Week 2

Fall Review Packet

5 Days of Activities

5th Grade

Reading
Writing
Math
Other Fun Stuff

Helpful Hints

Materials You Will Need:

- Pencils

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

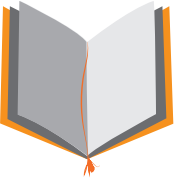- Scissors, glue, and other materials for some of the activities

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.

Activity Menu

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	Lighthouse of Alexandria	Practicing Point of View	The Life of Anne Frank: Understanding Cause and Effect	Compare the Fairy Tales	Comparing Two People
Writing	Informative Essay: Anchor Paper	Informative Essay: Mixed-Up Essay	Introductions for Informational Writing	Informational Writing: Linking Ideas	My Research Notes
Grammar	Review: Synonyms and Antonyms	Double-Meaning Words	It's Grammar Time: Prepositional Phrases	Grammar: How to Use Commas	Root It Out: Word Sort
Math	Equivalent Fractions: Bar Models Comparing Fractions: Least and Greatest	Add Fractions on a Number Line Subtract Fractions on a Number Line	Feed the Kramsters! Adding & Subtracting with Mixed Numbers	Multiply a Whole Number by a Fraction Multiplying Fractions Word Problems	Review: Fractions & Decimals Decimals: Compare and Round
Science, Social Studies, & More	Tree Rings	Underground Railroad: Path to Freedom	Geology Crossword	Checks and Balances Worksheet	Rocks and Minerals Vocabulary

DAY 1

Reading	Read about the Lighthouse of Alexandria and answer the questions.
Writing	Read the essay about friends and identify the different parts of an informative essay.
Grammar	Show what you know about synonyms and antonyms.
Math	Use bar models to find equivalent fractions. Compare fractions with unlike denominators.
Fun stuff	Learn about tree rings by analyzing a tree trunk.

Name _____   Date _____

Lighthouse of Alexandria

Sailors off the coast of Egypt often ran into a troubling problem: they couldn't see where they were going. Without the benefit of electricity or modern navigational tools, these sailors couldn't always find the right harbor or even the right coastline. Thieves would take advantage of this situation, laying traps for confused sailors who crashed along hidden shores.

In the 3rd century BC, Ptolemy I decided to put an end to all this trouble. He ordered a gigantic lighthouse to be built on the island of Pharos, right off the coast of Alexandria, Egypt. Standing at nearly 500 feet, the Lighthouse of Alexandria was almost impossible to miss. Sailors who spotted the bright light only had to follow it straight into the safe and welcoming arms of the city of Alexandria. Three earthquakes, striking less than fifty years apart, turned the noble Lighthouse of Alexandria into a pile of rubble. Today on Pharos, all that is left are bits and pieces of the lighthouse's foundation.

FILL IN THE BLANK

Complete the sentences with the missing words from the word bank.
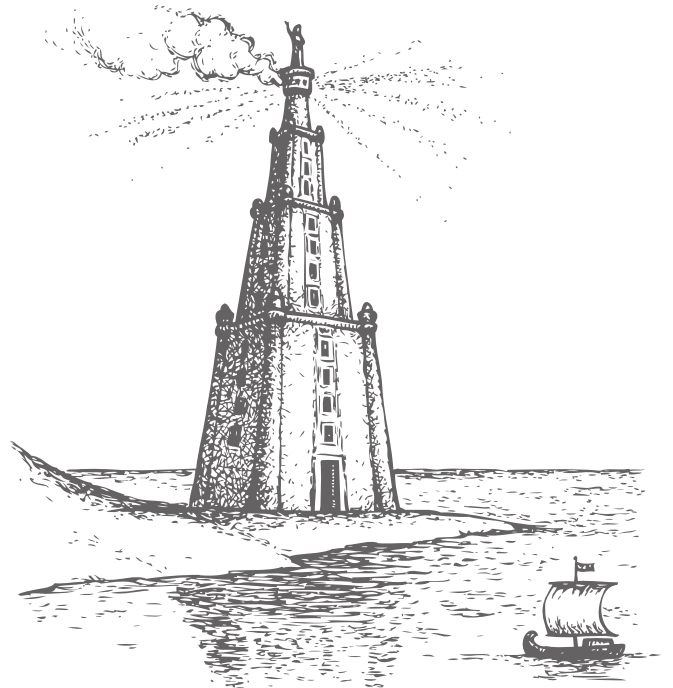
500 feet   Egypt   250 feet   Ptolemy   Pharos

1. The lighthouse was built on the island of

_____.

2. _____ ordered the

construction of the lighthouse.

3. The wonder of the world is _____ tall.

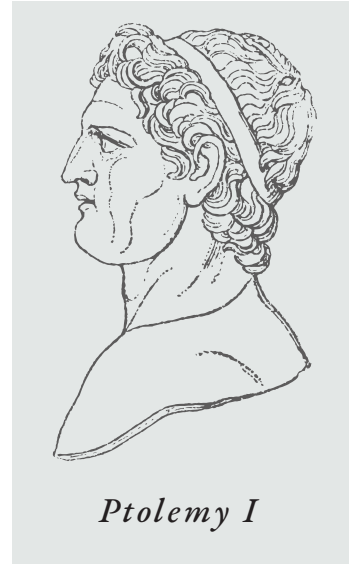4. The city of Alexandria is in the country of

_____.

QUESTION AND ANSWER

Answer the questions from the text on the previous page.

1. Lighthouses have been used as guiding beacons, or lights, for centuries. What are some other ways to guide lost sailors to port?
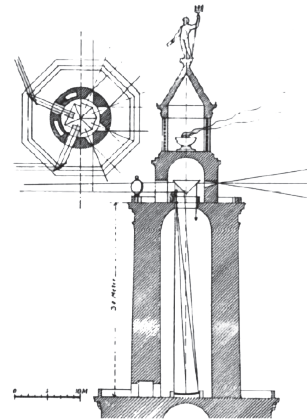
   _____

   _____

   _____

Ptolemy I

2. What reasons did Ptolemy I have to build the Lighthouse of Alexandria? Did the safety of sailors benefit him at all?

   _____

   _____

   _____

3. Why do you think the Lighthouse of Alexandria has not been rebuilt? Do you think lighthouses are still as necessary as they once were?

