Week 1

Fall Review Packet

5 Days of Activities

Reading
Writing
Math
Other Fun Stuff

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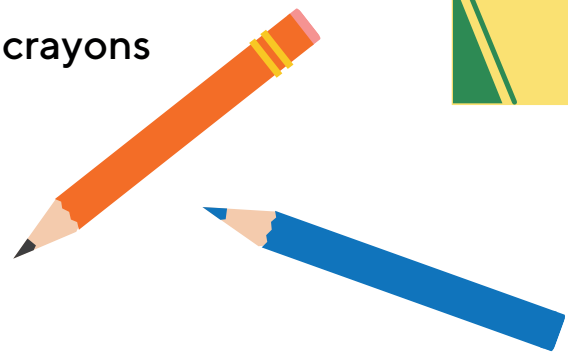
Helpful Hints

Materials You Will Need:

- Pencils
- Colored pencils, markers, or crayons for some of the activities



Directions & Tips:

- There is a schedule for each day. You may complete the activities in any order.
- Make sure to plan your time so that you don’t let things pile up at the end.
- Read the directions carefully before completing each activity.
- Check off each of the activities when you finish them on the menu.

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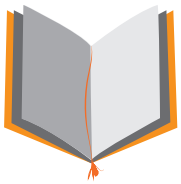
Activity Menu

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading 	Women in History: Marian Anderson	Reading Between the Lines	Simple Fiction Summary	What's It All About? Main Ideas and Supporting Details	The Boy Who Cried Wolf
Writing	Persuasive Writing: Testing Your Reasons	Developing Support Statements	Persuasive Writing Guide	Writing for a Reader	I Beg to Differ!
Grammar	Building Sentences	Coordinating Conjunctions	Subtle Changes	Metaphors and Similes	Learning Formal Writing
Math	Place Value to the Thousands Compare Multi-Digit Numbers	Round 'em Up or Round 'em Down Riddle Me Math!	Three Ways to Multiply Area Model Multiplica-tion	Multiply 2- and 3-digit factors Multi-step Problems	Division Riddle Beachy Word Problems
Science, Social Studies, & More	Rain Forest Food Web	Sky Stories: Mayan Moon Rabbit	The Mississippi River	The History of the Guitar	50 States Time Zones

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Day 1

Reading	Read and answer questions about the life of Marian Anderson, the famous singer and civil rights activist.
Writing	Write weak and strong reasons to support your opinion on a topic of your choosing.
Grammar	Identify subjects and predicates in sentences, and then write your own complete sentences.
Math	Write numbers in standard form and identify the value of digits in a number. Use your place value knowledge to compare multi-digit numbers.
Science	Complete the arrows showing the direction energy flows in a rainforest food web.

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Name _____ Date _____

Women in History: Marian Anderson

Directions: Read the passage below. Then, answer the questions that follow.

Marian Anderson was born in Philadelphia, Pennsylvania, in 1897. When she was 6 years old, her aunt thought her voice was very good and encouraged Marian to join the church choir. That was the beginning of her music education.

In 1925, Marian won a singing award from a major orchestra, the New York Philharmonic. She performed in concerts around the United States.

Because Marian was African American, some people did not want her to perform. Marian went to Europe, where the people did not stop her from performing. She became very famous in Europe.

In the 1930s, Marian returned to the United States. She sang around the country, but still some people did not want her to perform. In 1939, the Daughters of the American Revolution would not allow her to sing at an auditorium they owned. This made many people angry, including President Franklin Roosevelt and his wife, Eleanor Roosevelt. They helped arrange for her to sing at the Lincoln Memorial in Washington, D.C. The concert was a huge success.

Over time, many people that would not let her sing changed their minds and asked her to perform. In 1943, the Daughters of the American Revolution invited her to sing. In 1955, she was the first African American to sing at the Metropolitan Opera. Marian sang at the inaugurations of President Dwight Eisenhower and President John Kennedy. In 1963, she was awarded the Presidential Medal of Freedom.

Marian died in 1993. She is remembered for her wonderful voice and her work for civil rights.

1. What is the author's purpose in writing this text?

_____

_____

2. How did President Franklin Roosevelt and Eleanor Roosevelt impact Marian Anderson's life?

_____

_____

3. How did Marian Anderson's experience in the United States change after she sang at the Lincoln Memorial in Washington, D.C.?

_____

_____

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Name _____ Date _____

Women in History: Marian Anderson

4. List three significant achievements or moments in Marian Anderson's life. Cite the paragraph where you found the evidence in the text.

a. _____

_____

b. _____

_____

c. _____

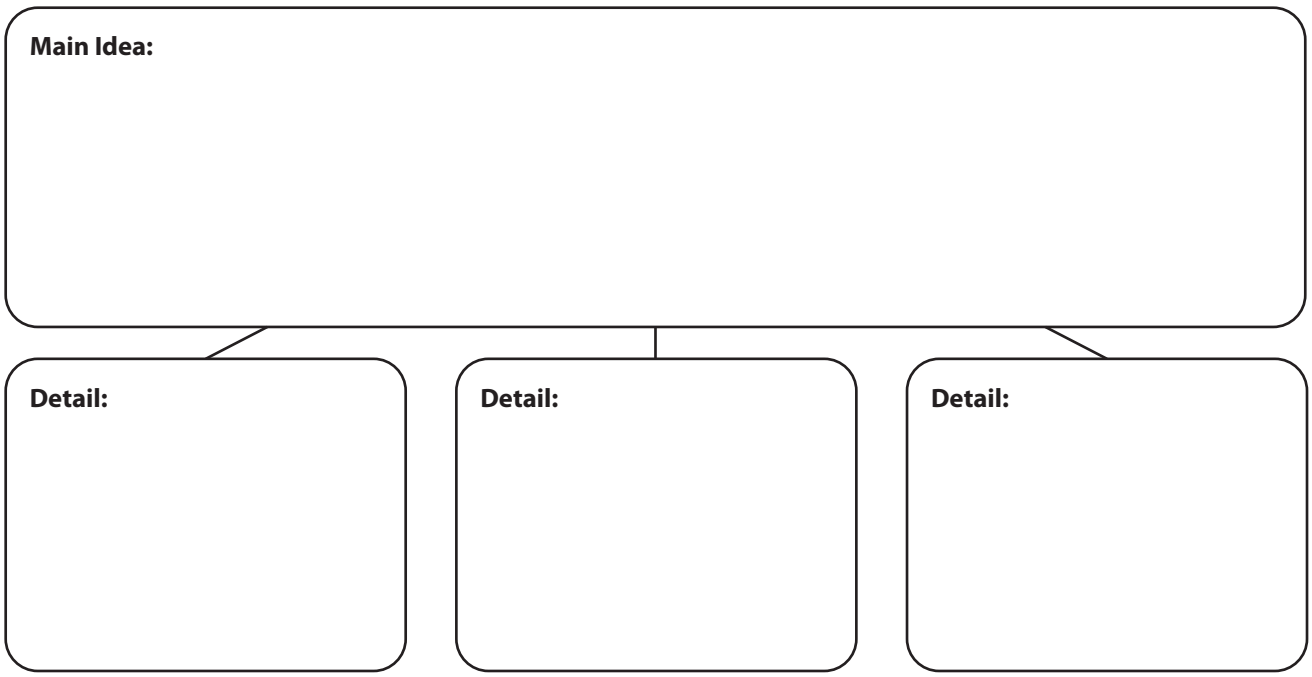
_____

5. What is Marian Anderson's legacy?

_____

_____

6. Complete the graphic organizer below with the main idea and details about Marian Anderson's life.



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Name_____ Date_____

Persuasive Writing
Testing Your Reasons

Part 1 Choose Your Topic

Directions: Choose a topic that you feel strongly about.

PERSUASIVE ESSAY TOPICS IDEAS

More Free Time at School

Longer Recess

Later Bedtime

30 Minutes of Homework

Shorter School Day

Nobody Should Litter

Everyone Should Recycle

Directions: Free-write about why this topic is important to you.

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Name_____ Date_____

Part 2 Test Your Reasons

Directions: First, read through the example response. Then, complete your own response.

Example

Topic and Opinion: My mom and dad should let me decide on the time I go to sleep.	
Weak Reasons (*most likely* **will not** *convince my audience*)	**Strong Reasons** (*most likely* **will** *convince my audience*)
• I think I am old enough. • My friend told me that she gets to decide. • I don't like the time I have to go to bed.	• I might have homework or other tasks that I need to complete before my bedtime. • I know when I feel tired, therefore, it seems like I should be able to express when I feel like it's time for me to go to bed. • I have proven that I am responsible in other ways, so I should be trusted to make a wise decision about the time I go to bed.

My Reasons

Topic and Opinion:	
Weak Reasons	Strong Reasons
•	•
•	•
•	•

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Name _____ Date _____

Building Sentences

A complete thought (or sentence) contains a subject and a predicate. That means you can identify a "who/what" and a "what about it."

The softball team	won the game
Subject (who/what)	Predicate (what about it)

Sometimes, sentences contain compound subjects or predicates. That means there are two subjects or predicates, like in the example below.

The pack of dogs and the garbage men chasing them ran around the corner and went into the parking lot.

Directions: Circle the subject and underline the predicate in each example below.

1. Julio and I went down to the school yard.
2. She got a ticket to ride the rollercoaster and then bought a slushy.
3. My new shoes and socks got dirty.
4. My gum popped out of my mouth and fell on the floor.
5. My sister went to the movies and then joined her friends.

Now, create complete sentences that have…

1. One subject and one predicate:

_____

2. One subject and two predicates:

_____

3. Two subjects and one predicate:

_____

4. Two subjects and two predicates:

_____

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Name: _____ Date: _____

Place Value to the Thousands

Part 1: Numerals in Standard Form

Write each number in standard form. The first problem has been completed for you.

1. 3,000 + 200 + 30 + 5

   3,235

2. 800 + 20 + 5

3. 5 hundreds 2 tens 1 one

4. three thousand, four

5. 7 tens 7 ones

6. 2,000 + 50 + 6

7. two thousand, twenty-eight

8. 8 thousand, 1 hundred

Part 2: Finding the Value of a Digit

Write the value of the underlined digit. The first problem has been completed for you.

1. 9,640

   9 thousands

2. 75 4

3. 6 7 5

4. 2,875

5. 8,1 0 0

6. 3 9

One More Thing:

Which digit has the greatest value in the number 1,567 ? Explain your answer in one to two sentences.

Hint: Use the phrase "place value" in your explanation.

Answer: _____

Explanation: _____

_____

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Name _____ Date _____

Compare Multi-Digit Numbers

Part I. Comparing Numerals

2,135 ____ 2,235

Step 1: Line up the numbers vertically.

Step 2: Compare each digit, starting with the largest place value.

compare thousands place first → **2,135** **2,235**

Answer: 2,135 < 2,235

Directions: Use the greater than and less than symbols (> and <) to compare each set of numbers.

1. 1,230 _____ 1,203
2. 4,675 _____ 4,678
3. 5,505 _____ 5,405
4. 450 _____ 445
5. 631 _____ 641
6. 3,013 _____ 3,003
7. 3,335 _____ 3,235
8. 567 _____ 660
9. 660 _____ 650
10. 832 _____ 842
11. 788 _____ 798
12. 4,530 _____ 4,520
13. 113 _____ 123
14. 4,109 _____ 4,119

Part II. Taking a Closer Look

Directions: Refer to the number **141, 540** to answer the following questions.

1. What is the name of the largest place value in this number? _____
2. What is the value of the digit in the thousands place? _____
3. Which digit is in the tens place? _____

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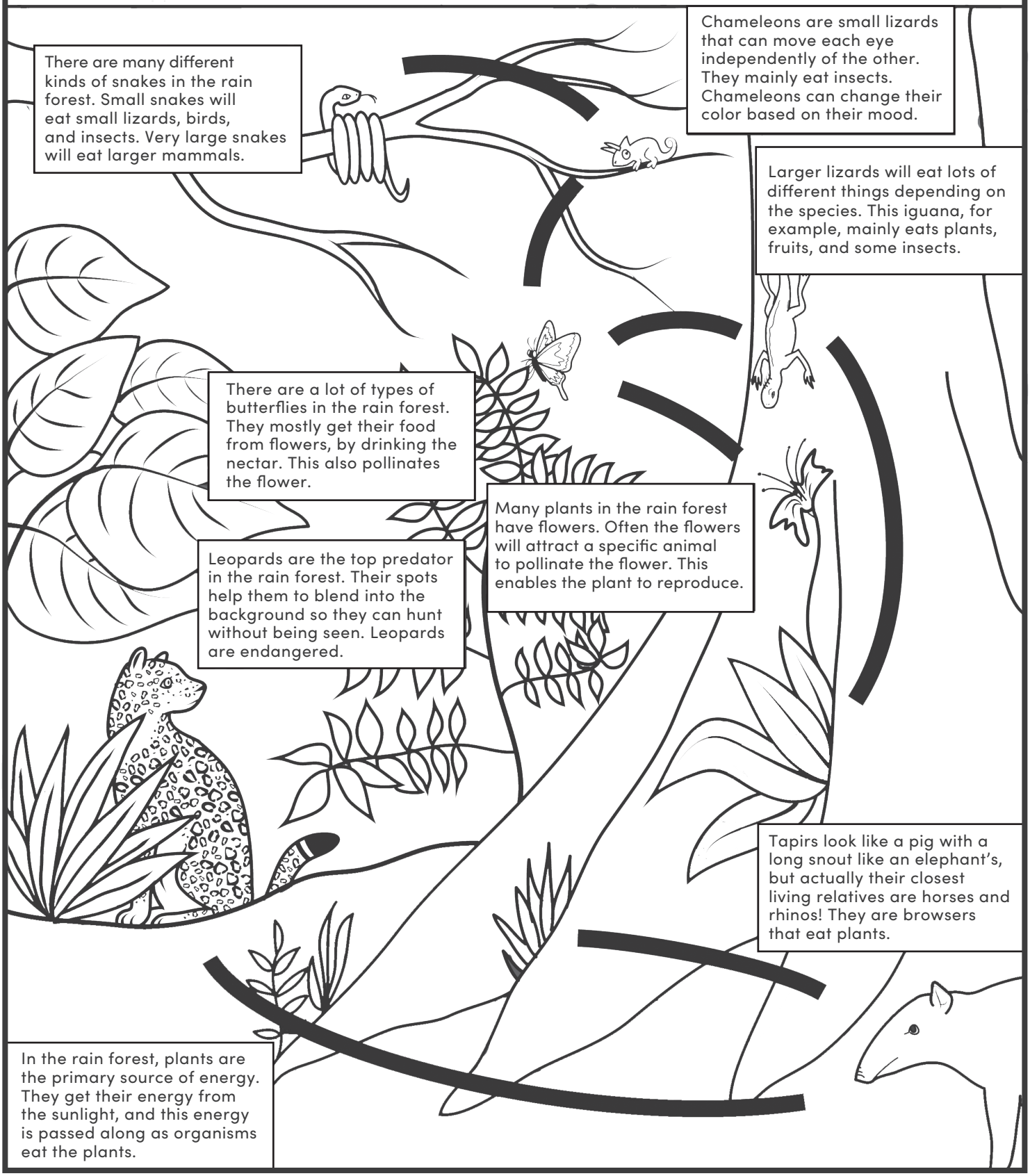
Name _____ Date _____

Rain Forest Food Web

All animals get their energy from food. Can you color in the rain forest scene, and then add arrowheads to the black lines to show the direction energy flows in the rain forest?



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Day 2

Reading	Practice making inferences by reading short fiction passages.
Writing	Challenge yourself to support your opinion statements with solid, factual reasons.
Grammar	Practice combining sentences using coordinating conjunctions.
Math	Round multi-digit numbers in this country western-themed worksheet! Solve multi-digit addition and subtraction problems to reveal the answer to a riddle.
Fun Stuff	Learn about some of the beliefs the Ancient Mayan people had about the moon. Then complete a moon-themed word search!

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Name: _____ Date: _____

Reading Between the Lines

An **inference** is a conclusion you come to based on reasoning and evidence within a text. Read each paragraph below and answer the inference question that follows.

Harold grunted as he walked into the house. He carried four paper bags in his arms, each one filled to the brim. Suddenly, he tripped and one of the bags fell, spilling oranges, a loaf of bread, and two sticks of butter onto the floor. "At least I didn't drop the eggs!" he exclaimed.	**Where was Harold before he got home? How do you know?**
Each day, before Renee goes to work, she puts on her brown uniform and sturdy work boots. She has to get to work early because a lot of creatures, big and small, are counting on her for their breakfast. Later in the day, she will make sure their habitats are clean. Sometimes she gets dirty at work, but she enjoys seeing all the people who come to visit, peeking through fences and windows as she works.	**Where does Renee work? How do you know?**
Patrick arrived home from school with a grin. He burst through the front door and ran into the living room where he saw boxes wrapped in shiny paper and balloons tied to a chair. On the counter sat a chocolate cake with eleven candles. He reached for a taste of the frosting, but his mother scolded, "We have to sing to you before eating the cake!"	**What is Patrick celebrating? How do you know?**
Lucy sighed happily as she curled into a ball and licked her fur. After a long afternoon of laying in the sun, she was happy to be snuggled up on her soft bed. She purred contentedly as she closed her eyes, ready for a nap. Suddenly, she heard a buzzing noise. Her eyes snapped open and her ears twitched. She spotted a fly landing nearby. Lucy watched it carefully for a moment and then, POUNCE! She caught it!	**Who is Lucy? How do you know?**

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Developing Support Statements

Name _____

Date _____

1. Providing Evidence

This three-part exercise will help you develop the thinking skills required to move from an opinion statement to a support statement.

