



Name \_\_\_\_\_

Date \_\_\_\_\_

# 5th Grade Science

# DAILY REVIEW #17



## CONCEPTS

## INVESTIGATION, REASONING, LOGIC

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>M O N D A Y</b></p>	<p>1. List in order the layers of the Earth from its surface to its interior.</p> <p>a. _____</p> <p>b. _____</p> <p>c. _____</p> <p>d. _____</p>	<p>2. Use the word bank to classify the organisms.</p> <p><b>word bank:</b> sponges, moss, turkey, dogwood</p> <p>a. vascular _____</p> <p>b. nonvascular _____</p> <p>c. vertebrate _____</p> <p>d. invertebrate _____</p>	<p>3. This shale (sedimentary rock) is experiencing a change to slate. What kind of rock is slate?</p> <p>Good grief! The heat and pressure <b>compact</b> the particles and cement them together.</p> 	<p>4. Nutritionists recommend that you drink plenty of water each day. About how much do you need to consume?</p> <p>a. 20 liters</p> <p>b. 2 liters</p> <p>c. 20 ml</p> <p>d. 2 ml</p> 																
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>T U E S D A Y</b></p>	<p>1. Metamorphic, igneous, and sedimentary rocks can all be found in which layer of the earth?</p> <p>_____</p>	<p>2. What are the primary food producing parts of the plant?</p> 	<p>3. Larry found this rock while on an archaeological dig. He could see tiny bits of matter cemented together. He immediately knew it was a _____ rock.</p> 	<p>4. Natalie made a model of a volcano for the science fair. To demonstrate an eruption, she needed to combine vinegar and baking soda. What could she use to measure the vinegar?</p> <p>a. scale</p> <p>b. seismograph</p> <p>c. graduated cylinder</p> <p>d. variegated cylinder</p>																
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>W E D N E S D A Y</b></p>	<p>1. The different sections of the earth's crust and upper mantle are called...</p> <p>a. currents</p> <p>b. disks</p> <p>c. plains</p> <p>d. plates</p>	<p>2. Mr. Ramirez loves to sing in the church choir. His vocal cords _____ just right to produce a beautiful voice.</p> <p>a. vibrate</p> <p>b. liberate</p> <p>c. enunciate</p> <p>d. transmit</p> 	<p>3. Which instrument does not belong in this group? Why?</p> <p>a. anemometer</p> <p>b. barometer</p> <p>c. thermometer</p> <p>d. seismograph</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4. Johnny beat Floyd by how many seconds?</p> <p>Johnny's Time:  <b>6:38</b></p> <p>Floyd's Time:  <b>6:51</b></p>																
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>T H U R S D A Y</b></p>	<p>1. The earth's core consists mostly of _____ and _____.</p> <p>a. limestone and granite</p> <p>b. iron and sandstone</p> <p>c. nickel and iron</p> <p>d. nickel and coal</p>	<p>2. The breaking down of rocks and soil in the earth's crust is called...</p> <p>a. weathering</p> <p>b. run-off</p> <p>c. erosion</p> <p>d. restructuring</p>	<p>3. <b>Infer:</b> According to the graph, what did people in San Francisco most likely experience in October?</p> <p>a. great surfing</p> <p>b. falling debris</p> <p>c. fog</p> <p>d. heavy rains</p>  <table border="1"> <caption>Average Foggy Days</caption> <thead> <tr> <th>Month</th> <th>Average Foggy Days</th> </tr> </thead> <tbody> <tr> <td>April</td> <td>1.0</td> </tr> <tr> <td>May</td> <td>1.5</td> </tr> <tr> <td>June</td> <td>1.0</td> </tr> <tr> <td>July</td> <td>1.5</td> </tr> <tr> <td>August</td> <td>2.5</td> </tr> <tr> <td>September</td> <td>3.5</td> </tr> <tr> <td>October</td> <td>4.5</td> </tr> </tbody> </table>	Month	Average Foggy Days	April	1.0	May	1.5	June	1.0	July	1.5	August	2.5	September	3.5	October	4.5	<p>4. Mindy and Max were part of a scientific study. They had been fed, starved, injected, and run in mazes. What would not be a scientific observation?</p> <p>a. Mindy and Max are each six inches long.</p> <p>b. the mice are alert</p> <p>c. the mice are shivering</p> <p>d. Mindy and Max are afraid</p> 
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# 5th Grade Daily Science