   _____

   _____

   _____

Did You Know?

The lighthouse operated by redirecting light using a concave mirror located on the third tier. During daytime, the sun was the light source. At night, it was a lit fire located underneath the mirror.

Informative Essay: Anchor Paper

Read the essay. The essay has an introduction paragraph, three body paragraphs (in bold) and a conclusion paragraph. After reading the essay, follow the directions to identify the parts of an informative essay.

<u>Making and Keeping Friends</u>

Making and keeping friends is fun, but it also takes effort. Some people think that making and keeping friends is natural and requires nothing but hanging out and having fun. True friendships involve sharing parts of your lives with each other, showing that you care about each others' happiness and supporting each other when times are tough.
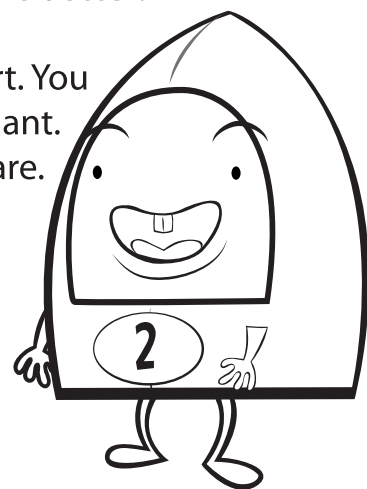
A lot of friends have things in common so it's easy to share parts of their life with the other person. For example, if both like drawing or Legos, then they can do that together and share their creations. They can even create together! Sometimes sharing parts of your life is simply telling the other person what is going on in your life and keeping in touch.

Showing you care about the other person's happiness is another important part of being friends. Sometimes people do nice things to put a smile on their friends' faces. Another common way to make your friends happy is to make them laugh. Sometimes, when they are down, just showing you care is enough to make them feel better.

Being there for friends when times really get tough is the hardest part of being friends. Sometimes people don't know what to do or say when their friends are hurting, so it's uncomfortable. A hurting friend usually just needs someone to listen, but sometimes it's nice to help them think about their problem and generate a solution. There are also times when they are down because a friend hurt them and that's when that friend needs to apologize and ask how to make it better.

Having fun with someone is easy, but friendship takes time and effort. You have to take care of your relationship like you would take care of a plant. People need to feel connected to their friends and know that they care.

1. Circle the Big Idea.
2. Put a rectangle around each of the three Main Topics.
   HINT: The body paragraphs each have a main topic.
3. Underline three details in each of the body paragraphs.

Review: Synonyms and Antonyms

A) Draw a line to match each word to its synonym (a word with the same or similar meaning) and antonym (a word with the opposite meaning).

Synonym		**Antonym**
assemble	funny	trivial
anxious	slow	boring
hilarious	build	rapid
scorching	nervous	demolish
sluggish	important	frigid
significant	hot	fearless

B) *Write three* **synonyms** *for each of the words below.*

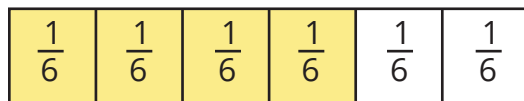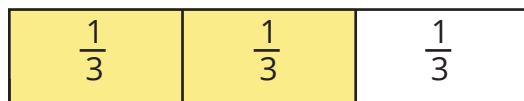| good	**fantastic**		
happy			
dark			

C) *Fill in the blanks with* **antonyms** *to complete the story.*

On Wednesday, Henry arrived at school and discovered it was opposite day! Everything in his classroom was totally *normal* **wacky** . All the lights were *on* _____, so the room was *bright* _____. His teacher handed out pencils, but they were all *sharp* _____. At recess, his *friends* _____ were playing tag. Everyone was *running*_____ around and *yelling* _____, "You're it!" Henry started to feel *brave* _____ when he saw that the *smallest*_____ kid in school was running straight towards him! Later, at lunch, Henry's macaroni surprise was served *hot* _____ and his milk was *cold* _____. Henry was *disappointed*_____ when the school day finally *began*_____.
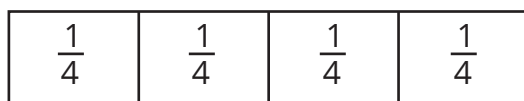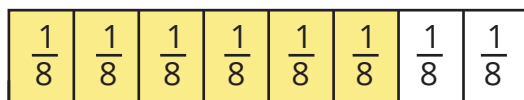
Name_____   Date_____
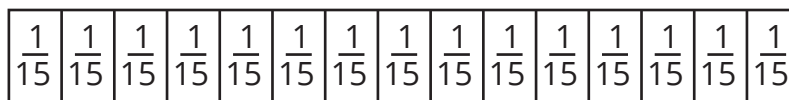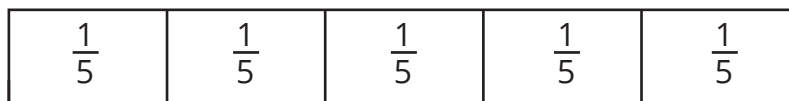
Use the bar models below to find equivalent fractions.