Read each statement ***in italics*** below. Then consider the question **Why is this true?** This is the first step to start formulating better arguments. Each statement is an assumption, and needs some solid supporting evidence to back it up. Don't limit your supporting evidence to just your own ideas. Think about what other people might say to also support each of these statements of assumption.

Sample Opinion Statements

1. ***Watching a movie in a theater is better than watching a movie at home on TV.***

Why is this true? The screen and sound system are bigger, making for a more immersive experience.

possible answer

2. ***People need to exercise more.***

Why is this true? Exercising keeps your body healthy.

possible answer

Now You Try!

1. ***Eating healthy is good for you.***

Why is this true? _____

2. ***Music puts me in a good mood.***

Why is this true? _____

3. ***Wearing sunblock prevents sunburns.***

Why is this true? _____

4. ***A dog is a much better pet than a fish.***

Why is this true? _____

5. ***I like to carry an umbrella when it rains.***

Why is this true? _____

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Name _____

Developing Support Statements

Date _____

2. Finding Reasons

The word "support" in opinion writing doesn't only have to include your point of view. Consider what other people might think. Practice developing a strong list of reasons to support the statement, keeping your audience in mind. What might others say about the statement?

Step 1: Writers think of their own reasons to support the statement.

Step 2: Writers find more reasons and support by thinking of reasons other people might have.

Brainstorm

Use the steps above to give reasons to support these opinions:

1. ***Watching a movie in a theater is better than watching a movie at home on TV.***

2. ***Exercise is one of the most important ways you can take care of yourself.***

3. ***Being early is better than being late.***

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Developing Support Statements

Name _____

Date _____

3. Choosing a Topic

Now it's time to combine what we've learned in pages 1 and 2. Instead of supplying the topic statement that expresses the opinion, this worksheet asks you to choose the opinion sentence and provide two different support statements.

1. Choose a topic. Then, write an opinion sentence about your topic.
2. Write one reason why your opinion sentence is true.
3. Write a reason why someone else might thing your opinion sentence is true.

Now you have a complete, three-part opinion sequence!

Sample Topics

- The best movie
- Best ice cream flavor
- Favorite holiday
- Favorite TV show
- Favorite book
- Favorite animal
- Dinner
- Summer
- Homework
- Favorite sport

a.

Topic sentence: _____

Why is this true? _____

_____

Why would someone else say this was true? _____

_____

b.

Topic sentence: _____

Why is this true? _____

_____

Why would someone else say this was true? _____

_____

c.

Topic sentence: _____

Why is this true? _____

_____

Why would someone else say this was true? _____

_____

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Name: _____ Date: _____

Combining Sentences
Coordinating Conjunctions

Coordinating conjunctions join two independent clauses to make a compound sentence. Use a comma between the first independent clause and the coordinating conjunction.

Example: Jacob loves to ski. His brother likes snowboarding.
Jacob loves to ski, but his brother likes snowboarding.

TIP
Think of the words "FAN BOYS" to help you remember the coordinating conjunctions

For And Nor But Or Yet So

◆ Choose a coordinating conjunction to complete each sentence. Then, write it on the blank line.

1. He was not allowed to exercise, _____ he needed to let his leg rest after his surgery.
2. I like eating french fries, _____ I also like sweet potato fries.
3. Brody loved to play rugby, _____ he was nervous he was going to get injured.
4. Mark was really tired, _____ he took a nap.
5. She had a lot of toys to play with, _____ she still felt bored.

◆ Choose a coordinating conjunction to complete each sentence. Then, write it on the blank line.

1. Keith performed poorly on his science test. He forgot to study.

_____

2. Marco is quiet. He still has many close friends.

_____

3. We waited for the bus. It didn't show up.

_____

4. It was a beautiful day. We went for a walk.

_____

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Round 'em Up
or round 'em down!

Name: _____

Date: _____

Rounding makes a number simpler, but keeps its value close to what it was. Rounding numbers gives an approximate amount that is easier to think about. We can use this symbol ≈ which means "is about."

The underlined digit shows the place value to which the number will be rounded.

Look at the digit that is one place to the right of the underlined digit.
If that digit is 5 or greater, round up.

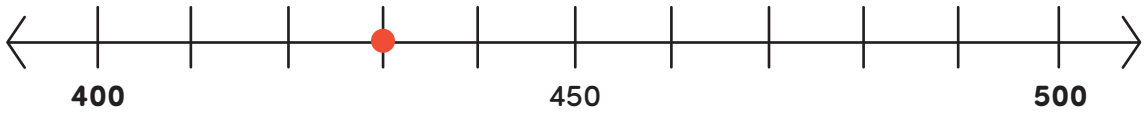
Examples:

8,219 ≈ 8,000
8,219 is about 8,000

14,632 ≈ 15,000
14,632 is about 15,000

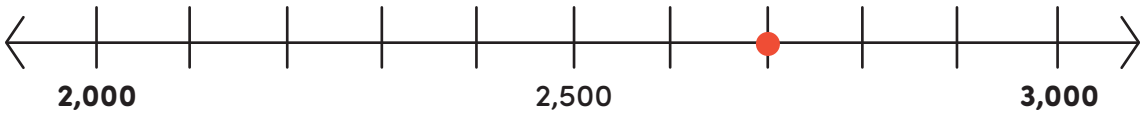
Directions: Use the number lines to round the underlined place value.

1.



430 ≈ _____

2.



2,700 ≈ _____

Directions: Round to the underlined place value in each of the problems below.

3. 1,930 ≈	**8.** 2,504 ≈	**13.** 24,652 ≈
4. 3,418 ≈	**9.** 812,934 ≈	**14.** 73,986 ≈
5. 7,735 ≈	**10.** 124,873 ≈	**15.** 1,454,232 ≈
6. 9,636 ≈	**11.** 23,093 ≈	**16.** 7,018,129 ≈
7. 8,452 ≈	**12.** 487,325 ≈	**17.** 5,343,567 ≈

Word Problem:

18. Latrice went to a basketball game. There were 7,235 tickets sold. Rounding to the nearest thousand, about how many tickets were sold?

_____

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Riddle Me Math!

Multidigit **Addition** & **Subtraction**

Directions:
Solve each math problem. Then find the answer and write the letter in the correct place to solve the riddle.

Why don't lobsters share? T _ _ _

SKY STORIES: MAYAN MOON RABBIT

Long ago, before humans had access to advanced science technology, they told stories to explain natural phenomena such as thunder and lightning, or the phases of the moon. Ancient Mayans had many different beliefs about where the moon came from.

THE MAYAN MOON

According to legend, the world was created when two hero twins rescued their father from the underworld. After they defeated the gods of the underworld, the twins rose up into the sky to become the sun and the moon. Their father became the god of maize (corn) and he rose to create the first sunrise.

Mayans thought of the moon as a female symbol. The crescent moon symbolized a young girl, and the waning moon symbolized a grandmother. When the moon was full, they saw a rabbit in the moon. This connects to other stories of how when the moon was first created, the gods threw a rabbit at its face to dim the light.

The Mayans also believed that the goddess of birth and fertility, Ix Chel (EET-chel), was also a goddess of the moon.

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Name _____ Date _____

WORD SEARCH

F	G	B	F	B	F	B	T	R	A
I	H	I	U	M	A	I	Z	E	D
G	B	S	L	L	V	T	N	T	Y
U	V	K	L	E	H	S	A	R	O
N	O	O	M	G	N	I	N	A	W
O	A	W	O	E	R	A	K	U	A
B	C	T	O	N	S	B	D	Q	C
A	E	Y	N	D	V	Q	S	T	D
L	A	G	I	B	B	O	U	S	F
Z	Q	K	P	S	N	A	Y	A	M
C	R	E	S	C	E	N	T	L	E

TIP:

← ↑ → ↓

- O LAST QUARTER
- O LEGEND
- O MAYANS
- O WANING MOON
- O MAIZE
- O FULL MOON
- O CRESCENT
- O GIBBOUS

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Day 3

Reading	Practice summarizing a short fiction story.
Writing	Write a persuasive paragraph about kids drinking soda.
Grammar	Read sentences and identify the way suffixes change the meaning of words.
Math	Use three different strategies to solve two-digit by two-digit multiplication problems. Multiply two-digit by two-digit numbers using the area model to show your thinking.
Social Studies	Learn facts about the Mississippi River!

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Name _____ Date _____

Simple Fiction Summary

When we summarize a story, we want to include the main character **(somebody)**, what the character wanted **(wanted)**, the problem or conflict in the story **(but)**, how the character solved the problem **(so)**, and the final event or end **(then)**. By following this structure, we ensure that only the key parts of the story are included in the summary.

Summary Phrase Bank

In summary	To sum up	To summarize
In conclusion	To conclude	

Directions: Use the Somebody-Wanted-But-So-Then framework to write a summary of the following story. Then, choose a phrase from the bank above to complete the paragraph frame summary.

Lola was excited to be in fifth grade this year because it meant she was old enough to go to outdoor science camp. Ever since she heard about the three-night school field trip to a local campground that was an important tradition for Washington Elementary School, she could not wait to go. "Mom, I have the permission slip for you to sign for outdoor science camp! Yippee, I'm finally in fifth grade and I get to go to science camp!" Lola exclaimed when she got home from school. Lola's favorite subject was science and she couldn't wait to be out in nature conducting real experiments. Her mom hugged her as she read the letter. Suddenly, her mom's face changed from pure joy to a sad, concerned expression. "Oh sweetie, it says we have to pay $150 for the field trip. I'm so sorry but we can't afford that right now. You know things are tight now," her mom said to her. Lola was crushed. She ran to her room, crying. As she lay in bed, she thought to herself, "I am going to find a way to get the money I need to go to outdoor camp! There has to be a way!" Lola couldn't feel mad at her mom because it wasn't her fault that she lost her job a few months before and had been trying hard to get a new one—with no luck. Lola grabbed a notebook and wrote down some ideas for ways to raise the money. By dinnertime, she had a list of five ideas which included selling her clothes, asking her grandpa for money, and hosting a car wash and bake sale event. She showed the list to her mom, hopeful that she would approve one of her ideas. Her mom agreed that she could do a car wash and bake sale to raise the funds needed for the field trip. The following weekend, Lola and her mom worked tirelessly to wash cars and sell baked goods in front of their house. It worked! They raised a total of $168. The mother-and-daughter team was thrilled! On Monday, Lola proudly turned in her permission slip and money to her teacher.

Summary Paragraph Frame

_____ , _____
(summary phrase from bank) (somebody)

_____ .
(wanted)

_____ .
(but)

_____ .
(so)

_____ .
(then)

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Name:_____ Date:_____

Persuasive Writing Guide

A **persuasive paragraph** states and supports an opinion. Use the provided topic and follow the structure outlined below to write your own persuasive paragraph.

Topic: A new law will make it illegal for kids under the age of 14 to drink soda.

Introduction: State your position or opinion. Do you agree or disagree? Who is your audience? In other words, who are you trying to persuade? Keep your audience in mind when you write.

Reasons: List at least three reasons for your opinion. Think of your audience and what reasons might persuade them. Try using phrases like "for instance" or "in addition" to introduce your reasons.

Conclusion: Restate your opinion in a way that relates it to a greater statement about the world or society. In other words, why should your audience agree with your opinion?

Introduction: _____

Reason #1: _____

Reason #2: _____

Reason #3: _____

Conclusion: _____

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Name:_____ Date:_____

Subtle Changes

Read each pair of sentences. Find and circle the two similar words. How have the words changed? Underline the differences. How has the meaning changed? On each line below, describe how the words are used differently.

Example:
When our teacher assigned us to groups she told us that we could talk with one another about our project. Everyone was so talkative and it was difficult to hear above the noise!
Explanation: The word talk is a verb that tells what the students are doing, but the word talkative is an adjective that describes the students.

1. On Saturday, Mom decided to wash our clothes. Unfortunately, I had gotten permanent paint on my clothes and the paint was not washable.

Explanation: _____

_____

2. When we drove to our grandparents' house, it was pouring down rain and we could not see clearly through the windshield. By the time we got to their house, it was clear and there was not even a cloud in the sky!

_____

Explanation: _____

3. Alissa forgot to close the fence and her dog ran through the neighborhood. Usually, she isn't a very forgetful person!

Explanation: _____

_____

4. In art class, Michael created a sculpture using clay and paper. His art teacher admired his creation!

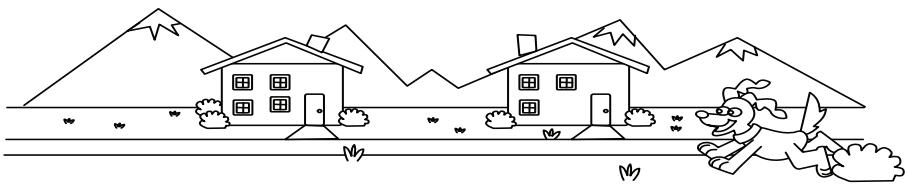
Explanation: _____

_____

5. Dad will use the ladder to climb on the roof to inspect the house. That ladder sure is useful!

Explanation: _____

_____



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Name _____ Date _____

THREE WAYS TO MULTIPLY

Here are three strategies you can use to multiply multi-digit factors.
For each strategy, look at the example problem on the left.
Then, try it on the right!

	23 x 14	45 x 13
BASE TEN ARRAY	● = 1 ▌ = 10 □ = 100 23 x 14 200 + 110 + 12 = 322 23 x 14 = 322	
AREA MODEL	23 x 14 (20 + 3) x (10 + 4) 20 + 3 10 + 4 10 x 20 = 200 10 x 3 = 30 4 x 20 = 80 4 x 3 = 12 200 + 30 + 80 + 12 = 322 23 x 14 = 322	
PARTIAL PRODUCTS	23 x 14 12 (4 x 3) 80 (4 x 20) 30 (10 x 3) + 200 (10 x 20) 322	

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Name _____ Date _____

Area Model Multiplication

35 x 12 = _____

Step 1
Write each number in expanded form.

	30	5
10		
2		

Step 2
Multiply to find each of the partial products.

	30	5
10	300	50
2	60	10

Step 3
Add the partial products.

	30	5
10	300	50
2	60	10

1
300
50
60
+ 10
420

35 x 12 = 420

Directions: Use the area model method to solve each problem. Record the products on the answer lines.

1) 65 x 75 = _____

2) 15 x 15 = _____

3) 18 x 42 = _____

4) 74 x 83 = _____

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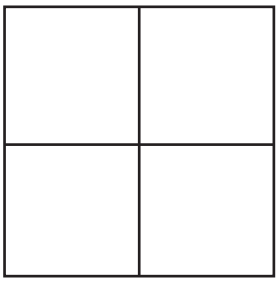
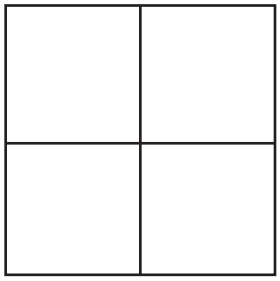
Name _____ Date _____

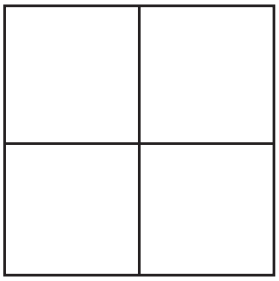
5) 95 x 25 = _____



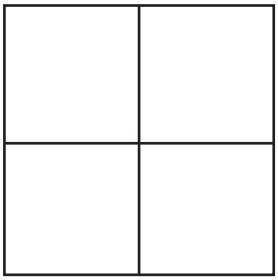
6) 36 x 32 = _____



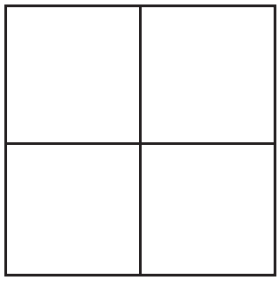
7) 52 x 12 = _____



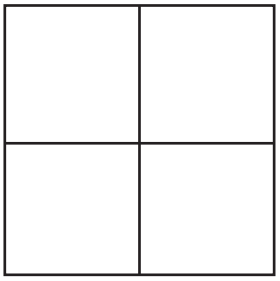
8) 85 x 71 = _____



9) 62 x 24 = _____



10) 78 x 37 = _____



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Name _____

Date _____

The Mississippi River

Great Blue Heron

THE MISSISSIPPI RIVER is probably the most famous river in America. The Mississippi River runs from Minnesota and ends in the Gulf of Mexico, and was the main transportation route of the United States for many years. The Mississippi and the Missouri Rivers join to form the longest river system in the U.S. and the fourth longest in the world. Its name comes from *misiziibi*, an Ojibwe word that means "Big River."

"The Mighty Mississippi" starts small — in a little lake in Minnesota called Lake Itasca. It moves on to meander past several major American cities — Minneapolis, St. Paul, St. Louis, Baton Rouge, and New Orleans — bringing them water and hydroelectric power for their homes and businesses. Several other major rivers feed into it, like the Missouri and the Ohio Rivers. Though most people estimate it to be around 2,300 miles long, no one can agree on how long the Mississippi actually is!

The area around the Mississippi is one of the country's best agricultural regions, with farmers depending on the water and the minerals it brings to nourish their crops. The Mississippi is also home to several species of fish and waterfowl that thrive on it.

