_\_\_\_\_



A.



B.



C.



D.



E.