Example: $\dfrac{2}{3} = \dfrac{4}{6}$

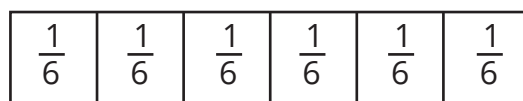| $\dfrac{1}{3}$ | $\dfrac{1}{3}$ | $\dfrac{1}{3}$ |

| $\dfrac{1}{6}$ | $\dfrac{1}{6}$ | $\dfrac{1}{6}$ | $\dfrac{1}{6}$ | $\dfrac{1}{6}$ | $\dfrac{1}{6}$ |

1. $\dfrac{6}{8} = $ _____

| $\dfrac{1}{8}$ | $\dfrac{1}{8}$ | $\dfrac{1}{8}$ | $\dfrac{1}{8}$ | $\dfrac{1}{8}$ | $\dfrac{1}{8}$ | $\dfrac{1}{8}$ | $\dfrac{1}{8}$ |

| $\dfrac{1}{4}$ | $\dfrac{1}{4}$ | $\dfrac{1}{4}$ | $\dfrac{1}{4}$ |

2. $\dfrac{3}{5} = $ _____

| $\dfrac{1}{5}$ | $\dfrac{1}{5}$ | $\dfrac{1}{5}$ | $\dfrac{1}{5}$ | $\dfrac{1}{5}$ |

| $\dfrac{1}{15}$ | $\dfrac{1}{15}$ | $\dfrac{1}{15}$ | $\dfrac{1}{15}$ | $\dfrac{1}{15}$ | $\dfrac{1}{15}$ | $\dfrac{1}{15}$ | $\dfrac{1}{15}$ | $\dfrac{1}{15}$ | $\dfrac{1}{15}$ | $\dfrac{1}{15}$ | $\dfrac{1}{15}$ | $\dfrac{1}{15}$ | $\dfrac{1}{15}$ | $\dfrac{1}{15}$ |

3. $\dfrac{1}{3} = $ _____ $ = $ _____

| $\dfrac{1}{3}$ | $\dfrac{1}{3}$ | $\dfrac{1}{3}$ |

| $\dfrac{1}{6}$ | $\dfrac{1}{6}$ | $\dfrac{1}{6}$ | $\dfrac{1}{6}$ | $\dfrac{1}{6}$ | $\dfrac{1}{6}$ |

| $\dfrac{1}{9}$ | $\dfrac{1}{9}$ | $\dfrac{1}{9}$ | $\dfrac{1}{9}$ | $\dfrac{1}{9}$ | $\dfrac{1}{9}$ | $\dfrac{1}{9}$ | $\dfrac{1}{9}$ | $\dfrac{1}{9}$ |

Name_____   Date_____

4. $\dfrac{1}{2}$ = _____ = _____

| $\dfrac{1}{2}$ | $\dfrac{1}{2}$ |

| $\dfrac{1}{8}$ | $\dfrac{1}{8}$ | $\dfrac{1}{8}$ | $\dfrac{1}{8}$ | $\dfrac{1}{8}$ | $\dfrac{1}{8}$ | $\dfrac{1}{8}$ | $\dfrac{1}{8}$ |

| $\dfrac{1}{10}$ | $\dfrac{1}{10}$ | $\dfrac{1}{10}$ | $\dfrac{1}{10}$ | $\dfrac{1}{10}$ | $\dfrac{1}{10}$ | $\dfrac{1}{10}$ | $\dfrac{1}{10}$ | $\dfrac{1}{10}$ | $\dfrac{1}{10}$ |

Fill in the blank bar models below to find equivalent fractions.

5. $\dfrac{6}{10} = \dfrac{}{5}$
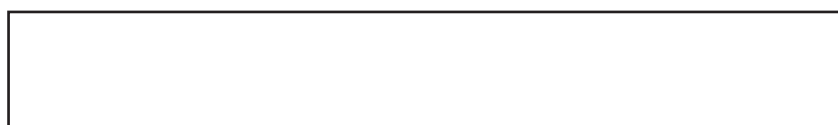
| $\dfrac{1}{10}$ | $\dfrac{1}{10}$ | $\dfrac{1}{10}$ | $\dfrac{1}{10}$ | $\dfrac{1}{10}$ | $\dfrac{1}{10}$ | $\dfrac{1}{10}$ | $\dfrac{1}{10}$ | $\dfrac{1}{10}$ | $\dfrac{1}{10}$ |

6. $\dfrac{3}{12} = \dfrac{}{4}$

| $\dfrac{1}{12}$ | $\dfrac{1}{12}$ | $\dfrac{1}{12}$ | $\dfrac{1}{12}$ | $\dfrac{1}{12}$ | $\dfrac{1}{12}$ | $\dfrac{1}{12}$ | $\dfrac{1}{12}$ | $\dfrac{1}{12}$ | $\dfrac{1}{12}$ | $\dfrac{1}{12}$ | $\dfrac{1}{12}$ |
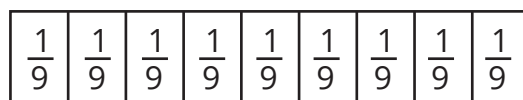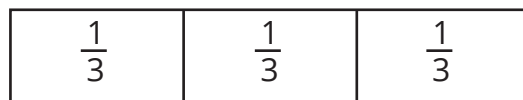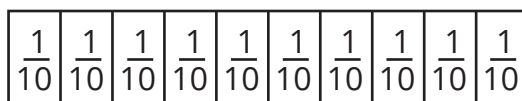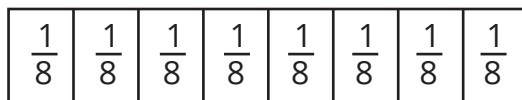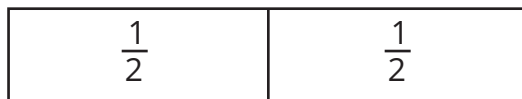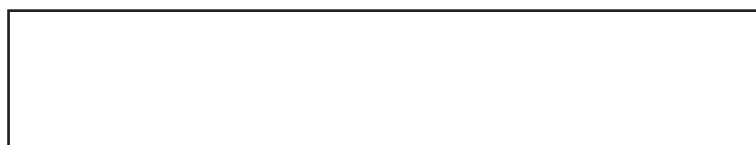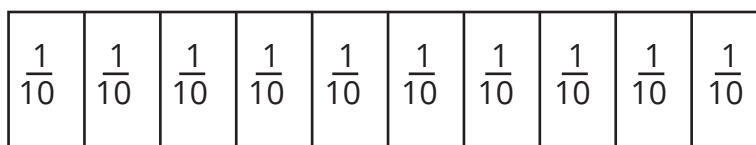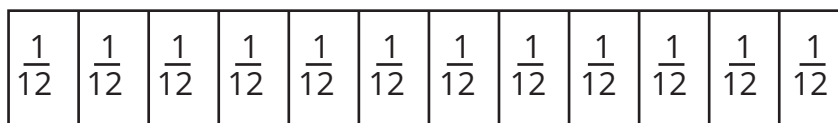
Name _____   Date _____

COMPARING FRACTIONS
Least and Greatest
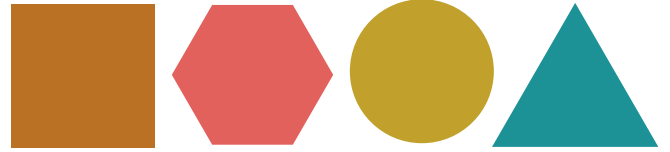
Color in the shape in each row with the greatest value red, and the shape with the least value blue.