FACT FILE

Name: _____ Length: _____

Source (*where it starts*): _____

Mouth (*where it ends*): _____

Cities Along It: _____

Tributaries (*rivers or streams that feed into it*): _____

Importance to Communities Near It: _____

_____

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Day 4

Reading	Read short informational paragraphs and use text evidence to determine the main idea.
Writing	Practice writing persuasive notes with a specific audience in mind.
Grammar	Identify metaphors and similes in a story about a fanciful turtle!
Math	Solve multiplication problems involving two- and three-digit factors. Use your knowledge of multiplication, addition, subtraction, and order of operations to solve these multi-step equations.
Fun stuff	Read all about the history of the guitar!

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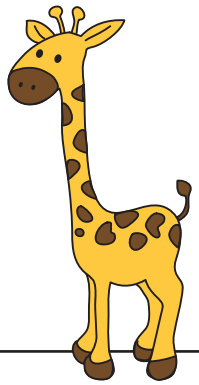
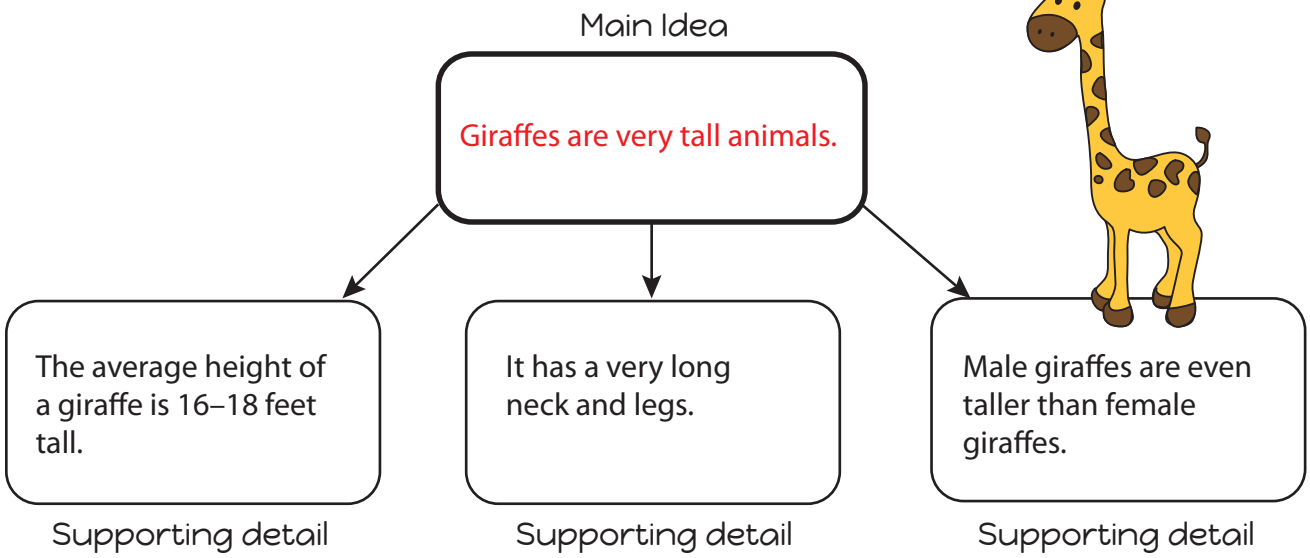
Name _____ Date _____

What's It All About? Main Ideas and Supporting Details

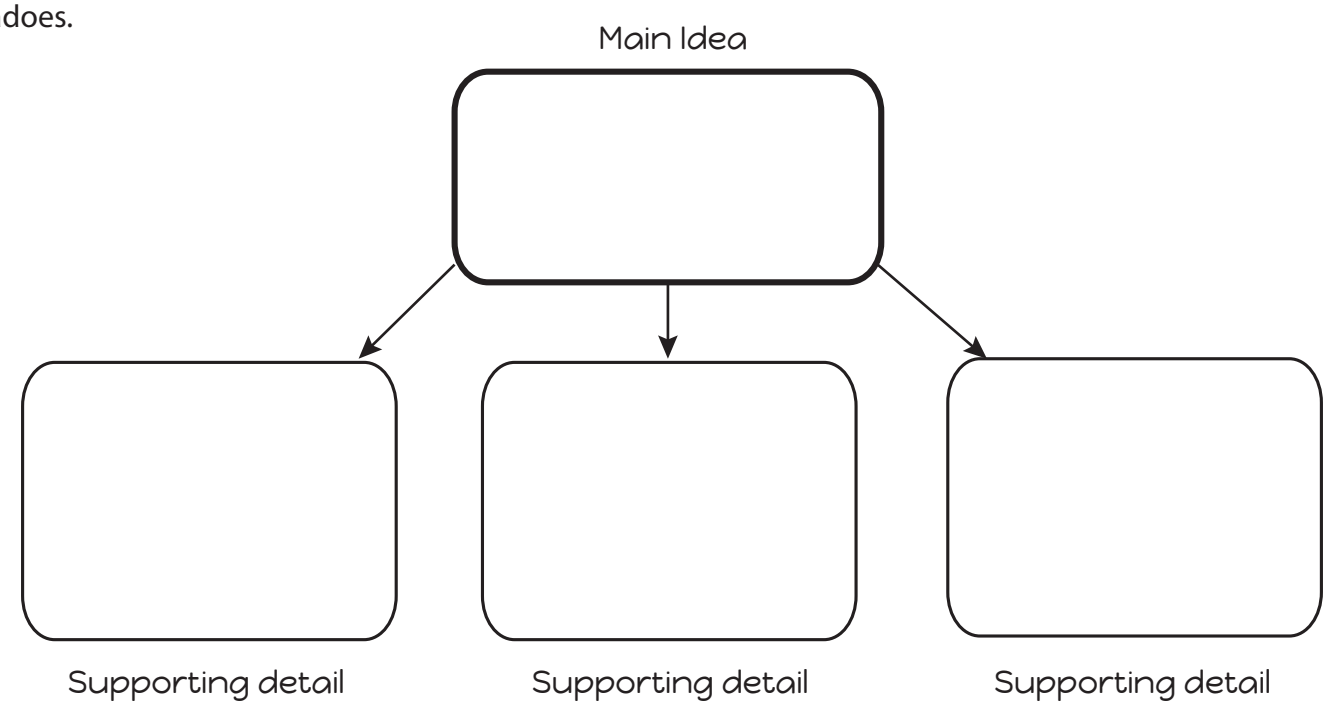
Directions: Read the nonfiction passage. Then, identify the main idea and supporting details and write them in the graphic organizer. The first one is done for you as an example.

Have you ever seen a giraffe at the zoo? **Giraffes are the tallest animals in the world.** The average height of a giraffe is 16–18 feet tall. It has a very long neck and legs. Giraffes eat the leaves from tall trees. Other animals cannot reach that high. Male giraffes are even taller than female giraffes.





Hurricanes are large storms. They begin over the ocean. They gather heat and energy from the water. Hurricanes move slowly to land as they grow stronger. Hurricanes are dangerous because of their size. They are also dangerous because of high winds and big waves. Hurricanes can bring flooding, power outages, and tornadoes.



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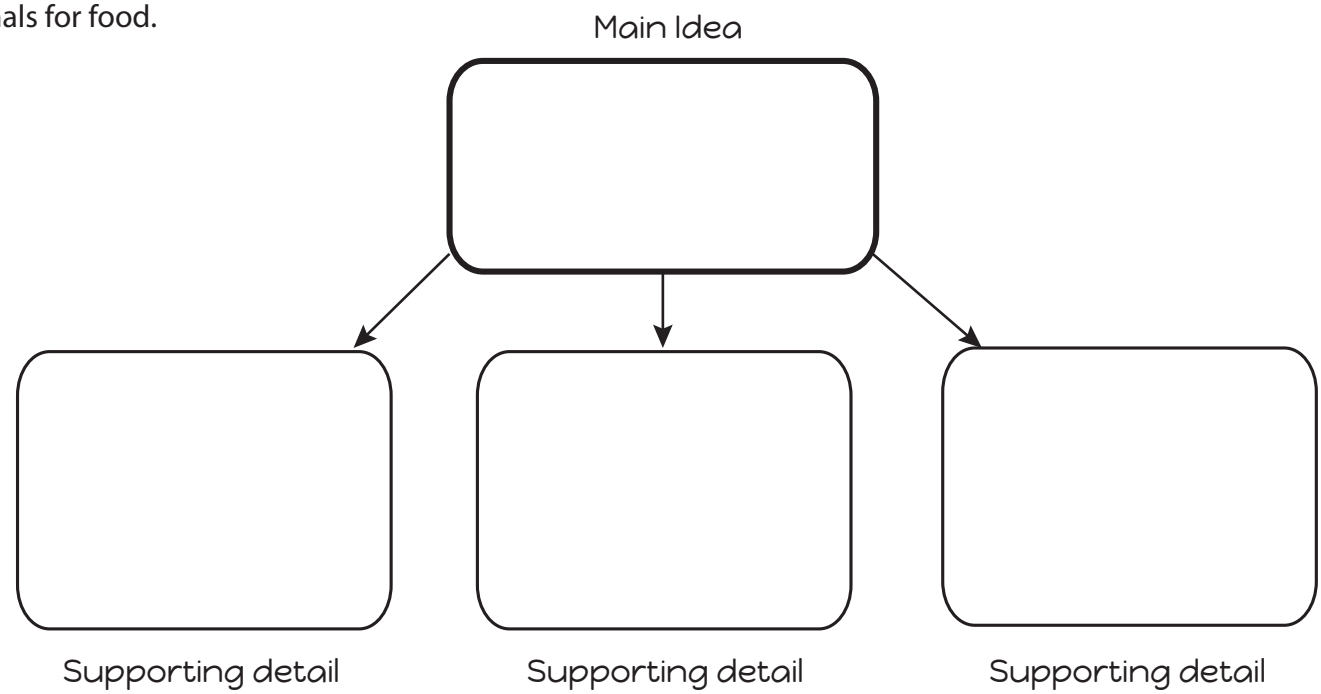
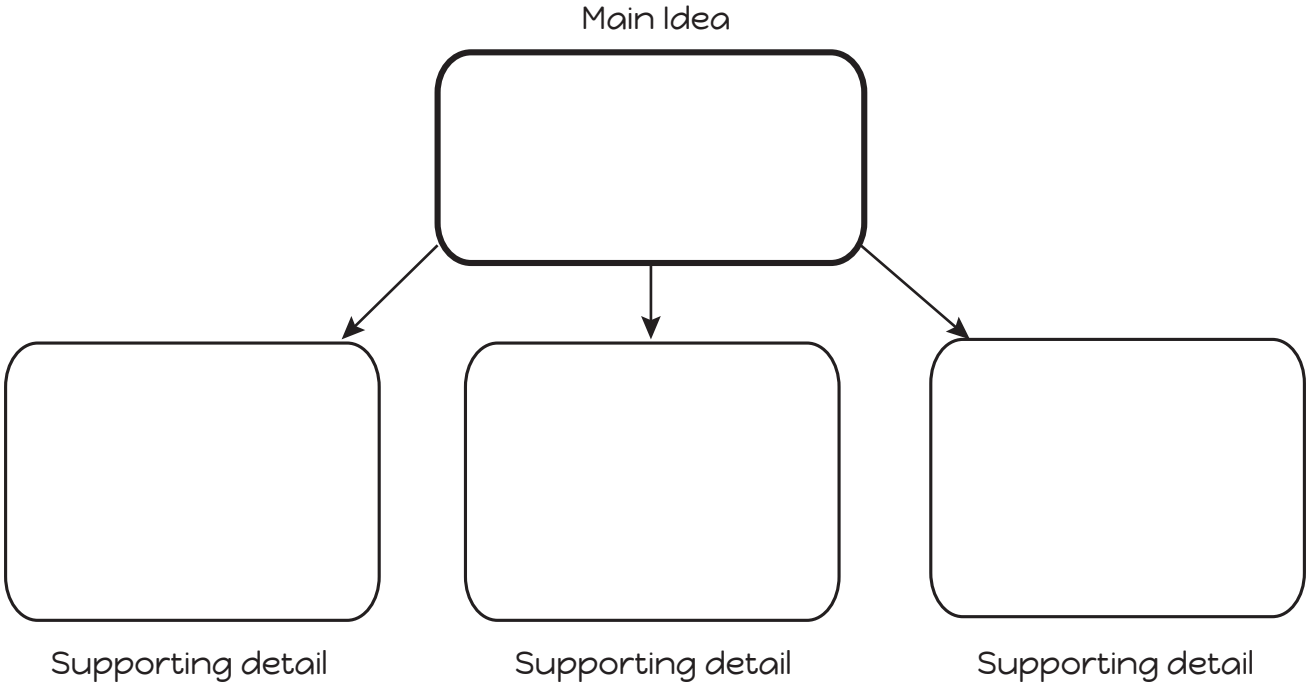
Name _____ Date _____

What's It All About? Main Ideas and Supporting Details

Living things are organisms with certain characteristics. They need water, food, and air to survive. They grow and change, and they move on their own. Living things reproduce, or make more of themselves. For example, plants and animals are living things. Plants make their own food and animals eat plants or other animals for food.



It is important for everyone to get exercise. Exercise helps you feel good, lose weight, and be healthy. Taking a walk is a form of exercise. Going outside to walk and get fresh air helps us feel better. Playing a sport is another form of exercise. This is a fun way to be active. Taking classes at a gym is also a way to be healthy and fit. There are many types of exercise you can do to improve your health.



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Writing for a Reader

Name _____

Date _____

This worksheet is created to help you recognize how you can write with a certain reader, or audience, in mind. Keeping the reader in mind can help in the writing process by looking at the reader's age, personality, likes, and dislikes. For example, if you are asked to write to your mother, you'll know that you need to use certain words and phrases that will appeal to her.

Directions: Read the sample situations below. Think about the situation and the audience to whom you'll be writing. Use the three lines provided below to write three points or reasons that will convince your audience. Then, use your reasons to write a short paragraph in the final note to each person.

Situation A You will be writing a note to your mother asking her if you can stay up one hour after your usual bedtime in order to see a certain TV show. What three reasons would you give her so that she will allow you to stay up?

1.

2.

3.

Final Note:

Situation B You will be writing a note to a good friend asking him or her to come over to your house after school to play. What three reasons would you give him or her to convince them to come over to your house?

1.

2.

3.

Final Note:

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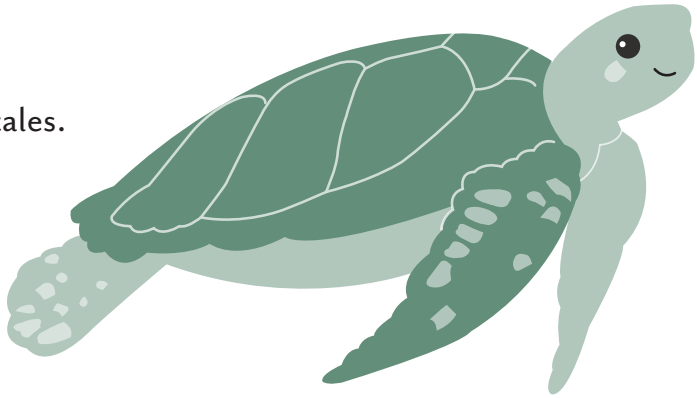
Name: _____

Date: _____

Metaphors *and* Similes

Meet Tennyson the Turtle.



He enjoys using metaphors and similes when telling tales.

A ***metaphor*** is a figure of speech that compares two things that are not actually alike.

Metaphors compare things by saying something *is* something else.

Example: *Tennyson's eyes are pitch black pebbles.*

A ***simile*** is a figure of speech that compares two unlike things by using the words *like* or *as*.

Example: *Tennyson's eyes are like pitch black pebbles.*

Write the examples you find of each on the lines below the story.

My home, a moss covered rock, is an emerald fortress. It provides shelter from the heavy springtime showers, when the raindrops are like large **iridescent** pearls. My rock is neighbors with a weeping willow tree. Its branches are thick snakes, but to the children who come to swim from town, the willow is a **majestic** pirate ship. I peek my head between the daisies to watch the kids in brightly colored swimsuits plunge into the pool from the tips of the willow's branches. The water's surface is like a shattered mirror. A **frenzy** of ripples take over the pond, and the lily pads twirl like dancers who suddenly have the mad desire to switch partners. I fancy the idea of surfing the pond's wild waves one day!

Vocabulary

Iridescent: displaying an array of shimmering colors.

Magestic: splendid or impressive in appearance.

Frenzy: a period of wild activity.

Metaphors

1. _____
2. _____
3. _____

Similes

1. _____
2. _____
3. _____

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Name _____ Date _____

Multiply Two- and Three-Digit Factors

Multiply. Regroup if needed.

Example:

$$\begin{array}{r} 324 \\ \times\ 17 \\ \hline 2268 \\ +\ 3240 \\ \hline 5{,}508 \end{array}$$

$\begin{array}{r} 118 \\ \times\ 24 \\ \hline \end{array}$	$\begin{array}{r} 97 \\ \times\ 45 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ \times\ 61 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ \times\ 50 \\ \hline \end{array}$
$\begin{array}{r} 519 \\ \times\ 23 \\ \hline \end{array}$	$\begin{array}{r} 678 \\ \times\ 12 \\ \hline \end{array}$	$\begin{array}{r} 403 \\ \times\ 39 \\ \hline \end{array}$	$\begin{array}{r} 981 \\ \times\ 42 \\ \hline \end{array}$
$\begin{array}{r} 704 \\ \times\ 32 \\ \hline \end{array}$	$\begin{array}{r} 592 \\ \times\ 244 \\ \hline \end{array}$	$\begin{array}{r} 863 \\ \times\ 305 \\ \hline \end{array}$	$\begin{array}{r} 199 \\ \times\ 671 \\ \hline \end{array}$

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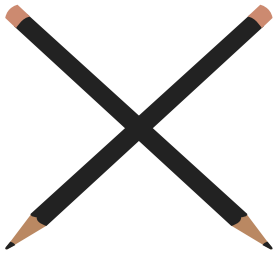
Name _____ Date _____

Multi-Step Equations

Use your multiplication, addition, and subtraction skills and solve the problems below.