**DP Hallahan**



## 5th Grade Daily Science:

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**DAILY SCIENCE, GRADE 5 TEACHER'S EDITION.** ,2009 *Daily Science* Evan-Moor,2009-01-01 Daily Science contains 125 easy to integrate daily activities which introduce students to standards based scientific concepts and vocabulary while they investigate motivating real life questions about the world around them The class pack contains a Teacher s Edition

and 5 Student Books      **5th Grade Science** Argoprep,2024-01-19 5th Grade Science Daily Practice workbook by ArgoPrep is designed to help build mastery of foundational science skills Our science workbooks offer students with 20 weeks of practice of various science skills required for fifth grade including Physical Science Life Science Earth Space Science and Engineering Students will explore science topics in depth with ArgoPrep s 5 E S to build science mastery Engaging with the topic Read a short text on the topic and answer multiple choice questions Exploring the topic Interact with the topic on a deeper level by collecting analyzing and interpreting data Explaining the topic Make sense of the topic by explaining and beginning to draw conclusions about the data Experimenting with the topic Investigate the topic through hands on easy to implement experiments Elaborating on the topic Reflect on the topic and use all information learned to draw conclusions and evaluate results ArgoPrep s 5th Grade Science Daily Practice Workbook is state aligned and aligns with the Next Generation Science Standards NGSS Here s a preview of what our workbook covers Particles Matter Properties Of Matter Heating Cooling Gravity Chemical Reactions Food Energy Plants Energy Types Of Consumers Food Webs Recycling Matter Energy The Sun The Seasons Spheres On Earth Water On Earth Earth s Non renewable Resources Earth s Renewable Resources Design Problems Design On A Dime Comparing Solutions Improving Models ArgoPrep is one of the leading providers of K 8 supplemental educational products At ArgoPrep our goal is to provide you with the best workbooks and learning experience Just in the past year ArgoPrep has received many awards for it s curriculum and workbooks ArgoPrep is a recipient of the prestigious Mom s Choice Award 2019 Seal of Approval from Homeschool com 2019 National Parenting Products Award Tillywig Brain Child Award and a Gold Medal Parent s Choice Award Winner If you have any suggestions or need further assistance don t hesitate to email us at info argoprep com      **Daily Science Grade 5** Evan-Moor Educational Publishers,2009      Daily Science, Grade 5 - Student Edition (5-Pack) ,2009 The 5 pack provides five books of the same grade level      Everyday Science Mysteries Richard Konicek-Moran,2008 The story format is one of the most effective ways to engage students attention right from the start Each chapter includes a list of science concepts explored targeted strategies for using the stories with children in grades K 8 and key matching story concepts with corresponding standards in the National Science Education Standards      **Yet More Everyday Science Mysteries** Richard Konicek-Moran,2011 In the fourth book of this award winning series author Richard Konicek Moran explores 15 new mysteries children and adults encounter in their daily lives Relating the mysteries to experiences familiar to elementary and middle school students the stories show how science is part of everyday life and initiate inquiry based learning by leaving each mystery without an ending Students identify the problem to be solved formulate questions form hypotheses test their ideas and come up with possible explanations      *Even More Everyday Science Mysteries* Richard Konicek-Moran,2010 What are the odds of a meteor hitting your house What are warm clothes anyway Do you get more sunlight from Daylight Saving Time Everyone loves a good mystery and these unfold in the 15 stories presented in *Even More Everyday Science Mysteries* the third volume

in author Richard Konicek Moran's award winning series *Again* the author uses stories without endings to teach a science principle allowing the students to investigate how each story can be resolved All the stories relate to the world around us and encourage students to take ownership of their learning In *Here's the Crusher* family members ponder what could have crushed a plastic soda bottle sitting on a table By exploring each family member's idea common misconceptions are uncovered and discussed In *Florida Cars* Amber seeks out the causes of rust on cars from Florida She experiments with nails to try to discover what ingredients produce rust Your students will tackle Amber's problem and reach their own conclusions Science topics explored include evaporation erosion thermal energy atmospheric pressure buoyancy and density These stories are bound to reveal the wonderful ideas all students have give them the confidence to explore their own thinking and provide opportunities for them to do science rather than have science done to them Page Keeley NSTA President 2008-09

More Everyday Science Mysteries: Stories for Inquiry-Based Science Teaching Richard Konicek-Moran,2009-04 Through 15 mystery stories this book memorably illustrates science concepts for students and reinforces the value of learning science through inquiry Each mystery presents opportunities for students to create questions form hypotheses test their ideas and come up with explanations Focused on concepts such as periodic motion thermodynamics temperature and energy and sound these mysteries draw students into the stories by grounding them in experiences students are familiar with providing them with a foundation for classroom discussion and inquiry Everyday Science Edith Lillian Smith,1925 General Science, Grades Seven and Eight Denver Public Schools,1924 Tentative Course of Study in Elementary Science for Grades 1-2 Gerald Spellman Craig,1927 **The Teaching of Nature Study and Elementary Science for Grades Kindergarten to Eight** New Jersey. Department of Public Instruction,1929 **General Science, Grades 5 - 8** Wendi Silvano,2008-12-19 Students will gain extra practice with the skills they are learning in their physical earth space and life science curriculums Included are 162 short reproducible activities that are arranged by topic and cover general science concepts Teachers can use activities in differentiated instruction situations and as warm ups homework assignments or extra practice Supports NSE standards **Tentative Course of Study in Elementary Science for Grades I and II** Gerald Spellman Craig,1927 **Wisconsin Journal of Education** ,1926 Elementary Science Course of Study for Grades Four, Five and Six Baltimore City Public Schools,1929

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