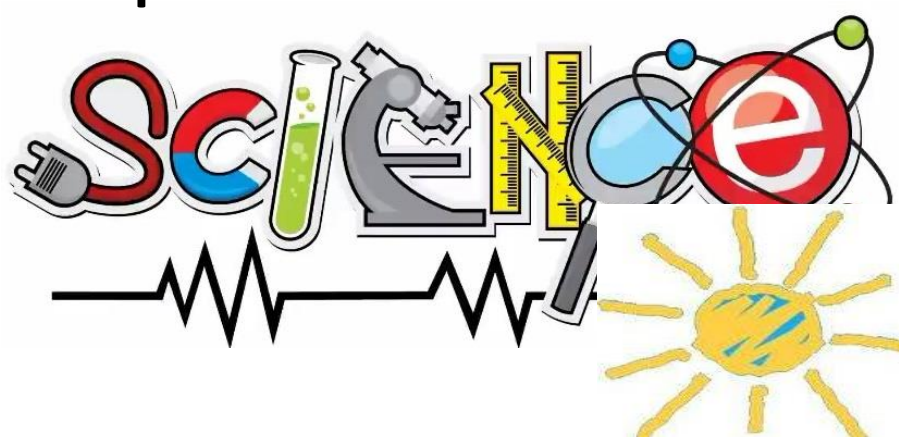
Name _____

5th Grade Science Remote Learning Packet

Week 1

September 28th – October 2nd



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

_____ _____

(Parent Signature) (Date)

Parents please note that all academic are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.

Name: _____ Date: _____

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Guided Notes

How do scientists know so much?

LEQ: Who were two historical scientists? What did they observe and what were some questions asked?

OBJECTIVES: I can state two historical scientists. I can state what these scientists observed and at least one question they asked.

How do scientists know so much? _____

_____

_____

Academic Vocabulary

Scientist: a person who studies Science; makes observations, asks _____ and does extensive research in finding the answers to many questions

Discovery: to find out, see or _____ of especially for the first time

Telescope: an _____ that allows people to see distant objects

Invent: to think up, make up; the act of inventing; _____

Galileo: Italian astronomer and mathematician who was the first to use a _____ to study the moon and stars.

Compare: to _____ for similarity and/or differences

Mary Anning: A famous English _____ hunter.

Fossil: the _____ or traces of plants and animals that lived long ago

Extinct: species of animals or organisms that there are no longer any of them _____

Video: Mystery Science; how do scientists know so much?

Who are the two scientists mentioned? _____

_____

_____

Galileo observed the _____ using a _____.

Mary Anning observed _____.

Discuss:

What do these two stories have in common? (What did both scientists do that was similar?)

_____

_____

_____

How are some ways you can think like a scientists? _____

_____

_____

_____

So, how do scientists know so much? _____

_____

_____

_____

Name: _____ Date: _____

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Directions: On this page, put the hand that you DO NOT write with on the page and trace it. Then, draw the details that make up your hand. Start to think of questions and write them down. Use arrows to connect your questions to the part of your drawing it has to do with.

I wonder..

I have _____questions!

Name: _____ Date: _____

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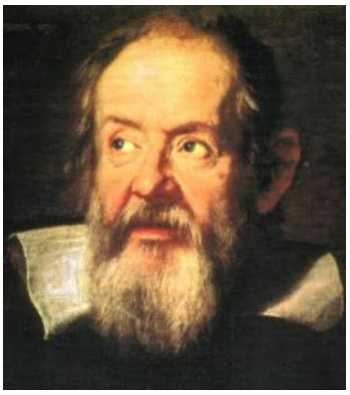
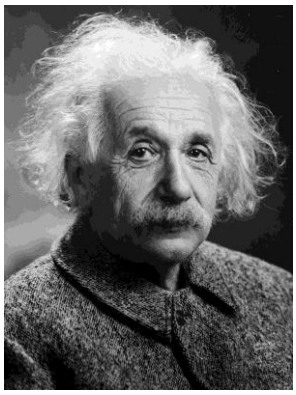
Circle the picture of the two scientists that we learned about and write their name under their picture.





_____ _____

_____ _____

Albert Einstein	**Mary Anning**	**Marie Curie**	**Galileo Galilei**

Answer the following questions with complete sentences.

1. **With what object (or tool) did Galileo use to make his observations?**

   _____

   _____

   _____

2. **With what object (or tool) did Mary Anning use to make her observations?**

   _____

   _____

   _____

Name: _____ Date: _____

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Guided Notes

How do you become a great inventor?

LEQ: In what ways can we solve a problem using different inventions?

OBJECTIVES: I can create different inventions to solve the same problem.

How do you become a great inventor?

_____

_____

_____

Academic Vocabulary

Inventor: a person who _____ or _____ something _____ for the first time

Invention: a _____ device or process

Engineer: a person who has scientific training and who _____ and _____ complicated products, machines, systems or structures

Innovative: introducing or using _____ ideas or _____

Katharina Paulus: German exhibition parachute jumper who invented the _____

Josephine Cochrane: American housewife who invented the first _____

Video: Mystery Science; how do you become a great inventor?

Discuss:

What kind of inventions do you think we will have when you are an adult?

_____

_____

_____

Who are the two inventors mentioned? _____

_____

_____

First, inventors have to come up with the _____.

Discuss:

What do inventors do when the process of an invention keeps on failing?

_____

_____

_____

_____

So, how do you become a great inventor?

_____

_____

_____

_____

Name: _____ Date: _____

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Directions: Watch Ms. Ogden carefully as she performs the experiment. As Ms. Ogden drops the first item, circle the way it falls. Then, draw at least 2 ideas for our bobby dropper. After you have done that, Ms. Ogden will choose two ideas and perform the experiment. Circle the way. they fall.

Inventing a Bobby Dropper

Draw your ideas here:

Inventors experiment, test their invention, then try to make it better. Keep track of your discoveries below.

Draw your Bobby-Dropper (and the Bobby pin):	Circle the path that shows how it fell.	Results:
Version 1	other (draw it)	It worked well It didn't work well
Version 2	other (draw it)	It worked well It didn't work well
Version 3	other (draw it)	It worked well It didn't work well
Version 4	other (draw it)	It worked well It didn't work well

If you want to keep inventing, keep taking notes on the back.