7 x 4 + 2 = ☐	3 x 7 + 8 = ☐	6 x 4 + 2 = ☐
5 x 3 + 7 = ☐	9 x 4 + 9 = ☐	7 x 2 + 13 = ☐
4 x 2 + 8 = ☐	8 x 8 + 9 = ☐	9 x 2 + 7 = ☐
8 x 6 + 3 = ☐	6 x 6 + 4 = ☐	12 x 3 + 5 = ☐

6 x 5 - 8 = ☐	5 x 4 - 2 = ☐	7 x 4 - 2 = ☐
4 x 3 - 8 = ☐	8 x 4 - 6 = ☐	6 x 9 - 8 = ☐
9 x 5 - 12 = ☐	2 x 5 - 10 = ☐	5 x 8 - 9 = ☐
9 x 9 - 9 = ☐	3 x 8 - 12 = ☐	10 x 3 - 17 = ☐

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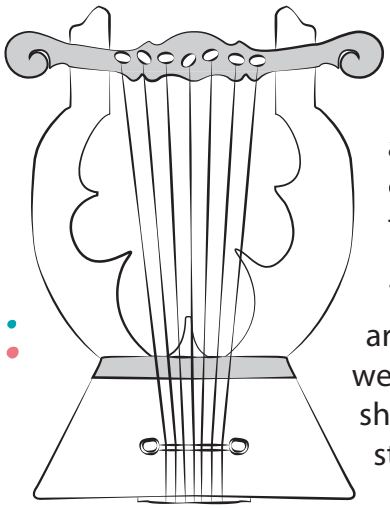
Name _____ Date _____

The History of the Guitar



The guitar is an ancient instrument that can be traced back over 4,000 years! There are many different theories about its ancestry. Ancient Greeks played a similar instrument called a ***kithara***, which had only four strings when it was first created. But the kithara was not the first stringed instrument.

The earliest stringed instruments known to archaeologists are ***bowl harps*** and ***tanburs***, which were made with small gourds or hollow tortoise shells. Their necks were made with sticks, and the strings were made from silk or, more commonly, from animal guts.

A slightly more modern version of the gourd instrument, called an ***oud,*** was brought to Spain from North Africa by the Moors. Over time, the Europeans added frets to the gourd-like instrument and changed its name to "lute".

Most of these early instruments had four strings. In medieval manuscripts and old churches, there is evidence of five-stringed instruments. Then in the 17th century, the Italian ***guitar battente*** was made with six strings. Soon guitars all over Europe were seen with this new design. Later on, guitar makers took this design a step further, creating a 12-string guitar!

Today's ***classical guitar*** is modeled after an instrument made by Antonio Torres in the mid-1800s. He made the guitar's body bigger and changed its shape. This new design revolutionized and improved the sound and volume of the guitar. Soon, guitars were being made with steel strings. In the late 1920s, Orville Gibson was able to improve the design a bit further by adding "pickups," which then led to the creation of the electric guitar.

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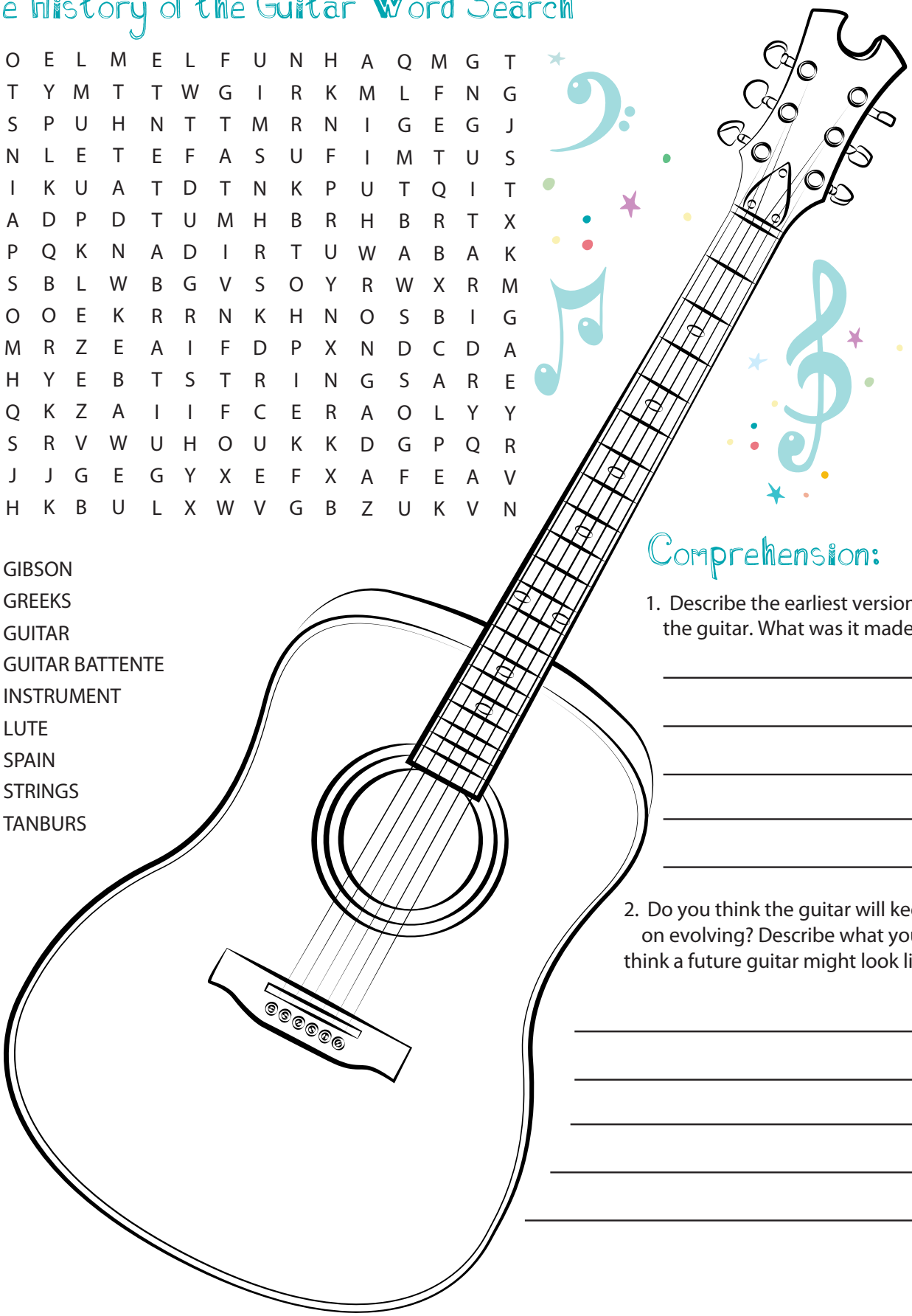
Name _____ Date _____

The History of the Guitar Word Search

O E L M E L F U N H A Q M G T
T Y M T T W G I R K M L F N G
S P U H N T T M R N I G E G J
N L E T E F A S U F I M T U S
I K U A T D T N K P U T Q I T
A D P D T U M H B R H B R T X
P Q K N A D I R T U W A B A K
S B L W B G V S O Y R W X R M
O O E K R R N K H N O S B I G
M R Z E A I F D P X N D C D A
H Y E B T S T R I N G S A R E
Q K Z A I I F C E R A O L Y Y
S R V W U H O U K K D G P Q R
J J G E G Y X E F X A F E A V
H K B U L X W V G B Z U K V N

GIBSON
GREEKS
GUITAR
GUITAR BATTENTE
INSTRUMENT
LUTE
SPAIN
STRINGS
TANBURS



Comprehension:

1. Describe the earliest version of the guitar. What was it made of?

_____

_____

_____

_____

_____

2. Do you think the guitar will keep on evolving? Describe what you think a future guitar might look like.

_____

_____

_____

_____

_____

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Day 5

Reading	Evaluate the main character's traits and actions in the classic story, "The Boy Who Cried Wolf."
Writing	Study an example of a persuasive paragraph that uses counterclaims and rebuttals for support. Then try writing your own!
Grammar	Try to find and correct all the grammar and punctuation errors in the essay.
Math	Solve division problems to find the answer to a riddle. Practice solving multi-step word problems with this beach-themed worksheet!
Fun stuff	Use the time zone map to calculate what time it is in different time zones!

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Name_____ Date_____

The Boy Who Cried Wolf

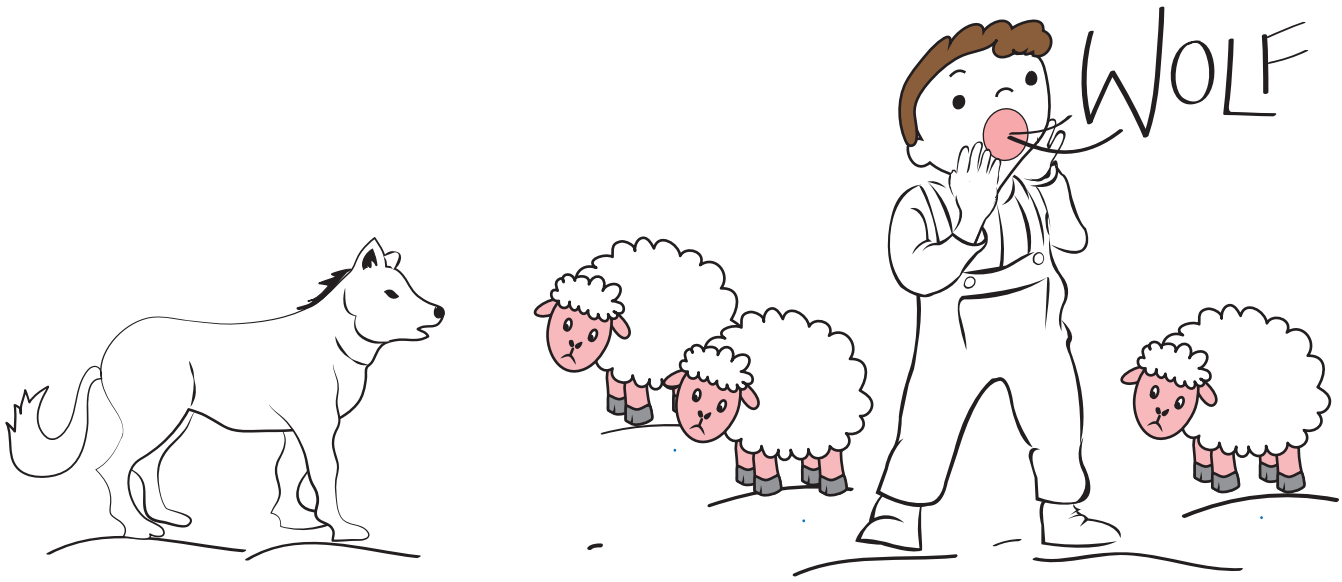
Evaluating Character Traits

Directions: Read the following passage and complete the exercises that follow.

Once upon a time, in a beautiful village near lush rolling hills, there was a boy who watched over the village's sheep. Being alone up in the hills was very boring. To liven up his day, the boy thought it would be fun to scare the villagers and scream, "Wolf, wolf!" The villagers grabbed whatever they could, and ran up the hill to scare off the wolf.

When they reached the top, they realized they had been tricked by the mischievous boy. He laughed and laughed until the villagers stormed off angrily down the hill. Even the sheep were not amused. They boy continued to call wolf, and the villagers warned him that the next time they would no longer believe him. The boy shrugged off the warning and laid down for a nap.

One lazy afternoon, the boy heard a terrible sound. Before he could even prepare himself, a wolf appeared right before him, and was chasing all the village's sheep! The boy screamed, "Wolf! Wolf!" But having lied so many times, the people of the village just ignored him. With no one to help him fend off the wolf, the sheep all ran away, and the boy was left crying on the hill.



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Name:_____ Date:_____

Part I Investigating the Text

1. Which personality trait best describes the boy?

a. humble
b. thoughtful
c. mischievous
d. honest

2. Describe how the boy feels about his job? Write a complete sentence.

_____

_____

_____

3. The villagers urged the boy to stop "crying wolf." Based on the boy's response, does he listen to people's advice? Circle *Yes* or *No*.

a. Yes

b. No

4. Based on how this story ends, make a prediction about whether the boy will change this behavior.

_____

_____

_____

Part II Reader's Response

Which personality trait(s) led to the boy's problem?

Make sure to check each box to double check that you have followed all of the directions.

- ☐ Clearly state the boy's problem.
- ☐ Use at least two examples from the text to support your answer.
- ☐ Write at least three complete sentences.
- ☐ Stuck? Look up synonyms for these traits: mischievous, bored, and restless.

_____

_____

_____

_____

_____

_____

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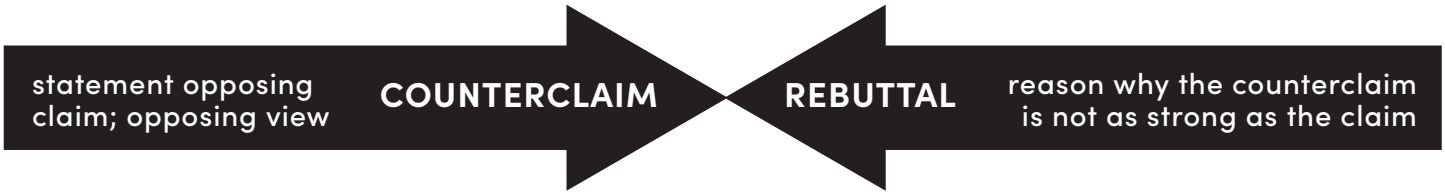
Name: _____

Date: _____

I Beg to Differ!

Writing Effective Counterclaims

One way to persuade an audience is to go beyond just stating one's opinion. When writers address opposing views with a reasonable rebuttal, they provide support to their reasons.

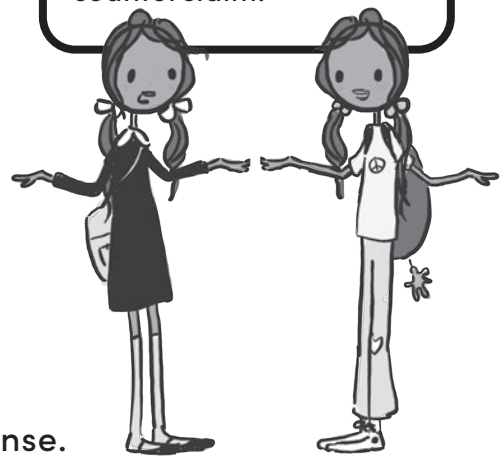


Part 1: Let's Review

Directions: As you read this persuasive paragraph, pay close attention to **the opinion statement** (bold), the reasons (underlined), and *the support for these reasons* (italicized).

Students should wear a uniform to school. First of all, students would feel less peer pressure to dress in a certain style if everyone dressed in the same clothing. *Some people may say that this is more expensive for parents because they have to buy certain clothes for school. However, I believe this would save money because children only have to wear one set of clothes for the school year.* In addition to this, students would save time getting ready for school. *Others might say that kids can save the same amount of time by setting their clothes out the night before school, but I would argue that most kids do not remember to do this.* Lastly, if students wear a uniform during field trips, it is easier for teachers to keep track of their students. *While it might be true that teachers could ask their students to wear a school T-shirt during this type of outing, I believe this is one more thing that a student has to remember.*

Take a closer look!
The *italicized sentences* support the author's claims, or reasons. Each support sentence highlights the opposing viewpoint and persuades the reader to see the weakness of this counterclaim.



Do you think children should wear a uniform to school?
Include a reason and support for your reason in your response.

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Name: _____

Part 2: It's Your Turn!

Date: _____

Directions: Read each opinion statement and reason.
Then, complete the counterclaim statements by filling in the blanks.

1. **Opinion:** Students should be allowed to chew gum in school.
Reason: Chewing gum helps some people concentrate.

Support: Teachers might argue that _____

_____

but I disagree with this because _____

_____

2. **Opinion:** Kids should not get paid for good grades.
Reason: Kids should want to get good grades without getting paid for them.

Support: Kids might disagree and claim that _____

_____

but I don't agree with this viewpoint because _____

_____

3. **Opinion:** Teachers should provide more time for recess.
Reason: When kids run around, it's easier for them to concentrate in class.

Support: Some parents might say _____

_____

however, I don't agree with this because _____

_____

Directions: Write your own opinion, reason, and support statements.

4. **Opinion:** _____

Reason: _____

Support: Some parents might say _____

however, I don't agree with this because _____

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Name _____ Date _____

Learning Formal Writing

Directions: Use your knowledge of grammar and punctuation to edit this newspaper article! Mark your corrections in brightly-colored pen or marker.

local girl wins science fair

by marshall mallett

On sunday evening, at the washington convention center in washington dc local 4th-grade student Sylvia Smith was awarded the first-place prize at the national science fair? through her award-winning project, Smith discovered a cure for the common cold.

Smith is a student in Mr. Romero's class at sandy hill elementary in bakersfield she began working on her project last winter. I got sick three times in a row that year and kept having to miss school said Sylvia. I did a little research and found that the cold is the most common reason students stay home from school i wanted to know how it could be prevented."

Smiths teacher contacted local researchers about her project, called how to cure a cold. I thought she was really on to something said Mr. Romero. Doctors and scientists in bakersfield encouraged him to sign her up for the national science fair, which awards winners scholarship money and a meeting with the president as a grand prize.