$\frac{5}{15}$	$\frac{3}{6}$	$\frac{50}{50}$	$\frac{2}{20}$	$\frac{9}{12}$
$\frac{4}{10}$	1	2	$\frac{50}{100}$	$\frac{2}{4}$
$\frac{1}{2}$	$\frac{1}{3}$	$\frac{3}{4}$	$\frac{3}{7}$	$\frac{5}{6}$
$\frac{10}{25}$	$\frac{3}{4}$	$\frac{1}{3}$	$\frac{2}{5}$	$\frac{6}{24}$
$\frac{1}{1}$	$\frac{12}{30}$	$\frac{3}{30}$	$\frac{8}{24}$	$\frac{4}{12}$
$\frac{6}{8}$	$\frac{1}{10}$	$\frac{15}{20}$	$\frac{14}{14}$	$\frac{3}{6}$
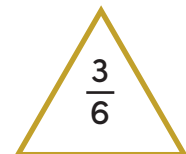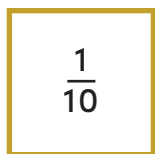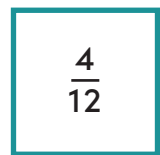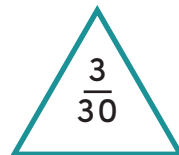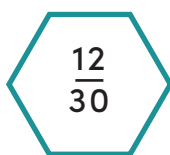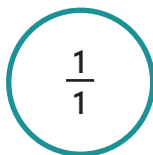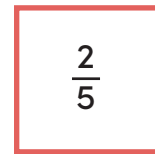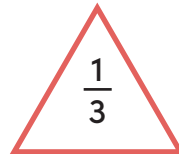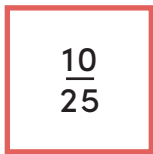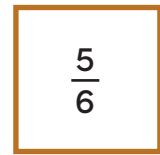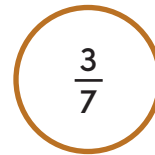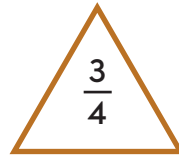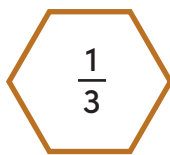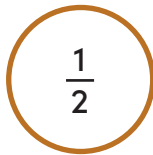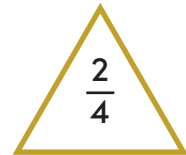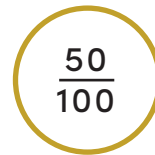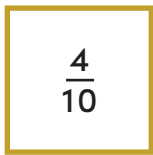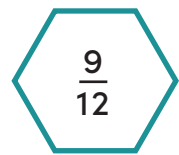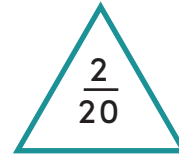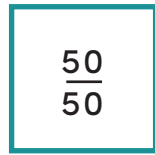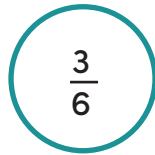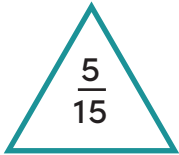
Tree Rings

We can find out a lot about a tree by looking at the rings in its trunk.
To see the rings, we must look at a cross section of the trunk, just like this!

One ring usually stands for one year of the tree's life.

Sometimes the rings are wide, which means that year was full of rain and good growth. Other times, the rings are thin, which means there was not enough rain that year.

First year growth

Rainy Season

Dry Season

heartwood: central supporting pillar of the tree.

Inner bark or "phloem": food is passed to all of the tree.

Outer bark: a tree's protective "skin" layer.

Cambium: the cell layer that produces bark and new wood.

Sapwood or "Xylem": how water goes to all the tree.
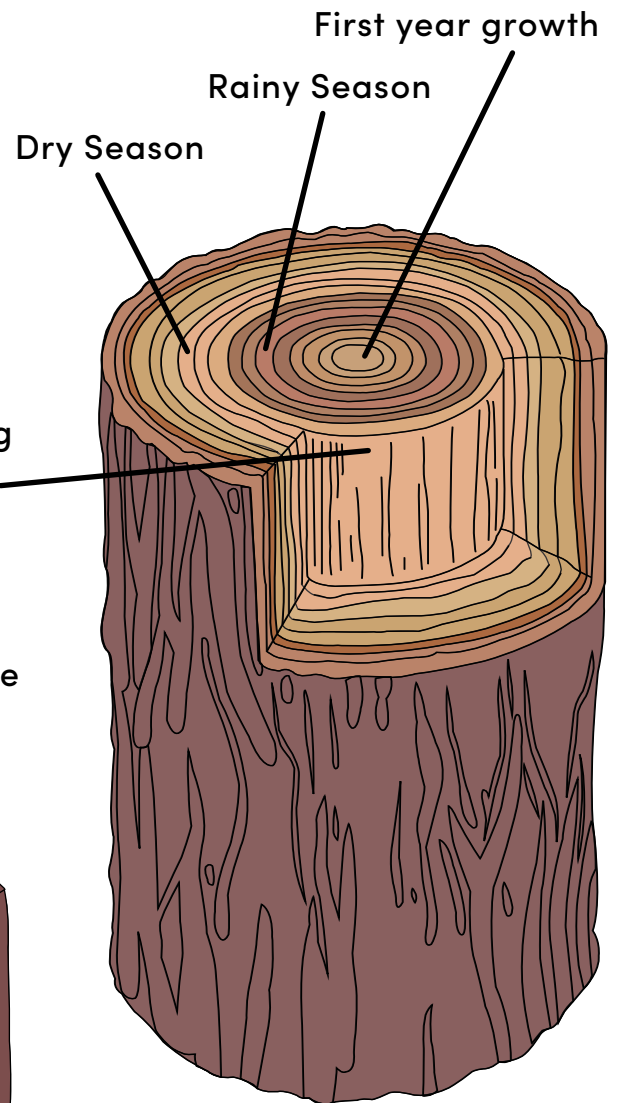
Fun fact: Did you know that tree-ring dating is a scientific method called dendrochronology?

