

Virtual Snow Day #1 Make-Up

Mrs. Mudd Grade 5 MATH

Assigned Tuesday, January 17, 2017

Due on or before Tuesday, January 24, 2017

**Lesson:** Comparing Fractions

**Indiana Standard:**

- 5.NS.1 Use a number line to compare and order fractions, mixed numbers, and decimals to thousandths. Write the results using  $>$ ,  $=$ , and  $<$  symbols.

**Objective:** Students will compare fractions.

**Directions:**

1. Go to the YouTube website.
2. Search for Math Antics video: Compare Fractions.
3. View the video lesson.
4. Complete the Compare Fraction Exercises worksheet. (Use the strategy of cross-multiplying to compare the fractions.)

**Questions?**

In addition to responding to emails during the regular school hours, I will also be available by email on Tuesday and Thursday from 3:30 pm until 6:00 pm.

Mrs. Mudd's students: [cheryl.mudd@evsck12.com](mailto:cheryl.mudd@evsck12.com)

### Comparing Fractions by Cross Multiplying

F-COM 2

**Instructions:** Compare these fractions using the cross multiplying procedure you learned in the video. Write the greater than (>), less than (<) or equal to (=) sign in the circle provided.

1  $\frac{15}{3} > \frac{8}{5}$

2 \_\_\_\_\_  $\frac{3}{12} \bigcirc \frac{2}{8}$  \_\_\_\_\_

3 \_\_\_\_\_  $\frac{2}{3} \bigcirc \frac{1}{2}$  \_\_\_\_\_

4 \_\_\_\_\_  $\frac{5}{30} \bigcirc \frac{2}{10}$  \_\_\_\_\_

5 \_\_\_\_\_  $\frac{5}{6} \bigcirc \frac{6}{7}$  \_\_\_\_\_

6 \_\_\_\_\_  $\frac{4}{10} \bigcirc \frac{7}{20}$  \_\_\_\_\_

7 \_\_\_\_\_  $\frac{5}{8} \bigcirc \frac{6}{9}$  \_\_\_\_\_

8 \_\_\_\_\_  $\frac{12}{5} \bigcirc \frac{11}{6}$  \_\_\_\_\_

9 \_\_\_\_\_  $\frac{10}{11} \bigcirc \frac{9}{10}$  \_\_\_\_\_

10 \_\_\_\_\_  $\frac{12}{15} \bigcirc \frac{10}{12}$  \_\_\_\_\_

11 \_\_\_\_\_  $\frac{8}{5} \bigcirc \frac{4}{3}$  \_\_\_\_\_

12 \_\_\_\_\_  $\frac{5}{6} \bigcirc \frac{80}{100}$  \_\_\_\_\_

13 \_\_\_\_\_  $\frac{3}{12} \bigcirc \frac{2}{10}$  \_\_\_\_\_

14 \_\_\_\_\_  $\frac{25}{10} \bigcirc \frac{11}{4}$  \_\_\_\_\_

Gr 5 Reading  
Mudd

**Miss Berrong**

**Mrs. Smiley**

**Mrs. Mudd**

**Virtual Snow Day**

**Make-Up Day #1**

**Reading, Grade 5**

**Assigned: Tuesday, January 17**

**Due: Tuesday, January 24**

Indiana Standards: 5.RN.3.2

Procedure:

1. Go to the website: <https://www.myon.com/school/hoosier/>
2. Enter the School Name: **Hoosier Family of Readers** (The School Name will automatically populate as you type)
3. Enter the username **read** and password **read**.
4. Click the green **Sign In** button.

School Name  
Hoosier Family of Readers

Username  
read

Password  
....

**Sign In**

5. Click on: "Projects" (found at the top)
6. Click on: "Interesting Books for Grade 5"

7. Scroll until you find "The Dreadful Smelly Colonies." Click on it.
8. Read the story, paying close attention to the non-fiction text features: headings, pictures, captions, bold words.
9. Read the story a second time.
10. Complete the handout and follow the directions as written.

Questions?

We will be available by email on Tuesday and Thursday from 3:30 – 6:00 PM.

Students of Miss Berrong may contact her at: [katherine.berrong@evsc.k12.in.us](mailto:katherine.berrong@evsc.k12.in.us)

Students of Mrs. Smiley may contact her at: [susan.smiley@evsc.k12.in.us](mailto:susan.smiley@evsc.k12.in.us)

Students of Mrs. Mudd may contact her at: [cheryl.mudd@evsc.k12.in.us](mailto:cheryl.mudd@evsc.k12.in.us) or  
[cheryl.mudd @ evsc.k12.com](mailto:cheryl.mudd@evsc.k12.com)

Name \_\_\_\_\_

ID# \_\_\_\_\_

The Dreadful Smelly Colonies

Read the selection two times before answering the questions. Your answers need to express complete thoughts and give thorough explanations. One word or a simple phrase is not acceptable. Go back into the text and reread for help.

1. Why is *The Dreadful Smelly Colonies* an appropriate title for this book?

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2. Define **sailcloth** as it is used in the text. (p. 7)

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3. According to the text, what invention made it easier to prepare the land for planting?

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4. **Indentured servants** were important to the colonists. Support this **claim** with evidence from the text.

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