Judges were impressed by her work. In all my years, ive never seen a project that accomplished something this important said jane mitchell a judge on the panel. with a cure for the common cold now found scientists may be able to find cures for other common seasonal ailments like the flu.

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Name: _____

Date: _____

Division Riddle

What do you receive when you ask a lemon for help?

Find the answer to this riddle by solving each each division problem below! Use the remainders for each problem to solve the riddle.

Hint: You will not use all the letters to solve the riddle.

Example:

$$\begin{array}{r} 146\ r1 \\ 3\overline{)439} \\ -3 \\ \hline 13 \\ -12 \\ \hline 19 \\ -18 \\ \hline 1 \end{array}$$

E

$5\overline{)523}$

I

$7\overline{)842}$

O

$4\overline{)685}$

M

$6\overline{)796}$

N

$9\overline{)817}$

L

$8\overline{)894}$

D

$8\overline{)2{,}765}$

P

$3\overline{)4{,}488}$

A

$9\overline{)3{,}680}$

What do you receive when you ask a lemon for help?

6	3	4	1	7	8	2	5

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Name _____ Date _____

Beachy Word Problems

Solve the word problems. Be sure to show your work.

1. Peter and Prunella were collecting seashells on the beach. They found 193 sand dollars, 284 mussel shells, and 367 oyster shells. When they got home, they discovered that 54 sand dollars, 106 mussel shells, and 139 oyster shells were broken. How many of the shells were unbroken?

2. Prunella gathered 5 baskets of shells. Each basket contained 50 shells. She gave 48 shells to Peter, 19 shells to her mother, and 72 shells to her cousin, Petunia. How many shells did Prunella have left?

3. Last week, Peter found 241 sand dollars, 106 sea snail shells, and 82 mini conch shells. This week, he found 165 sand dollars, 319 sea snail shells, and 24 mini conch shells. During which week did Peter find more shells? How many more?

4. On Saturday morning, Peter and Prunella arrived at the annual beach clean up event at 9:00. They spent 53 minutes picking up trash and 27 minutes raking sand. If the event ends at 10:30, how many minutes do they have left to make signs that read “keep our beach clean”?

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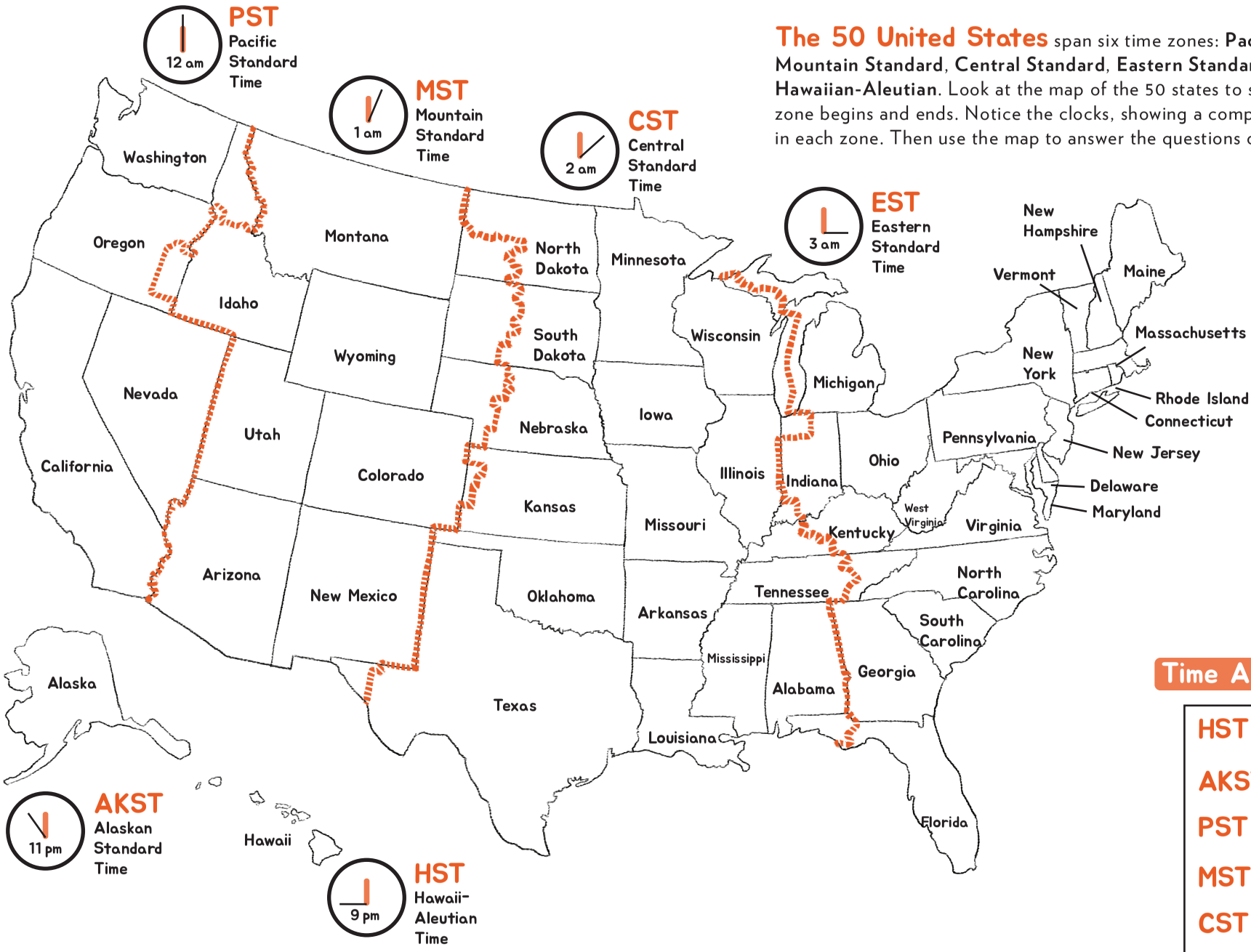
Name _____ Date _____

50 States Time Zones

The 50 United States span six time zones: **Pacific Standard**, **Mountain Standard**, **Central Standard**, **Eastern Standard**, **Alaskan**, and **Hawaiian-Aleutian**. Look at the map of the 50 states to see where each time zone begins and ends. Notice the clocks, showing a comparison of the time in each zone. Then use the map to answer the questions on the next page!



Time Across Zones

HST	12 pm
AKST	2 pm
PST	3 pm
MST	4 pm
CST	5 pm
EST	6 pm

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Name _____ Date _____

50 States Time Zones

Use the time zone map on the previous page to answer the questions below.

1. Daniel and Jody are flying to Massachusetts for a wedding. If their plane leaves California at 7:00 a.m. PST and lands in Massachusetts at 3:30pm EST, what time will it be in California when they arrive?

2. Carrie took a 24-hour train ride from Colorado to Illinois. If she arrived in Illinois at 2:45pm CST on Wednesday, when she did she leave Colorado?

3. If a live New Year's Eve TV special begins broadcasting at 10:00 pm EST in New York, what time should viewers in Nevada tune in?

4. Chance wants to wish his cousin a happy birthday at 9:00am CST. Chance lives in Oklahoma and his cousin lives in Ohio. What time will it be at his cousin's house when Chance calls to say happy birthday?

5. What time is it in Iowa when the sun goes down in New York at 5:20pm EST?

6. Abel and his family are going on a road trip from Rhode Island to Alabama. The drive will take 18 hours. If they leave Rhode Island at 5:00am EST on Friday, what time will they get to Alabama?

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Week 1

Fall Review Packet

ANSWER KEYS

Use these answer keys to check your work!

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Name _____ Date _____ ANSWERS

Women in History: Marian Anderson

Directions: Read the passage below. Then, answer the questions that follow.

Marian Anderson was born in Philadelphia, Pennsylvania, in 1897. When she was 6 years old, her aunt thought her voice was very good and encouraged Marian to join the church choir. That was the beginning of her music education.

In 1925, Marian won a singing award from a major orchestra, the New York Philharmonic. She performed in concerts around the United States.

Because Marian was African American, some people did not want her to perform. Marian went to Europe, where the people did not stop her from performing. She became very famous in Europe.

In the 1930s, Marian returned to the United States. She sang around the country, but still some people did not want her to perform. In 1939, the Daughters of the American Revolution would not allow her to sing at an auditorium they owned. This made many people angry, including President Franklin Roosevelt and his wife, Eleanor Roosevelt. They helped arrange for her to sing at the Lincoln Memorial in Washington, D.C. The concert was a huge success.

Over time, many people that would not let her sing changed their minds and asked her to perform. In 1943, the Daughters of the American Revolution invited her to sing. In 1955, she was the first African American to sing at the Metropolitan Opera. Marian sang at the inaugurations of President Dwight Eisenhower and President John Kennedy. In 1963, she was awarded the Presidential Medal of Freedom.

Marian died in 1993. She is remembered for her wonderful voice and her work for civil rights.

1. What is the author's purpose in writing this text?

The author's purpose in writing this text was to share information about Marian Anderson's life and legacy in the music that she left behind.

2. How did President Franklin Roosevelt and Eleanor Roosevelt impact Marian Anderson's life?

President and Mrs. Roosevelt invited Marian Anderson to sing at the Lincoln Memorial in Washington, D.C., when others did not want her to perform. They helped her showcase her talent, and later, many people changed their minds and asked her to perform.

3. How did Marian Anderson's experience in the United States change after she sang at the Lincoln Memorial in Washington, D.C.?

Marian Anderson's experience in the United States changed after she sang at the Lincoln Memorial in Washington, D.C. She became more well known and she was invited to perform in more places.

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Name _____ Date _____ ANSWERS

Women in History: Marian Anderson

4. List three significant achievements or moments in Marian Anderson's life. Cite the paragraph where you found the evidence in the text. Student answers will vary, but may include:

a. She won a singing award from a major orchestra, the New York Philharmonic, in 1925. (Paragraph 2.)

b. Marian Anderson became very famous in Europe. (Paragraph 3.)

c. She sang at the inaugurations of two presidents, President Eisenhower and President Kennedy. (Paragraph 5)

5. What is Marian Anderson's legacy?

Marian Anderson leaves behind a legacy of her wonderful voice and her work for civil rights.

Student answers will vary, but may include:

6. Complete the graphic organizer below with the main idea and details about Marian Anderson's life.

Main Idea:

Marian Anderson was a famous and successful singer during a time of racial segregation.

Detail:
She performed in concerts around the U.S., but many people didn't want her to perform.

Detail:
She went to Europe to continue her singing career because of the racial segregation in the U.S.

Detail:
She became widely popular in the U.S., and won the Presidential Medal of Freedom.

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Name _____ Date _____

Answers Building Sentences

A complete thought (or sentence) contains a subject and a predicate. That means you can identify a "who/what" and a "what about it."

The softball team	won the game
Subject (who/what)	Predicate (what about it)

Sometimes, sentences contain compound subjects or predicates. That means there are two subjects or predicates, like in the example below.

The pack of dogs and the garbage men chasing them ran around the corner and went into the parking lot.

Directions: Circle the subject and underline the predicate in each example below.

1. Julio and I went down to the school yard.
2. She got a ticket to ride the rollercoaster and then bought a slushy.
3. My new shoes and socks got dirty.
4. My gum popped out of my mouth and fell on the floor.
5. My sister went to the movies and then joined her friends.

Now, create complete sentences that have…

Student answers will vary but may include:

1. One subject and one predicate:
   I went to the zoo.
2. One subject and two predicates:
   I went to the zoo and then out to dinner.
3. Two subjects and one predicate:
   Jim and I went to the zoo.
4. Two subjects and two predicates:
   Jim and I went to the zoo and then out to dinner.

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Answer Key

Place Value to the Thousands

Part 1: Numerals in Standard Form

Write each number in standard form. The first problem has been completed for you.

1. 3,000 + 200 + 30 + 5

3,235

2. 800 + 20 + 5

825

3. 5 hundreds 2 tens 1 one

521

4. three thousand, four

3,004

5. 7 tens 7 ones

77

6. 2,000 + 50 + 6

2,056

7. two thousand, twenty-eight

2,028

8. 8 thousand, 1 hundred

8,100

Part 2: Finding the Value of a Digit

Write the value of the underlined digit. The first problem has been completed for you.

1. 9,640

9 thousands

2. 75<u>4</u>

4 ones

3. 6<u>7</u>5

7 tens

4. <u>2</u>,875

2 thousands

5. 8,1<u>0</u>0

0 tens

6. <u>3</u>9

3 tens

One More Thing:

Which digit has the greatest value in the number **1,567**? Explain your answer in one to two sentences.

*Hint: Use the phrase **place value** in your explanation.*

Answer: 1

Explanation: Student responses will vary. Example: The 1 is in the thousands place and this place value is ten times greater than the hundreds place.

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Name _____ Date _____

Compare Multi-Digit Numbers

Part I. Comparing Numerals

2,135 ____ 2,235

Step 1: Line up the numbers vertically.

Step 2: Compare each digit, starting with the largest place value.

compare thousands place first → **2,135** **2,235**

Answer: 2,135 < 2,235

Directions: Use the greater than and less than symbols (> and <) to compare each set of numbers.

1. 1,230 __>__ 1,203
2. 4,675 __<__ 4,678
3. 5,505 __>__ 5,405
4. 450 __>__ 445
5. 631 __<__ 641
6. 3,013 __>__ 3,003
7. 3,335 __>__ 3,235
8. 567 __<__ 660
9. 660 __>__ 650
10. 832 __<__ 842
11. 788 __<__ 798
12. 4,530 __>__ 4,520
13. 113 __<__ 123
14. 4,109 __<__ 4,119

Part II. Taking a Closer Look

Directions: Refer to the number **141, 540** to answer the following questions.

1. What is the name of the largest place value in this number? hundred thousands or hundred thousands place
2. What is the value of the digit in the thousands place? one thousand or 1,000
3. Which digit is in the tens place? 4

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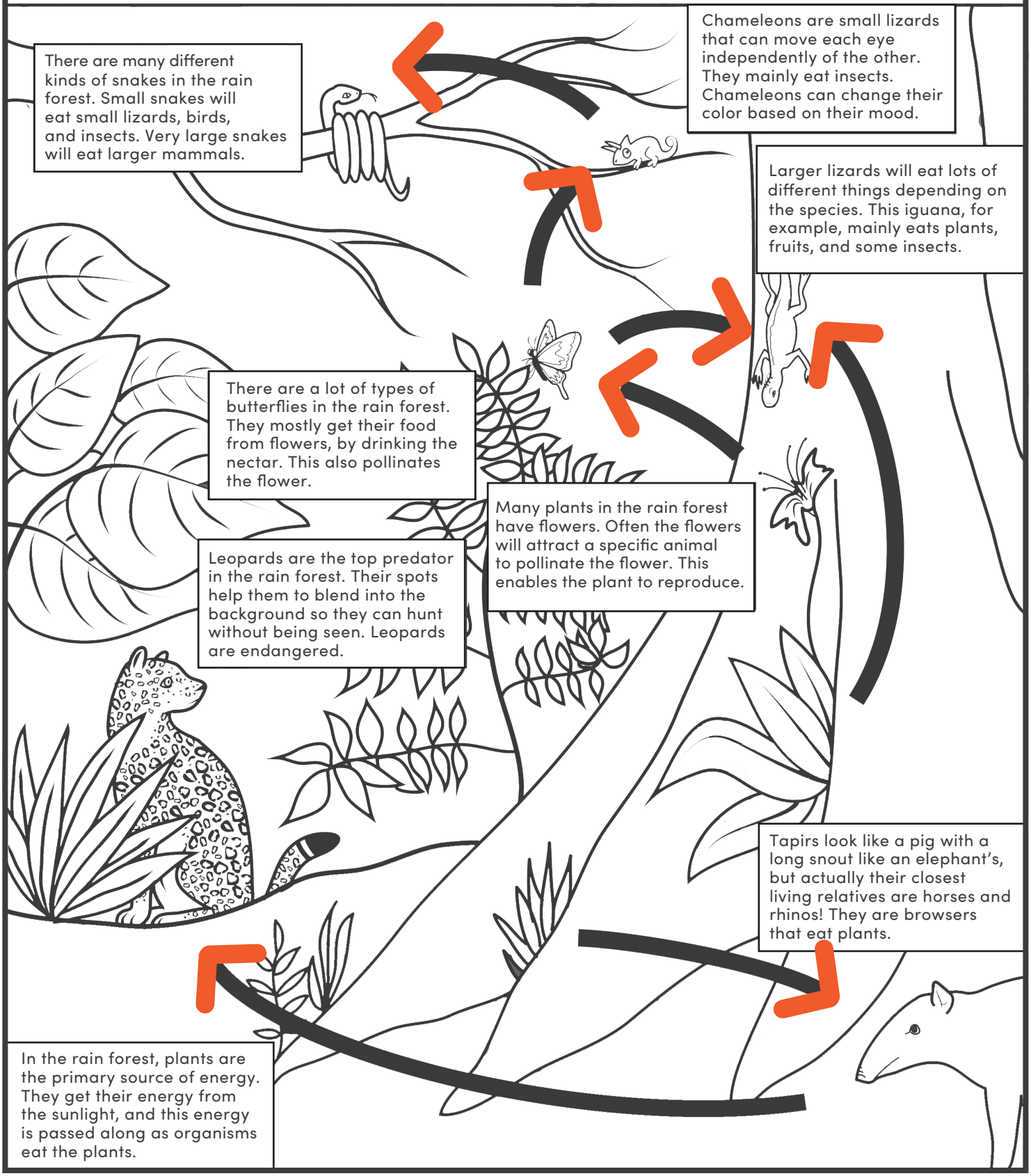
Name _____ Date _____

Rain Forest Food Web Answer Key

All animals get their energy from food. Can you color in the rain forest scene, and then add arrowheads to the black lines to show the direction energy flows in the rain forest?