Tree Rings

Name _____

Date _____

Read each sentence and write whether it's true or false.

1. Each ring in a tree trunk stands for 5 years. _____

2. The inner bark is the "skin" of the tree. _____

3. In the phloem, food is passed to all of the tree. _____

4. The heartwood is the central supporting pillar of the tree. _____

5. The cambium transports water to all the rest of the tree. _____

6. Wide rings in a tree's trunk means there has been a year full of rain. _____

7. Tree ring dating is called dendrochronology. _____

8. We can find out only little bits of information from a tree's trunk. _____

Day 2

Reading	Read the short story told from different points of view and answer the questions.
Writing	Put this mixed-up essay back in order!
Grammar	Write sentences using both definitions of a homograph.
Math	Add fractions with like denominators using a number line. Subtract fractions with like denominators using a number line.
Social Studies	Learn about the Underground Railroad and answer the questions.

Name: _____   Date: _____

Practicing Point of View

A **pronoun** is a word that replaces a noun or noun phrase. These words help our writing sound smooth and less repetitive. They also tell what point of view a story is written from.

First Person Point of View		Third Person Point of View	
A character is telling the story. The character is in the story and is experiencing the action.		*A narrator is telling the story. The narrator is <u>not</u> in the story, but is telling what is happening.*	
I	we	him/her	they
me	our	he/she	their
my	us	his/hers	them
myself	ourselves	it/its	themselves

Below is one story, told from two different points of view.
Read each version of the story and answer the questions that follow.

The Birthday Surprise

All day I have been waiting for my mom to come home. Today is her <u>birthday</u> and I have a surprise for her! She works at the restaurant in town and when she gets home, she is always very <u>tired</u>. So I decided I would cook a very special birthday dinner just for her. I made feijoada, which is a stew with black beans, sausage, and pork. My grandma used to make it when my mom was growing up in Brazil. I also made her a chocolate cake with strawberries on top. I didn't have enough money to buy my mom a present, so I made her a card instead. I hope she likes it!

1. Who is telling this story?
    a) a character
    b) a narrator

2. What is the speaker's point of view?
    a) first person
    b) third person

3. What pronouns did you see in the story that helped you determine the point of view?

_____ _____

<u>Gabriela</u> taps her fingers on the table. She is waiting for her mother to return home from work. The warm smell of stew fills the house and a chocolate cake sits on the table. Gabriela looks out the window. Her mother should be home any minute. Gabriela is excited to surprise her mother with a home-cooked meal for her birthday. She knows how tired her mother is after work, so she hopes this special dinner will make her feel happy. Gabriela places a card on the table, next to the cake. It reads "Feliz Aniversário" and has a picture of a unicorn drawn in crayon on it.

1. Who is telling this story?
    a) a character
    b) a narrator

2. What is the speaker's point of view?
    a) first person
    b) third person

3. What pronouns did you see in the story that helped you determine the point of view?

_____ _____

☆ **Think about it!** How would this story be different if it were told from the mom's perspective? Use the underlined words from the stories above to complete this version of the story. Then, circle the pronouns that show point of view.

Today is my _____ . I am _____ from working all day. But I am

excited to see my daughter, _____ , when I get home.

Informative Essay: Mixed-Up Essay

The ideas in informative essays follow a pattern, or structure, to make it easier for the reader to follow along. Informative essays start with a big idea.

All of the information is divided into topics, and those are shaped into paragraphs.

Each paragraph has 2-4 details that give more information about that topic.

Main Topic/
Big Idea

Topic #1   Topic #2   Topic #3

Detail Detail Detail   Detail Detail Detail   Detail Detail Detail
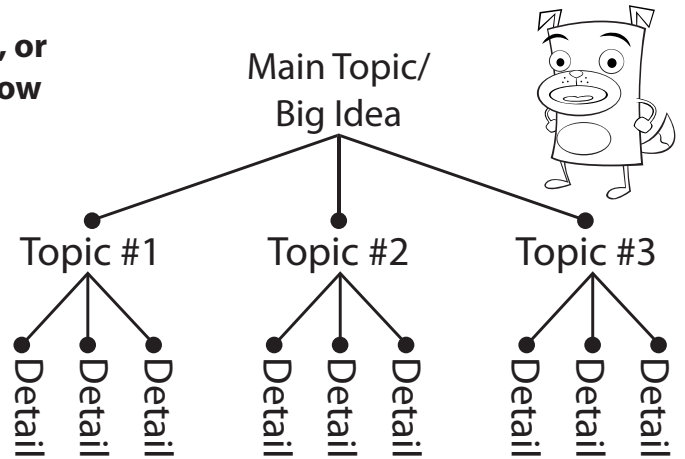
The strips below are mixed up ideas that are the skeleton of an informative essay. Cut them out and arrange them into Topics and Details. One of them is the Big Idea. Glue them on a piece of construction paper in a way that shows the structure of the ideas.