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Name: _____ Date: _____

Reading Between the Lines

An **inference** is a conclusion you come to based on reasoning and evidence within a text. Read each paragraph below and answer the inference question that follows.

POSSIBLE ANSWERS

Harold grunted as he walked into the house. He carried four paper bags in his arms, each one filled to the brim. Suddenly, he tripped and one of the bags fell, spilling oranges, a loaf of bread, and two sticks of butter onto the floor. "At least I didn't drop the eggs!" he exclaimed.	**Where was Harold before he got home? How do you know?** Harold was at the grocery store, because he had bags filled with food that you would typically find at a store.
Each day, before Renee goes to work, she puts on her brown uniform and sturdy work boots. She has to get to work early because a lot of creatures, big and small, are counting on her for their breakfast. Later in the day, she will make sure their habitats are clean. Sometimes she gets dirty at work, but she enjoys seeing all the people who come to visit, peeking through fences and windows as she works.	**Where does Renee work? How do you know?** Renee works at the zoo, because she has to feed animals and keep their homes clean. She also sees people looking into their cages.
Patrick arrived home from school with a grin. He burst through the front door and ran into the living room where he saw boxes wrapped in shiny paper and balloons tied to a chair. On the counter sat a chocolate cake with eleven candles. He reached for a taste of the frosting, but his mother scolded, "We have to sing to you before eating the cake!"	**What is Patrick celebrating? How do you know?** Patrick is celebrating his eleventh birthday, because there is a cake with eleven candles and his mom said she has to sing to him before he can eat it.
Lucy sighed happily as she curled into a ball and licked her fur. After a long afternoon of laying in the sun, she was happy to be snuggled up on her soft bed. She purred contentedly as she closed her eyes, ready for a nap. Suddenly, she heard a buzzing noise. Her eyes snapped open and her ears twitched. She spotted a fly landing nearby. Lucy watched it carefully for a moment and then, POUNCE! She caught it!	**Who is Lucy? How do you know?** Lucy is a cat, because she was licking her fur and purring.

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Answer Key

Combining Sentences

Coordinating Conjunctions

Name: _____ Date: _____

Coordinating conjunctions join two independent clauses to make a compound sentence. Use a comma between the first independent clause and the coordinating conjunction.

Example: Jacob loves to ski. His brother likes snowboarding.
Jacob loves to ski, but his brother likes snowboarding.

TIP

Think of the words "FAN BOYS" to help you remember the coordinating conjunctions

For And Nor But Or Yet So

◆ Choose a coordinating conjunction to complete each sentence. Then, write it on the blank line.

1. He was not allowed to exercise, **for** he needed to let his leg rest after his surgery.
2. I like eating french fries, **and** I also like sweet potato fries.
3. Brody loved to play rugby, **but** he was nervous he was going to get injured.
4. Mark was really tired, **so** he took a nap.
5. She had a lot of toys to play with, **yet** she still felt bored.

◆ Choose a coordinating conjunction to complete each sentence. Then, write it on the blank line.

1. Keith performed poorly on his science test. He forgot to study.
   Keith performed poorly on his science test, for he forgot to study.
2. Marco is quiet. He still has many close friends.
   Marco is quiet, yet he still has many close friends.
3. We waited for the bus. It didn't show up.
   We waited for the bus, but it didn't show up.
4. It was a beautiful day. We went for a walk.
   It was a beautiful day, so we went for a walk.

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Round 'em Up
or round 'em down!

Name: _____

Date: _____

Answer Key

Rounding makes a number simpler, but keeps its value close to what it was. Rounding numbers gives an approximate amount that is easier to think about. We can use this symbol ≈ which means "is about."

The underlined digit shows the place value to which the number will be rounded.

Look at the digit that is one place to the right of the underlined digit.
If that digit is 5 or greater, round up.

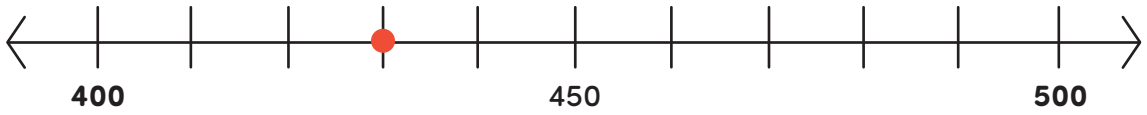
Examples:

8,219 ≈ 8,000
8,219 is about 8,000

14,632 ≈ 15,000
14,632 is about 15,000

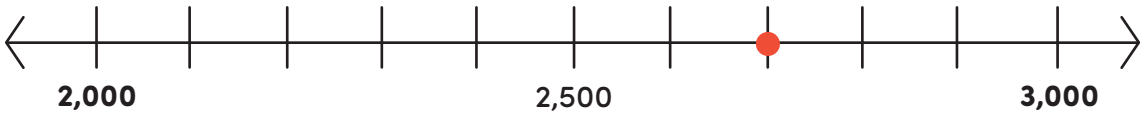
Directions: Use the number lines to round the underlined place value.

1.



430 ≈ 400

2.



2,700 ≈ 3,000

Directions: Round to the underlined place value in each of the problems below.

3. 1,930 ≈ 2,000	**8.** 2,504 ≈ 2,500	**13.** 24,652 ≈ 25,000
4. 3,418 ≈ 3,000	**9.** 812,934 ≈ 800,000	**14.** 73,986 ≈ 70,000
5. 7,735 ≈ 8,000	**10.** 124,873 ≈ 125,000	**15.** 1,454,232 ≈ 1,000,000
6. 9,636 ≈ 10,000	**11.** 23,093 ≈ 20,000	**16.** 7,018,129 ≈ 7,020,000
7. 8,452 ≈ 8,500	**12.** 487,325 ≈ 490,000	**17.** 5,343,567 ≈ 5,300,000

Word Problem:

18. Latrice went to a basketball game. There were 7,235 tickets sold. Rounding to the nearest thousand, about how many tickets were sold?

7,000 tickets

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Riddle Me Math!

Answer Key

Multidigit **Addition** & **Subtraction**

Directions:
Solve each math problem. Then find the answer and write the letter in the correct place to solve the riddle.

Why don't lobsters share? T(1) H(2) E(3) Y(4) A(5) R(6) E(7) S(8) H(9) E(10) L(11) L(12) F(13) I(14) S(15) H(16).

1. $\begin{array}{r} {\scriptstyle 1\,1} \\ 528 \\ +289 \\ \hline 817 \end{array}$

2. $\begin{array}{r} 734 \\ -552 \\ \hline 182 \end{array}$

3. $\begin{array}{r} 437 \\ +629 \\ \hline 1066 \end{array}$

4. $\begin{array}{r} 532 \\ -143 \\ \hline 389 \end{array}$

5. $\begin{array}{r} 443 \\ +572 \\ \hline 1015 \end{array}$

6. $\begin{array}{r} 874 \\ -362 \\ \hline 512 \end{array}$

7. $\begin{array}{r} 263 \\ +528 \\ \hline 791 \end{array}$

8. $\begin{array}{r} 793 \\ -528 \\ \hline 265 \end{array}$

9. $\begin{array}{r} 754 \\ +146 \\ \hline 900 \end{array}$

10. $\begin{array}{r} 663 \\ -422 \\ \hline 241 \end{array}$

11. $\begin{array}{r} 536 \\ +574 \\ \hline 1110 \end{array}$

12. $\begin{array}{r} 653 \\ -291 \\ \hline 362 \end{array}$

13. $\begin{array}{r} 698 \\ +327 \\ \hline 1025 \end{array}$

14. $\begin{array}{r} 920 \\ -537 \\ \hline 383 \end{array}$

15. $\begin{array}{r} 763 \\ +288 \\ \hline 1051 \end{array}$

16. $\begin{array}{r} 630 \\ -284 \\ \hline 346 \end{array}$

~~T. 817~~	R. 512	L. 362	Y. 389	H. 900	E. 791
I. 383	E. 241	H. 182	H. 346	F. 1025	
S. 265	A. 1015	S. 1051	L. 1110	E. 1066	

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Answer Key

WORD SEARCH

F	G	B	F	B	F	B	T	R	A
I	H	I	U	M	A	I	Z	E	D
G	B	S	L	L	V	T	N	T	Y
U	V	K	L	E	H	S	A	R	O
N	O	O	M	G	N	I	N	A	W
O	A	W	O	E	R	A	K	U	A
B	C	T	O	N	S	B	D	Q	C
A	E	Y	N	D	V	Q	S	T	D
L	A	G	I	B	B	O	U	S	F
Z	Q	K	P	S	N	A	Y	A	M
C	R	E	S	C	E	N	T	L	E

TIP:

← ↑ → ↓

- LAST QUARTER
- LEGEND
- MAYANS
- WANING MOON
- MAIZE
- FULL MOON
- CRESCENT
- GIBBOUS

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Name _____ Date _____

ANSWER SHEET Simple Fiction Summary

When we summarize a story, we want to include the main character **(somebody)**, what the character wanted **(wanted)**, the problem or conflict in the story **(but)**, how the character solved the problem **(so)**, and the final event or end **(then)**. By following this structure, we ensure that only the key parts of the story are included in the summary.

Summary Phrase Bank

In summary	To sum up	To summarize
In conclusion	To conclude	

Directions: Use the Somebody-Wanted-But-So-Then framework to write a summary of the following story. Then, choose a phrase from the bank above to complete the paragraph frame summary.

Lola was excited to be in fifth grade this year because it meant she was old enough to go to outdoor science camp. Ever since she heard about the three-night school field trip to a local campground that was an important tradition for Washington Elementary School, she could not wait to go. "Mom, I have the permission slip for you to sign for outdoor science camp! Yippee, I'm finally in fifth grade and I get to go to science camp!" Lola exclaimed when she got home from school. Lola's favorite subject was science and she couldn't wait to be out in nature conducting real experiments. Her mom hugged her as she read the letter. Suddenly, her mom's face changed from pure joy to a sad, concerned expression. "Oh sweetie, it says we have to pay $150 for the field trip. I'm so sorry but we can't afford that right now. You know things are tight now," her mom said to her. Lola was crushed. She ran to her room, crying. As she lay in bed, she thought to herself, "I am going to find a way to get the money I need to go to outdoor camp! There has to be a way!" Lola couldn't feel mad at her mom because it wasn't her fault that she lost her job a few months before and had been trying hard to get a new one—with no luck. Lola grabbed a notebook and wrote down some ideas for ways to raise the money. By dinnertime, she had a list of five ideas which included selling her clothes, asking her grandpa for money, and hosting a car wash and bake sale event. She showed the list to her mom, hopeful that she would approve one of her ideas. Her mom agreed that she could do a car wash and bake sale to raise the funds needed for the field trip. The following weekend, Lola and her mom worked tirelessly to wash cars and sell baked goods in front of their house. It worked! They raised a total of $168. The mother-and-daughter team was thrilled! On Monday, Lola proudly turned in her permission slip and money to her teacher.

Summary Paragraph Frame

To summarize (summary phrase from bank), Lola, a fifth grade student, (somebody)

wanted to go to outdoor science camp with her school. (wanted)

but didn't have enough money to pay for it. (but)

So, she thought of ways to raise money and organized a car wash and bake sale with her mom. (so)

In the end, she raised more than enough money to pay for the field trip. (then)

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Name: Answer Key Date:

Subtle Changes

Read each pair of sentences. Find and circle the two similar words. How have the words changed? Underline the differences. How has the meaning changed? On each line below, describe how the words are used differently.

Example:
When our teacher assigned us to groups she told us that we could talk with one another about our project. Everyone was so talkative and it was difficult to hear above the noise!
Explanation: The word talkative is an adjective that describes the students but the word, talk, is a verb and shows what the students are doing.

Answer Key (Explanations will vary)

1. On Saturday, mom decided to wash our clothes. Unfortunately, I had gotten permanent paint on my clothes and the paint was not washable.

   Explanation: **"Wash" is used to show mom's action, but "washable" describes the paint.**

2. When we drove to our grandparents' house, it was pouring down rain and we could not see clearly through the windshield. By the time we got to her house, it was clear and there was not even a cloud in the sky!

   Explanation: **"Clearly" describes how they could see through the windshield, but the word "clear" describes the sky.**

3. Alissa forgot to close the fence and her dog ran through the neighborhood. Usually, she isn't a very forgetful person!

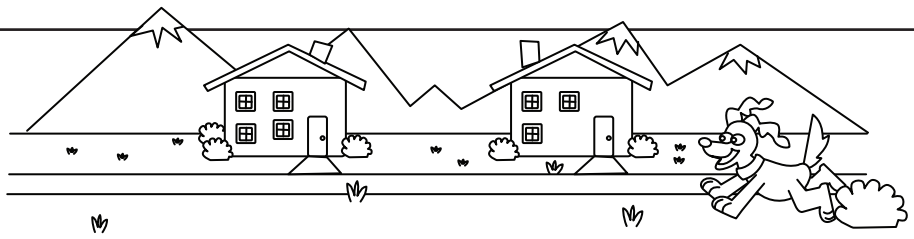
   Explanation: **The word "forgot" shows an action, but the word "forgetful" describes an ongoing trait.**

4. In art class, Michael created a sculpture using clay and paper. His art teacher admired his creation!

   Explanation: **The word "creation" is a noun, but the word "created" is a verb and shows an action.**

5. Dad will use the ladder to climb on the roof to inspect the house. That ladder sure is useful!

   Explanation: **"Use" shows an action, but "useful" is used to describe the ladder.**



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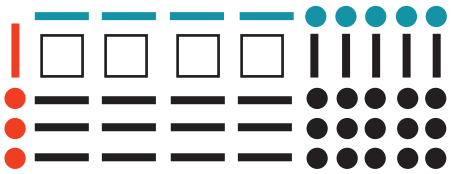
Name _____ Date _____

answers

THREE WAYS TO MULTIPLY

Here are three strategies you can use to multiply multi-digit factors.
For each strategy, look at the example problem on the left.
Then, try it on the right!

	23 x 14	45 x 13
BASE TEN ARRAY	● = 1	= 10	□ = 100 23 x 14 200 + 110 + 12 = 322 23 x 14 = 322	45 x 13  400 + 170 + 15 = 585 45 x 13 = 585
AREA MODEL	23 x 14 (20 + 3) x (10 + 4) 20 + 3 10: 10 x 20 = 200; 10 x 3 = 30 + 4: 4 x 20 = 80; 4 x 3 = 12 200 + 30 + 80 + 12 = 322 23 x 14 = 322	45 x 13 (40 + 5) x (10 + 3) 40 + 5 10: 10 x 40 = 400; 10 x 5 = 50 + 3: 3 x 40 = 120; 3 x 5 = 15 400 + 120 + 50 + 15 = 585 45 x 13 = 585
PARTIAL PRODUCTS	23 x 14 12 (4 x 3) 80 (4 x 20) 30 (10 x 3) + 200 (10 x 20) 322	45 x 13 15 (3 x 5) 120 (3 x 40) 50 (10 x 5) + 400 (10 x 40) 585

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Name _____ Date _____

Answer Key

Area Model Multiplication

35 x 12 = _____

Step 1
Write each number in expanded form.

	30	5
10		
2		

Step 2
Multiply to find each of the partial products.

	30	5
10	300	50
2	60	10

Step 3
Add the partial products.

	30	5
10	300	50
2	60	10

1
300
50
60
+ 10
420

35 x 12 = 420

Directions: Use the area model method to solve each problem. Record the products on the answer lines.

1) 65 x 75 = 4,875

	60	5
70	4200	350
5	300	25

2) 15 x 15 = 225

	10	5
10	100	50
5	50	25

3) 18 x 42 = 756

	10	8
40	400	320
2	20	16

4) 74 x 83 = 6,142

	70	4
80	5600	320
3	210	12

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Name _____ Date _____

Answer Key

5) 95 x 25 = 2,375

	90	5
20	1800	100
5	450	25

6) 36 x 32 = 1,152

	30	6
30	900	180
2	60	12

7) 52 x 12 = 624

	50	2
10	500	20
2	100	4

8) 85 x 71 = 6,035

	80	5
70	5600	350
1	80	5

9) 62 x 24 = 1,488

	60	2
20	1200	40
4	240	8

10) 78 x 37 = 2,886

	70	8
30	2100	240
7	490	56

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Name _____

Date _____

Answer Key

Great Blue Heron

The Mississippi River

THE MISSISSIPPI RIVER is probably the most famous river in America. The Mississippi River runs from Minnesota and ends in the Gulf of Mexico, and was the main transportation route of the United States for many years. The Mississippi and the Missouri Rivers join to form the longest river system in the U.S. and the fourth longest in the world. Its name comes from *misiziibi*, an Ojibwe word that means "Big River."

"The Mighty Mississippi" starts small — in a little lake in Minnesota called Lake Itasca. It moves on to meander past several major American cities — Minneapolis, St. Paul, St. Louis, Baton Rouge, and New Orleans — bringing them water and hydroelectric power for their homes and businesses. Several other major rivers feed into it, like the Missouri and the Ohio Rivers. Though most people estimate it to be around 2,300 miles long, no one can agree on how long the Mississippi actually is!

The area around the Mississippi is one of the country's best agricultural regions, with farmers depending on the water and the minerals it brings to nourish their crops. The Mississippi is also home to several species of fish and waterfowl that thrive on it.

FACT FILE

Name: The Mississippi River

Length: Estimate is around 2,300 miles

Source (*where it starts*): Lake Itasca, Minnesota

Mouth (*where it ends*): The Gulf of Mexico

Cities Along It: Minneapolis, St. Paul, St. Louis, Baton Rouge, New Orleans

Tributaries (*rivers or streams that feed into it*): Missouri River, Ohio River

Importance to Communities Near It: Source of water and hydroelectric power for homes and businesses, provides water and minerals for crops in agricultural regions

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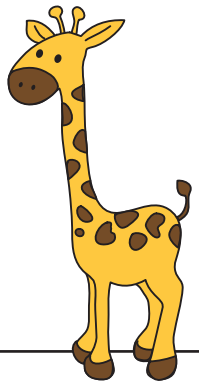
Name _____ Date _____

What's It All About? Main Ideas and Supporting Details

ANSWER SHEET

Have you ever seen a giraffe at the zoo? **Giraffes are the tallest animals in the world.** The average height of a giraffe is 16–18 feet tall. It has a very long neck and legs. Giraffes eat the leaves from tall trees. Other animals cannot reach that high. Male giraffes are even taller than female giraffes.



Main Idea

Giraffes are very tall animals.

- The average height of a giraffe is 16–18 feet tall. — Supporting detail
- It has a very long neck and legs. — Supporting detail
- Male giraffes are even taller than female giraffes. — Supporting detail

Hurricanes are large storms. They begin over the ocean. They gather heat and energy from the water. Hurricanes move slowly to land as they grow stronger. Hurricanes are dangerous because of their size. They are also dangerous because of high winds and big waves. Hurricanes can bring flooding, power outages, and tornadoes.

Main Idea

Hurricanes are large and dangerous storms.

- Hurricanes begin over the sea and move to land slowly. — Supporting detail
- They are dangerous because of their strong winds that cause big waves. — Supporting detail
- They can cause flooding, power outages, and tornadoes. — Supporting detail

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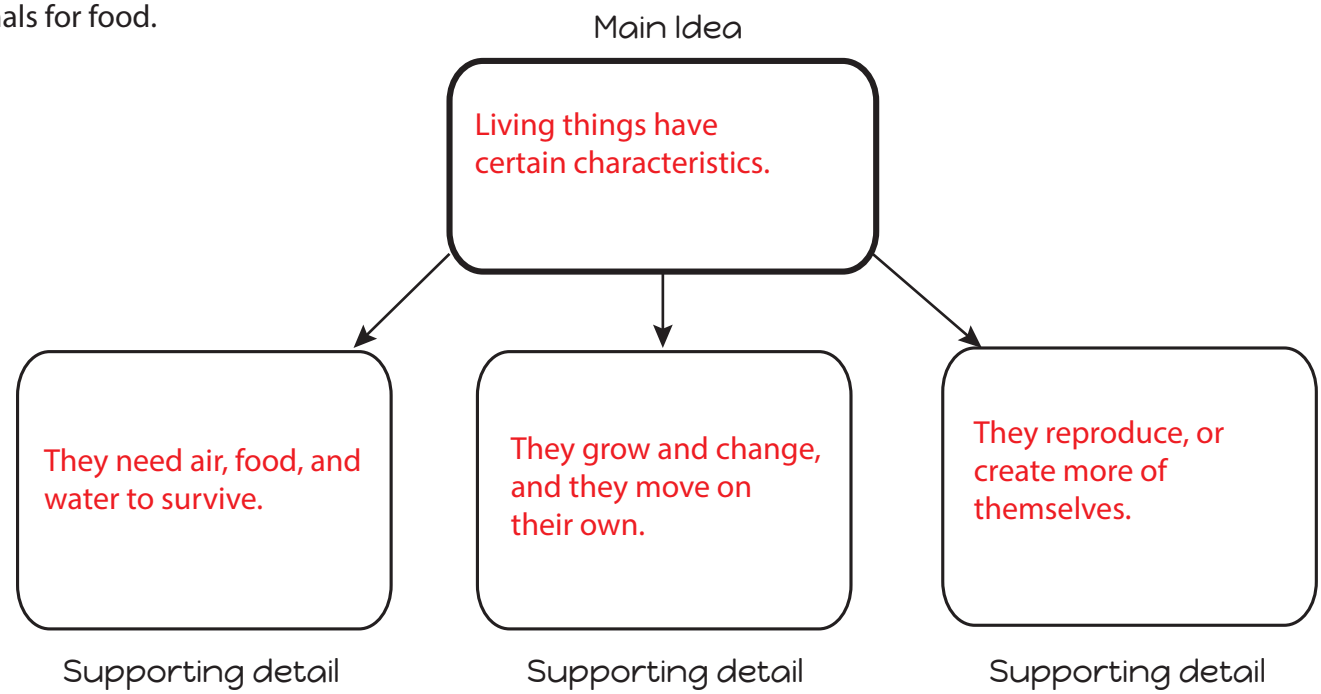
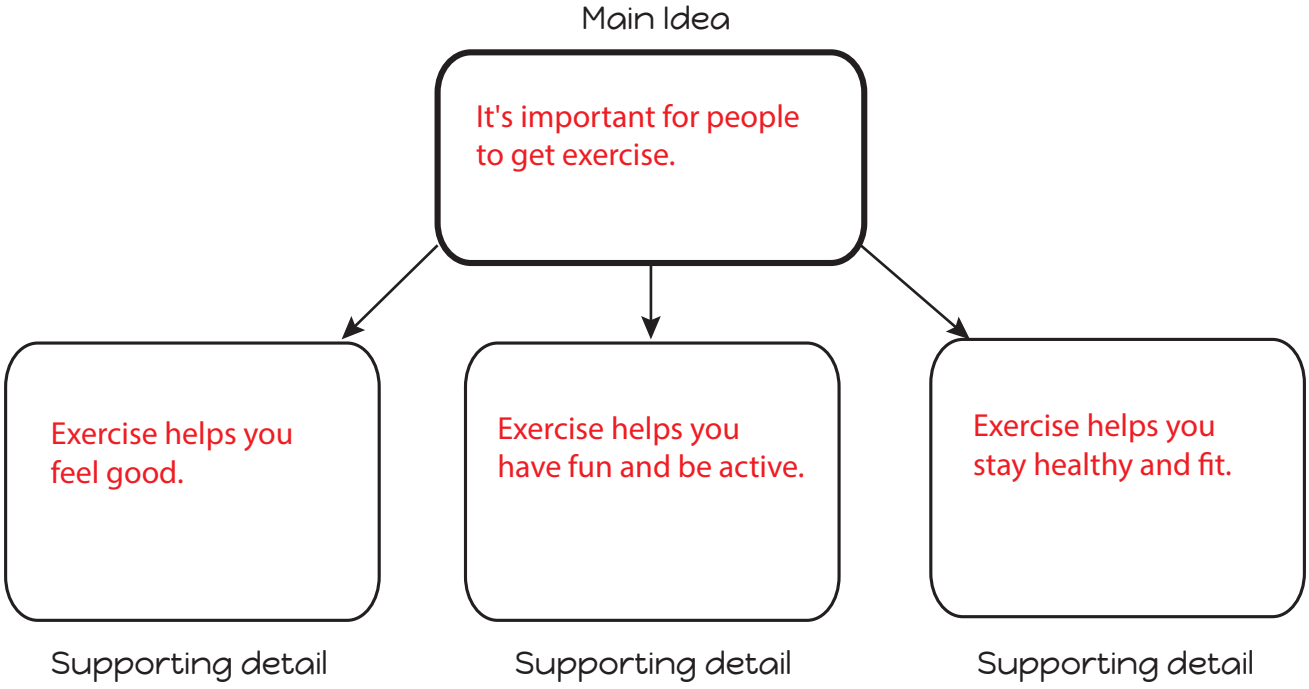
Name _____ Date _____

What's It All About? Main Ideas and Supporting Details

Living things are organisms with certain characteristics. They need water, food, and air to survive. They grow and change, and they move on their own. Living things reproduce, or make more of themselves. For example, plants and animals are living things. Plants make their own food and animals eat plants or other animals for food.



It is important for everyone to get exercise. Exercise helps you feel good, lose weight, and be healthy. Taking a walk is a form of exercise. Going outside to walk and get fresh air helps us feel better. Playing a sport is another form of exercise. This is a fun way to be active. Taking classes at a gym is also a way to be healthy and fit. There are many types of exercise you can do to improve your health.



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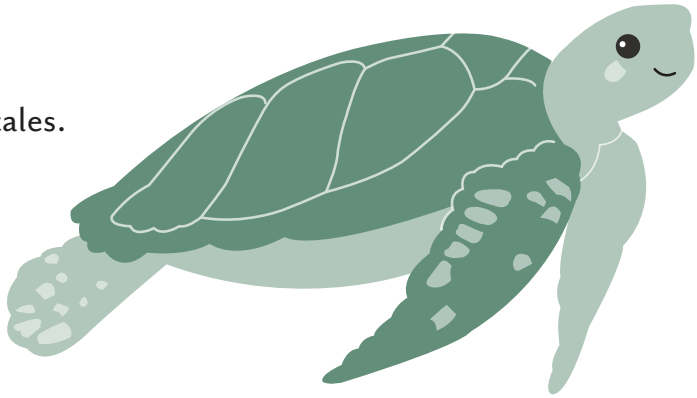
Answer Key

Metaphors *and* Similes

Name: _____

Date: _____

Meet Tennyson the Turtle.



He enjoys using metaphors and similes when telling tales.

A ***metaphor*** is a figure of speech that compares two things that are not actually alike.

Metaphors compare things by saying something *is* something else.

Example: *Tennyson's eyes are pitch black pebbles.*

A ***simile*** is a figure of speech that compares two unlike things by using the words *like* or *as*.

Example: *Tennyson's eyes are like pitch black pebbles.*

Write the examples you find of each on the lines below the story.

My home, a moss covered rock, is an emerald fortress. It provides shelter from the heavy springtime showers, when the raindrops are like large **iridescent** pearls. My rock is neighbors with a weeping willow tree. Its branches are thick snakes, but to the children who come to swim from town, the willow is a **majestic** pirate ship. I peek my head between the daisies to watch the kids in brightly colored swimsuits plunge into the pool from the tips of the willow's branches. The water's surface is like a shattered mirror. A **frenzy** of ripples take over the pond, and the lily pads twirl like dancers who suddenly have the mad desire to switch partners. I fancy the idea of surfing the pond's wild waves one day!

Vocabulary

Iridescent: displaying an array of shimmering colors.

Magestic: splendid or impressive in appearance.

Frenzy: a period of wild activity.

Metaphors

1. A moss-covered rock is an emerald fortress.
2. Branches are thick snakes.
3. The willow is a majestic pirate ship.

Similes

1. The raindrops are like large iridescent pearls.
2. Water's surface is like a shattered mirror.
3. The lily pads twirl like dancers.

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Name _____ Date _____

Answer Key

Multiply Two- and Three-Digit Factors

Multiply. Regroup if needed.

Example:

$$\begin{array}{r} 324 \\ \times\ 17 \\ \hline 2268 \\ +\ 3240 \\ \hline 5{,}508 \end{array}$$

$\begin{array}{r} 118 \\ \times\ 24 \\ \hline 2{,}832 \end{array}$	$\begin{array}{r} 97 \\ \times\ 45 \\ \hline 4{,}365 \end{array}$	$\begin{array}{r} 32 \\ \times\ 61 \\ \hline 1{,}952 \end{array}$	$\begin{array}{r} 13 \\ \times\ 50 \\ \hline 650 \end{array}$
$\begin{array}{r} 519 \\ \times\ 23 \\ \hline 11{,}937 \end{array}$	$\begin{array}{r} 678 \\ \times\ 12 \\ \hline 8{,}136 \end{array}$	$\begin{array}{r} 403 \\ \times\ 39 \\ \hline 15{,}717 \end{array}$	$\begin{array}{r} 981 \\ \times\ 42 \\ \hline 41{,}202 \end{array}$
$\begin{array}{r} 704 \\ \times\ 32 \\ \hline 22{,}528 \end{array}$	$\begin{array}{r} 592 \\ \times\ 244 \\ \hline 144{,}448 \end{array}$	$\begin{array}{r} 863 \\ \times\ 305 \\ \hline 263{,}215 \end{array}$	$\begin{array}{r} 199 \\ \times\ 671 \\ \hline 133{,}529 \end{array}$

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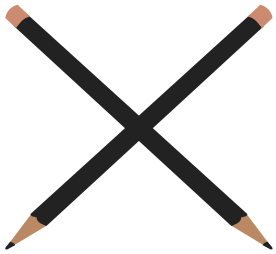
Name _____ Date _____ Answer Key

Multi-Step Equations

Use your multiplication, addition, and subtraction skills and solve the problems below.



7 x 4 + 2 = 30	3 x 7 + 8 = 29	6 x 4 + 2 = 26
5 x 3 + 7 = 22	9 x 4 + 9 = 45	7 x 2 + 13 = 27
4 x 2 + 8 = 16	8 x 8 + 9 = 73	9 x 2 + 7 = 25
8 x 6 + 3 = 51	6 x 6 + 4 = 40	12 x 3 + 5 = 41

6 x 5 - 8 = 22	5 x 4 - 2 = 18	7 x 4 - 2 = 26
4 x 3 - 8 = 4	8 x 4 - 6 = 26	6 x 9 - 8 = 46
9 x 5 - 12 = 33	2 x 5 - 10 = 0	5 x 8 - 9 = 31
9 x 9 - 9 = 72	3 x 8 - 12 = 12	10 x 3 - 17 = 13

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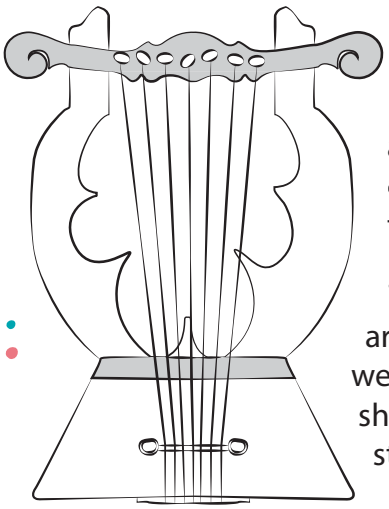
Name _____ Date _____

Answer Key

The History of the Guitar



The guitar is an ancient instrument that can be traced back over 4,000 years! There are many different theories about its ancestry. Ancient Greeks played a similar instrument called a ***kithara***, which had only four strings when it was first created. But the kithara was not the first stringed instrument.

The earliest stringed instruments known to archaeologists are ***bowl harps*** and ***tanburs***, which were made with small gourds or hollow tortoise shells. Their necks were made with sticks, and the strings were made from silk or, more commonly, from animal guts.

A slightly more modern version of the gourd instrument, called an ***oud,*** was brought to Spain from North Africa by the Moors. Over time, the Europeans added frets to the gourd-like instrument and changed its name to "lute".

Most of these early instruments had four strings. In medieval manuscripts and old churches, there is evidence of five-stringed instruments. Then in the 17th century, the Italian ***guitar battente*** was made with six strings. Soon guitars all over Europe were seen with this new design. Later on, guitar makers took this design a step further, creating a 12-string guitar!

Today's ***classical guitar*** is modeled after an instrument made by Antonio Torres in the mid-1800s. He made the guitar's body bigger and changed its shape. This new design revolutionized and improved the sound and volume of the guitar. Soon, guitars were being made with steel strings. In the late 1920s, Orville Gibson was able to improve the design a bit further by adding "pickups," which then led to the creation of the electric guitar.