✂

| A good apology has three parts |
| It's difficult to accept and say out loud that you hurt someone |
| Apologizing opens up a conversation for the two people to talk |
| Apologizing can be hard |
| Admit what you did |
| You might be scared that the other person won't accept your apology |
| The Importance of a Good Apology |
| It's challenging to admit that you made a mistake |
| Apologizing helps the other person know you care |
| Apologizing is healing |
| Explain that you understand the harm it caused |
| Apologizing helps the other person know that you regret what you did |
| Ask what you can do to make it better |

Double-Meaning Words

Directions: Create one sentence using both definitions of each word.

1. rose (*noun*, a flower) | rose (*verb*, past tense of rise)

Example: I **rose** from my bed to smell the **roses** in my garden.
_____

2. cold (*adjective*, low in temperature) | cold (*noun*, an infection)

_____

3. season (*noun*, the four periods of the year) | season (*verb*, to add flavor)

_____

4. spring (*noun*, a season) | spring (*verb*, to leap forward)

_____

5. present (*noun*, a gift) | present (*noun*, the current time)

_____

6. tear (*noun*, drop of fluid) | tear (*verb*, to rip apart)

_____

7. court (*verb*, to gain affection) | court (*noun*, where law is conducted)

_____

8. fair (*noun*, a carnival) | fair (*adjective*, treating people equally)

_____

9. wound (*noun*, a bad cut in the skin) | wound (*verb*, wrapped around)

_____

10. blossom (*noun*, a flower) | blossom (*verb*, to grow)

_____

Challenge! Can you think of three other words that have double meanings?

_____ _____ _____

Add Fractions on a Number Line

Name: _____

Date: _____

Directions: Use each number line to add the fractions.

Remember to fill in the missing numbers on the blank number lines!

Example: $\frac{4}{8} + \frac{3}{8} = \frac{7}{8}$

$+\frac{3}{8}$

$0 \quad \frac{1}{8} \quad \frac{2}{8} \quad \frac{3}{8} \quad \frac{4}{8} \quad \frac{5}{8} \quad \frac{6}{8} \quad \frac{7}{8} \quad 1 \quad 1\frac{1}{8}$

a. $\frac{6}{12} + \frac{4}{12} = $ ____

0   1

b. $\frac{2}{3} + \frac{1}{3} = $ ____

0   1

c. $\frac{3}{4} + \frac{3}{4} = $ ____

0   1   2

d. $\frac{5}{6} + \frac{4}{6} = $ ____

0   1   2

e. $\frac{3}{6} + \frac{5}{6} = $ ____

0   1   2

Challenge!

f. $\frac{5}{8} + \frac{1}{4} = $ ____

0   1

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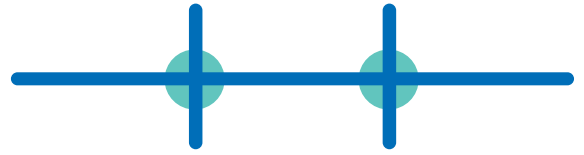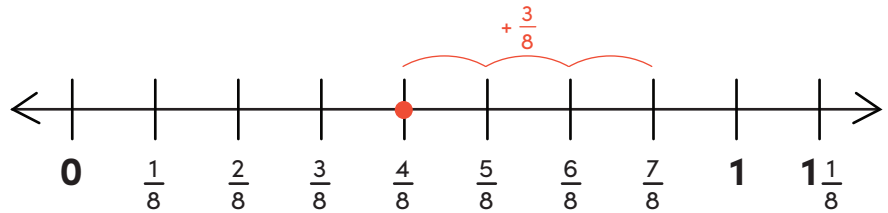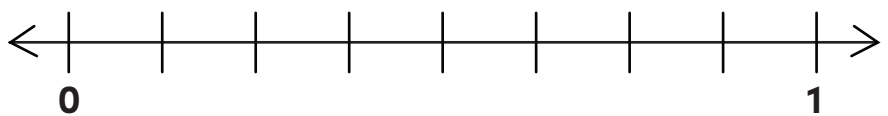
Subtract Fractions
← —— on a Number Line —— →

Directions: Use each number line to subtract the fractions.
Remember to fill in the missing numbers on the blank number lines!

Example: $\frac{4}{5}$ - $\frac{3}{5}$ = $\frac{1}{5}$

a) $1\frac{3}{4}$ - $\frac{2}{4}$ = _____

b) $\frac{5}{6}$ - $\frac{3}{6}$ = _____
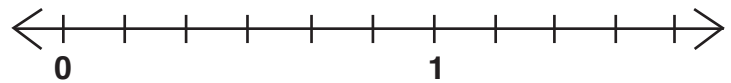
c) $2\frac{1}{3}$ - $\frac{2}{3}$ = _____
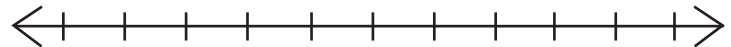
d) $\frac{7}{8}$ - $\frac{5}{8}$ = _____

e) $1\frac{3}{5}$ - $1\frac{1}{5}$ = _____

Challenge!

f) $\frac{1}{2}$ - $\frac{3}{8}$ = _____

UNDERGROUND RAILROAD:
Path to Freedom

The Underground Railroad was a secret organization of routes and safe places used to help enslaved people escape to freedom. Many enslaved African Americans left the southern states and went to the free northern states and Canada, where slavery was illegal. Along the way, people who were against slavery, called abolitionists, would hide the people escaping slavery and help them to the next stop along the route.

Started in the early 1800s, the Underground Railroad ended when slavery was abolished near the end of the Civil War. At least 30,000 people used the secret system to make their way to freedom.

Ride for Liberty — The Fugitive Slaves, by Eastman Johnson

Railroad Terms

The Underground Railroad used railroad terms as a secret code. Read some of the terms and their meanings below.

Agent: a person who helped the people escaping from slavery find the railroad

Station: a hiding place, often a home or church

Conductor: a person who guided the people escaping from slavery to the next stop

Station Master: a person who used their home to hide people escaping from slavery.

Harriet Tubman, one of the most famous conductors, was known as the "Moses" of the Underground Railroad.

William Still was called the Father of the Underground Railroad.

Levi Coffin and his wife, Catherine, helped two thousand enslaved people on their road to freedom. Their home in Indiana was known as the "Grand Central Station of the Underground Railroad."
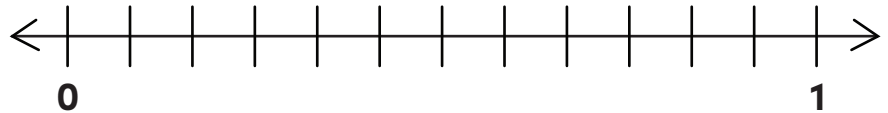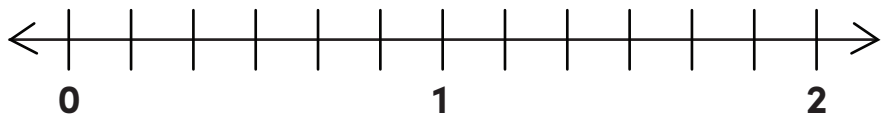
Questions

1. Who was known as the Father of the Underground Railroad?

_____

2. In Underground Railroad terms, what was a station?

_____

_____

3. What was an abolitionist?

_____

_____

Secret Code

Use the secret code to find a phrase about the Underground Railroad. Write the letter in the blank that matches the number from the code.

14 15 18 20 8   —   20 15   —   6 18 5   5   4 15 13

1 = A	**5** = E	**9** = I	**13** = M	**17** = Q	**21** = U	**25** = Y
2 = B	**6** = F	**10** = J	**14** = N	**18** = R	**22** = V	**26** = Z
3 = C	**7** = G	**11** = K	**15** = O	**19** = S	**23** = W	
4 = D	**8** = H	**12** = L	**16** = P	**20** = T	**24** = X	

Day 3

Reading	Understand cause and effect while reading about the life of Anne Frank.
Writing	Practice writing a strong introduction that hooks the reader.
Grammar	Complete each sentence with a prepositional phrase.
Math	Convert improper fractions into mixed numbers using models. Add and subtract mixed numbers with like denominators.
Science	Practice your geology vocabulary with this crossword puzzle!

The Life of Anne Frank Understanding Cause & Effect

Anne Frank was born in Frankfurt, Germany in 1929. Her father, Otto, was a businessman in Germany and her mother, Edith, was a housewife. Anne had an older sister, Margot. Anne and her family were Jewish. When Anne was young, Adolph Hitler became the leader of Germany. He issued many laws limiting the rights of Jews in Germany. Anne's father was afraid for his family's safety and moved them to Amsterdam in 1933.

In 1940, Hitler and his Nazi party took over the Netherlands, and the laws that the Frank family had fled from seven years earlier were now in place in their new home. Jewish people were not allowed to ride buses or own businesses, and Jewish children had to attend separate schools. Soon after, the Nazis began sending Jewish families to concentration camps. When Anne's sister received notice that she would be sent to a camp, the Frank family decided to hide. In July 1942 they moved into a small space above the warehouse where Otto had worked. They were joined later by another family, making conditions even more cramped. Anne called the space the "Secret Annex". During the day, they had to keep the lights off and stay silent so that they would not be found. They were not allowed to speak, listen to the radio or even flush the toilet until evening, when the employees in the warehouse below had left for the day. Anne passed the time by writing in a diary.

In 1944, everyone living in the Annex was found and arrested. Anne and her family were sent to Westerbork camp in the Netherlands, and shortly after to Auschwitz. Anne died there along with her mother and sister just weeks before the liberation of the camps. Her father was the only member of the family who survived. When Mr. Frank returned to Amsterdam, his friends gave him Anne's diary. Mr. Frank published her diary in 1947 under the title The Diary of a Young Girl. It remains an important work of nonfiction, giving a poignant and moving window into the horrors of World War II.

Cause → *Why something happens* **Effect** → *What happens as a result*	**Signal Words** consequently since if therefore due to then as a result so because

Directions: After reading the Life of Anne Frank passage, complete the cause and effect chart. Refer to the text for detailed information.

CAUSE	EFFECT
Anne's father was afraid for his family's safety.	
	Anne's family was not allowed to ride buses or own businesses.
	The Frank Family decided to hide.
Anne's family went into hiding.	

Introductions for Informational Writing
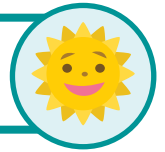
Name:_____   Date:_____

An introduction is your first chance to make an impression on your reader! Hook your reader to get them interested in your topic, and then give a preview of what they will learn.

A **hook** is a question or surprising statement that catches the reader's attention at the start of the introduction. It should help the reader make a personal connection to the topic or it should make them feel curious.

Here are some example hook question starters:

Have you ever...?
How would you feel...?
What would you do if...?
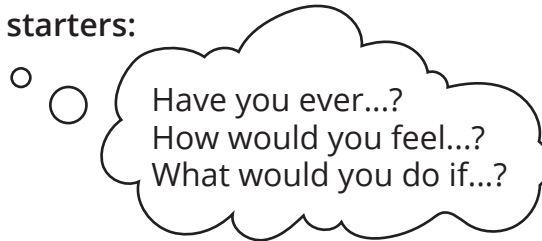
Practice writing your own hook questions:

1. _____

2. _____

3. _____

Some common mistakes when writing an introduction are:
- Giving all the information up front.
- Introducing text in a boring way that doesn't make the reader interested in the topic.

"I am writing about..."
"This essay is about..."
"The topic is..."
"You will learn..."
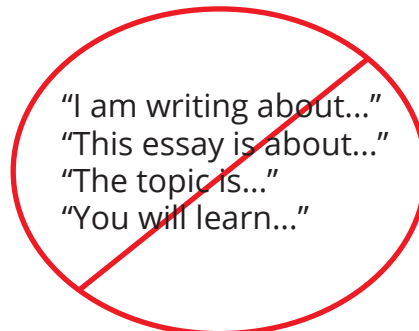
Here's an example of a strong introduction:

Have you ever wondered why we serve ice cream in cones? Most people think that ice cream and waffle cones have always been a pair. But while the concept of sweet frozen treats has been around for thousands of years, the ice cream cone as we know it has only been around for about 120 years!