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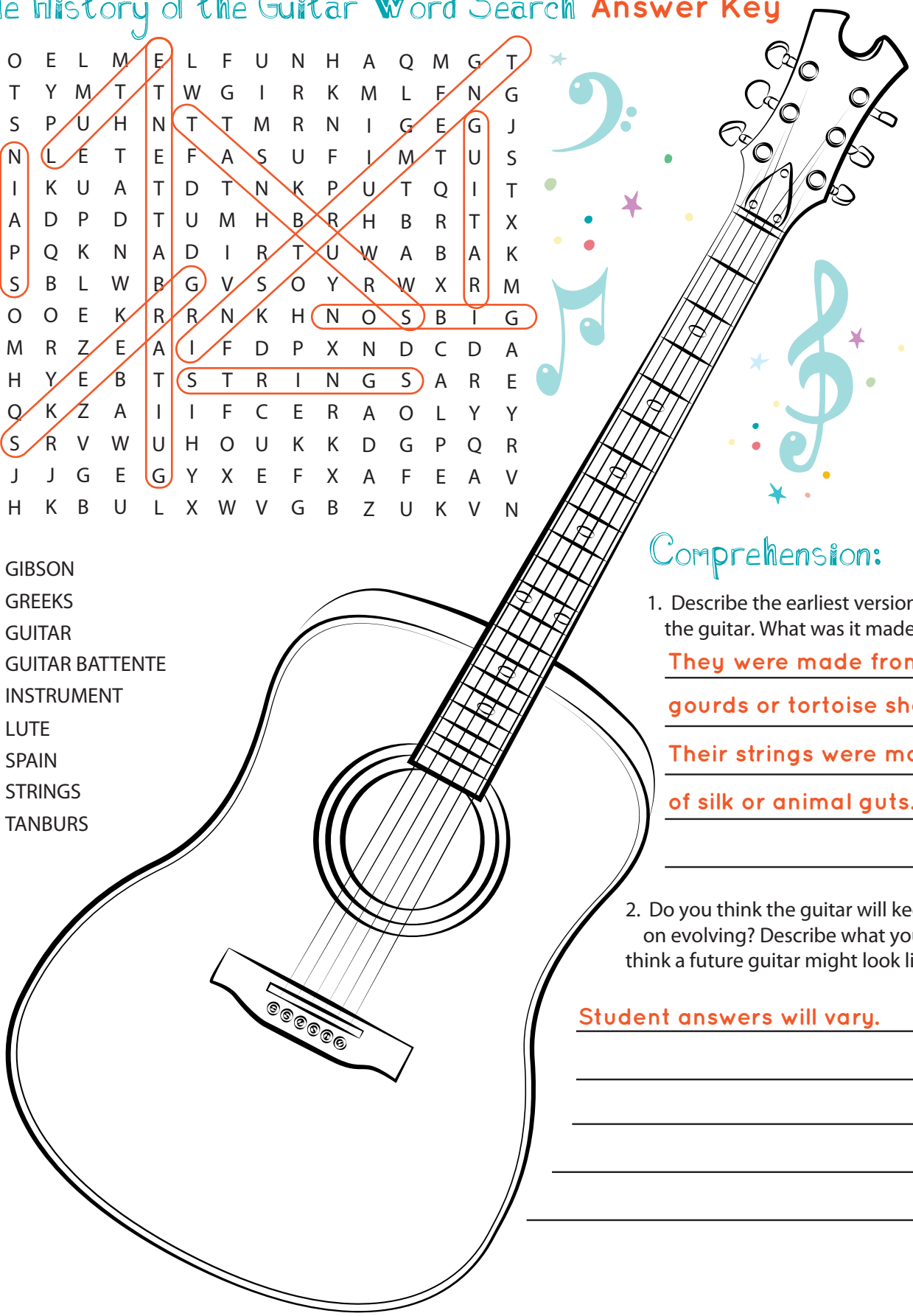
Name _____ Date _____

The History of the Guitar Word Search Answer Key

O	E	L	M	E	L	F	U	N	H	A	Q	M	G	T
T	Y	M	T	T	W	G	I	R	K	M	L	F	N	G
S	P	U	H	N	T	T	M	R	N	I	G	E	G	J
N	L	E	T	E	F	A	S	U	F	I	M	T	U	S
I	K	U	A	T	D	T	N	K	P	U	T	Q	I	T
A	D	P	D	T	U	M	H	B	R	H	B	R	T	X
P	Q	K	N	A	D	I	R	T	U	W	A	B	A	K
S	B	L	W	B	G	V	S	O	Y	R	W	X	R	M
O	O	E	K	R	R	N	K	H	N	O	S	B	I	G
M	R	Z	E	A	I	F	D	P	X	N	D	C	D	A
H	Y	E	B	T	S	T	R	I	N	G	S	A	R	E
Q	K	Z	A	I	I	F	C	E	R	A	O	L	Y	Y
S	R	V	W	U	H	O	U	K	K	D	G	P	Q	R
J	J	G	E	G	Y	X	E	F	X	A	F	E	A	V
H	K	B	U	L	X	W	V	G	B	Z	U	K	V	N

GIBSON
GREEKS
GUITAR
GUITAR BATTENTE
INSTRUMENT
LUTE
SPAIN
STRINGS
TANBURS



Comprehension:

1. Describe the earliest version of the guitar. What was it made of?

They were made from gourds or tortoise shells. Their strings were made of silk or animal guts.

2. Do you think the guitar will keep on evolving? Describe what you think a future guitar might look like.

Student answers will vary.

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Name: **Answer Key** Date: _____

Part I Investigating the Text

1. Which personality trait best describes the boy?

a. humble
b. thoughtful
c. mischievous
d. honest

2. Describe how the boy feels about his job? Write a complete sentence.

Example response: The boy thinks his job is boring. He grows lonely working by himself.

3. The villagers urged the boy to stop "crying wolf." Based on the boy's response, does he listen to people's advice? Circle *Yes* or *No*.

a. Yes

b. No

4. Based on how this story ends, make a prediction about whether the boy will change this behavior.

Example response: The boy will pay attention to the villagers' advice in the future.

Part II Reader's Response

Which personality trait(s) led to the boy's problem?

Make sure to check each box to double check that you have followed all of the directions.

- [X] Clearly state the boy's problem.
- [X] Use at least two examples from the text to support your answer.
- [X] Write at least three complete sentences. in the future.
- [X] Stuck? Look up synonyms for these traits: mischievous, bored, and restless.

Example response: The boy was lonely and bored working as a shepherd. He was isolated on the hill above his village. The story explains that, "To liven up his day, the boy thought it would be fun to scare the villagers and scream, 'Wolf, wolf!'" The villagers felt like they had been "tricked" by the boy. This shows that the main character is a mischievous boy who was unkind to his villagers.

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Answer Key

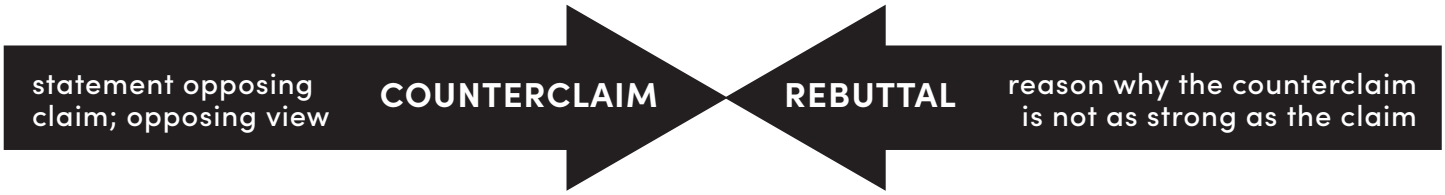
I Beg to Differ!

Name: _____

Date: _____

Writing Effective Counterclaims

One way to persuade an audience is to go beyond just stating one's opinion. When writers address opposing views with a reasonable rebuttal, they provide support to their reasons.

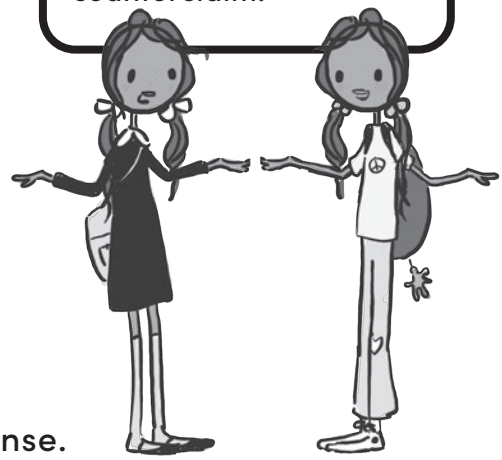


Part 1: Let's Review

Directions: As you read this persuasive paragraph, pay close attention to **the opinion statement** (bold), the reasons (underlined), and *the support for these reasons* (italicized).

Students should wear a uniform to school. First of all, students would feel less peer pressure to dress in a certain style if everyone dressed in the same clothing. *Some people may say that this is more expensive for parents because they have to buy certain clothes for school. However, I believe this would save money because children only have to wear one set of clothes for the school year.* In addition to this, students would save time getting ready for school. *Others might say that kids can save the same amount of time by setting their clothes out the night before school, but I would argue that most kids do not remember to do this.* Lastly, if students wear a uniform during field trips, it is easier for teachers to keep track of their students. *While it might be true that teachers could ask their students to wear a school T-shirt during this type of outing, I believe this is one more thing that a student has to remember.*

Take a closer look!
The *italicized sentences* support the author's claims, or reasons. Each support sentence highlights the opposing viewpoint and persuades the reader to see the weakness of this counterclaim.



Do you think children should wear a uniform to school?
Include a reason and support for your reason in your response.

Student answers will vary.

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Sample Answers *

Name: _____

Part 2: It's Your Turn!

Date: _____

Directions: Read each opinion statement and reason.
Then, complete the counterclaim statements by filling in the blanks.

* Student answers will vary.

1. **Opinion:** Students should be allowed to chew gum in school.
Reason: Chewing gum helps some people concentrate.

Support: Teachers might argue that a student might be distracted when chewing gum.

but I disagree with this because many kids actually focus better when they chew gum.

2. **Opinion:** Kids should not get paid for good grades.
Reason: Kids should want to get good grades without getting paid for them.

Support: Kids might disagree and claim that being paid for good grades helps motivate them to work hard.

but I don't agree with this viewpoint because learning something well is its own reward.

3. **Opinion:** Teachers should provide more time for recess.
Reason: When kids run around, it's easier for them to concentrate in class.

Support: Some parents might say that there isn't enough time during the school day for recess.

However, I don't agree with this because when students have had time to run around, they are more focused during class.

Directions: Write your own opinion, reason, and support statements.

4. **Opinion:** Student answers will vary.

Reason: _____

Support: Some parents might say _____

however, I don't agree with this because _____

_____

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Name _____ Date _____

Learning Formal Writing

Directions: Use your knowledge of grammar and punctuation to edit this newspaper article! Mark your corrections in brightly-colored pen or marker.

Local Girl Wins Science Fair

by Marshall Mallett

On Sunday evening, at the Washington Convention Center in Washington, D.C., local 4th-grade student Sylvia Smith was awarded the first-place prize at the National Science Fair. Through her award-winning project, Smith discovered a cure for the common cold.

Smith is a student in Mr. Romero's class at Sandy Hill Elementary in Bakersfield. She began working on her project last winter. "I got sick three times in a row that year and kept having to miss school," said Sylvia. "I did a little research and found that the cold is the most common reason students stay home from school. I wanted to know how it could be prevented."

Smith's teacher contacted local researchers about her project, called How to Cure a Cold. "I thought she was really on to something," said Mr. Romero. Doctors and scientists in Bakersfield encouraged him to sign her up for the National Science Fair, which awards winners scholarship money and a meeting with the president as a grand prize.

Judges were impressed by her work. "In all my years, I've never seen a project that accomplished something this important," said Jane Mitchell, a judge on the panel. With a cure for the common cold now found, scientists may be able to find cures for other common seasonal ailments like the flu.

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Name: _____

Date: _____

Answer Key

Division Riddle

What do you receive when you ask a lemon for help?

Find the answer to this riddle by solving each each division problem below! Use the remainders for each problem to solve the riddle.

Hint: You will not use all the letters to solve the riddle.

Example:

$$3\overline{)439} = 146\ r1$$

-3

13

-12

19

-18

1

E

$$5\overline{)523} = 104\ r3$$

I

$$7\overline{)842} = 120\ r2$$

O

$$4\overline{)685} = 171\ r1$$

M

$$6\overline{)796} = 132\ r4$$

N

$$9\overline{)817} = 90\ r7$$

L

$$8\overline{)894} = 111\ r6$$

D

$$8\overline{)2{,}765} = 345\ r5$$

P

$$3\overline{)4{,}488} = 1{,}496\ r0^*$$

* no remainder

A

$$9\overline{)3{,}680} = 408\ r8$$

What do you receive when you ask a lemon for help?

L	E	M	O	N	A	I	D
6	3	4	1	7	8	2	5

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Name _____ Date _____

Beachy Word Problems

Solve the word problems. Be sure to show your work.

ANSWERS

1. Peter and Prunella were collecting seashells on the beach. They found 193 sand dollars, 284 mussel shells, and 367 oyster shells. When they got home, they discovered that 54 sand dollars, 106 mussel shells, and 139 oyster shells were broken. How many of the shells were unbroken?

545 shells were unbroken

2. Prunella gathered 5 baskets of shells. Each basket contained 50 shells. She gave 48 shells to Peter, 19 shells to her mother, and 72 shells to her cousin, Petunia. How many shells did Prunella have left?

111 shells left

3. Last week, Peter found 241 sand dollars, 106 sea snail shells, and 82 mini conch shells. This week, he found 165 sand dollars, 319 sea snail shells, and 24 mini conch shells. During which week did Peter find more shells? How many more?

He found 79 more shells this week

4. On Saturday morning, Peter and Prunella arrived at the annual beach clean up event at 9:00. They spent 53 minutes picking up trash and 27 minutes raking sand. If the event ends at 10:30, how many minutes do they have left to make signs that read “keep our beach clean”?

10 minutes

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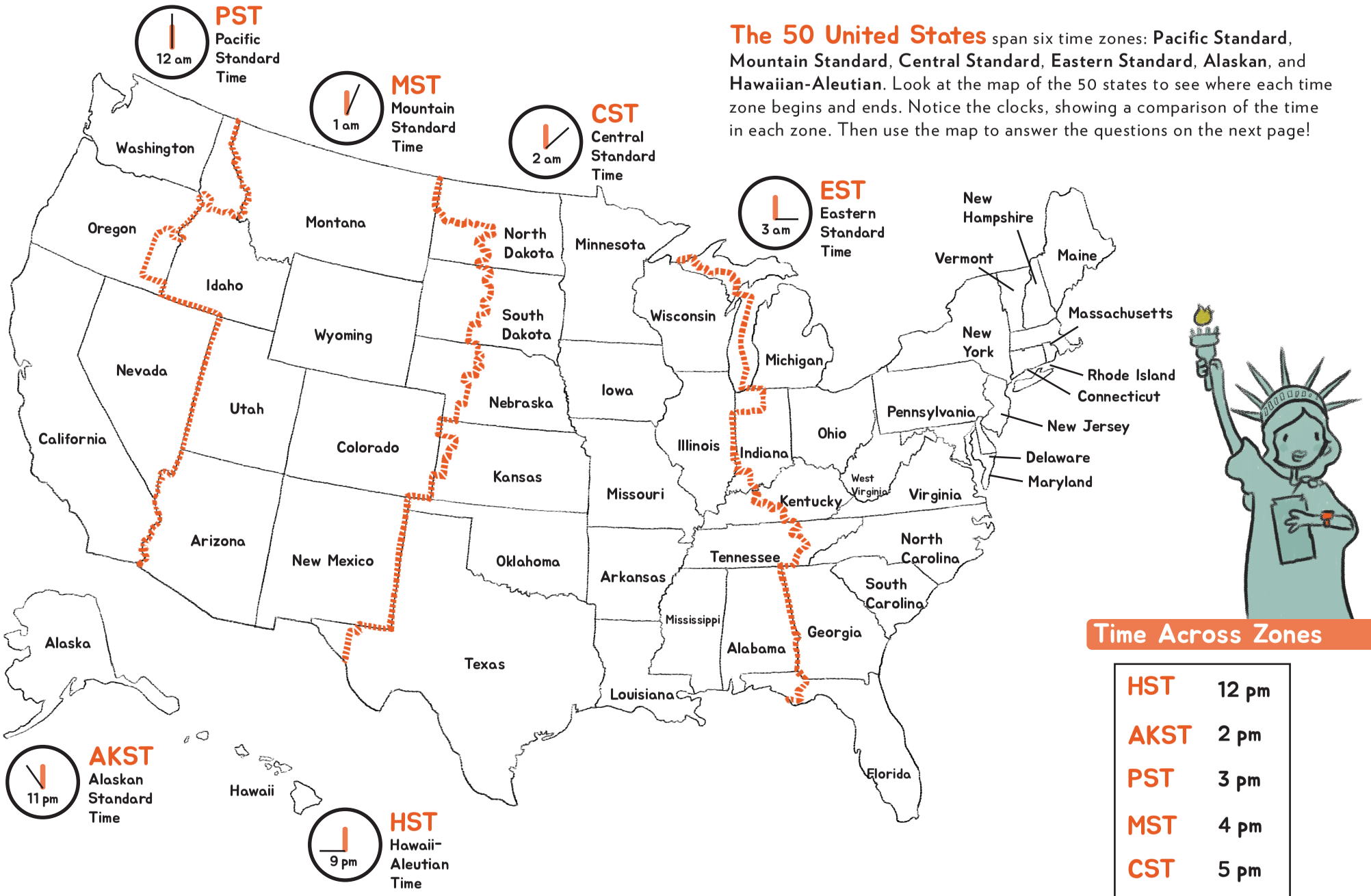
Name _____ Date _____

Answers

50 States Time Zones

The 50 United States span six time zones: **Pacific Standard**, **Mountain Standard**, **Central Standard**, **Eastern Standard**, **Alaskan**, and **Hawaiian-Aleutian**. Look at the map of the 50 states to see where each time zone begins and ends. Notice the clocks, showing a comparison of the time in each zone. Then use the map to answer the questions on the next page!



Time Across Zones

HST	12 pm
AKST	2 pm
PST	3 pm
MST	4 pm
CST	5 pm
EST	6 pm

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Name _____ Date _____

50 States Time Zones Answers

Use the time zone map on the previous page to answer the questions below.

1. Daniel and Jody are flying to Massachusetts for a wedding. If their plane leaves California at 7:00 am PST and lands in Massachusetts at 3:30 pm EST, what time will it be in California when they arrive?

   12:30 pm PST

2. Carrie took a 24-hour train ride from Colorado to Illinois. If she arrived in Illinois at 2:45 pm CST on Wednesday, when she did she leave Colorado?

   1:45 pm MST on Tuesday

3. If a live New Year's Eve TV special begins broadcasting at 10:00 pm EST in New York, what time should viewers in Nevada tune in?

   7:00 pm PST

4. Chance wants to wish his cousin a happy birthday at 9:00 am CST. Chance lives in Oklahoma and his cousin lives in Ohio. What time will it be at his cousin's house when Chance calls to say happy birthday?

   10:00 am EST

5. What time is it in Iowa when the sun goes down in New York at 5:20 pm EST?

   4:20 pm CST

6. Abel and his family are going on a road trip from Rhode Island to Alabama. The drive will take 18 hours. If they leave Rhode Island at 5:00 am EST on Friday, what time will they get to Alabama?

   10:00 pm CST on Friday

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