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Introductions for Informational Writing
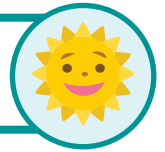
Name:_____   Date:_____

The introduction is the first paragraph of an informational text. However, one great strategy is to write it after you have written the body of the text. Read the text below, and then follow the steps to write an introduction paragraph.

Renewable energy is energy that comes from nature and can be replaced in a relatively short period of time. This type of energy is sometimes called "green power" or "clean energy" because it causes far less air pollution than other sources of energy, such as fossil fuels. The most common examples include solar power, wind power, and hydropower.

Solar power is energy that comes from the sun. The sun's energy can be used as a source of heat, as in the case of a solar water heater. Sunlight can also be changed into electricity by using **photovoltaic** cells, like those found on solar panels, solar lights, and even solar-powered calculators. Humans have used solar energy for thousands of years to heat their homes and preserve food.

Wind power is energy that comes from the wind. The energy is collected using a wind **turbine**, which looks like a giant fan. As the wind blows the blades of the turbine, a machine changes the energy from the wind into electricity. People have used wind energy for hundreds of years in the form of windmills, which were often used to grind grains.

Hydropower is energy that comes from moving water. Most often, this type of energy is collected along rivers. The water flowing down a river spins turbines to create electricity. The earliest use of hydropower was in the form of water wheels that were used for grinding grains and sawing wood.

These three types of renewable energy have been used by humans for a long time. As the global demand for electricity continues to go up, many people are hoping to increase the use of renewable energy and decrease the use of nonrenewable sources. Scientists are still working to improve the technologies that will help people harness the power of nature.

Steps to write an introduction:
1. Write a hook question to draw readers in.
2. Answer your hook question with a brief statement.
3. Give a preview what readers will learn in the text.

_____

_____

_____

_____

_____

Name: _____   Date: _____

It's Grammar Time: Prepositional Phrases

A **prepositional phrase** is a group of words that begins with a preposition.
- They create a more detailed explanation for the reader.
- They tell when and where.

Directions: *Complete the sentences below with a prepositional phrase from the Word Bank that matches the context of the sentence. An example has been done for you. Hint: Not all the prepositional phrases will be used!*

Word Bank

over the tree	through the night	~~against the best team~~	for the birthday party
beside the car	with my teacher	under the water	behind the big chair
around the room	in the school cafeteria	out the front door	until the end

Example: We won the championship game ___**against the best team**___ .

1. We stood _____ while we waited for our mom to unlock it.

2. The storm continued _____ with thunder and lightning.

3. The scuba diver is able to breathe and open her eyes _____ .

4. The movie started late, but we stayed awake _____ .

5. I looked up as the bird flew _____ .

6. The excited dog ran in circles _____ .

7. Our cat ran _____ and into the neighbor's yard.

8. I go to morning tutoring so I can practice my math facts _____ .

9. We bought cupcakes, balloons, and party hats _____ .

10. Every day at lunch, our class eats together _____ .

Name _____ Date _____

Feed The Kramsters!

Kramsters are very picky eaters. Feed each kramster the correct number of pellets by converting the following improper fractions to mixed numbers. Color in the pellets to match each mixed number.

EXAMPLE:

$$\frac{8}{3}$$
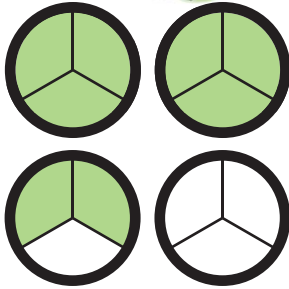
→ $2\frac{2}{3}$

$$\frac{16}{4}$$
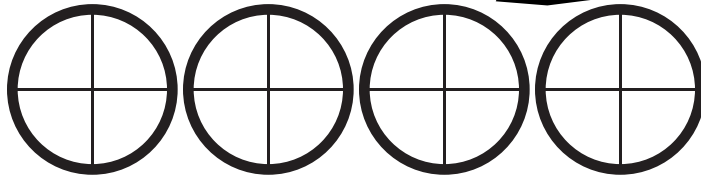
$$\frac{13}{5}$$
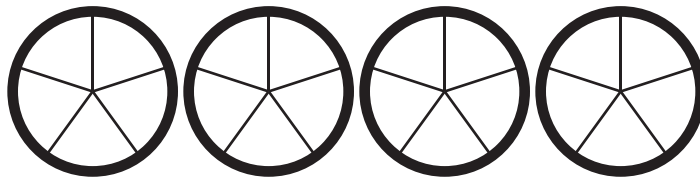
$$\frac{9}{3}$$
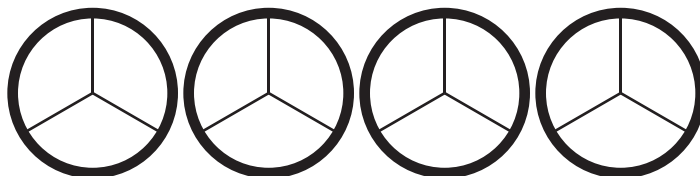
$$\frac{12}{5}$$
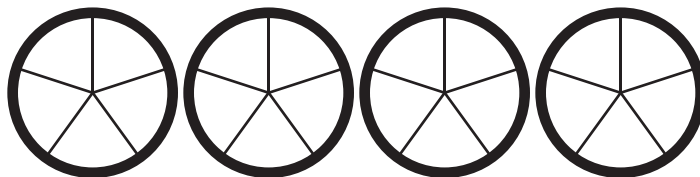
For the last one, shade in the pellets using your own outlines.

$$\frac{7}{2}$$

Adding & Subtracting with Mixed Numbers

Use the visual models to add and subtract the mixed numbers.

$1\frac{1}{4} + 1\frac{2}{4} =$ ☐

$2\frac{3}{4} - 1\frac{1}{4} =$ ☐

$2\frac{3}{6} + 1\frac{2}{6} =$ ☐

$2\frac{6}{8} - \frac{4}{8} =$ ☐

$2\frac{7}{10} - 1\frac{7}{10} =$ ☐
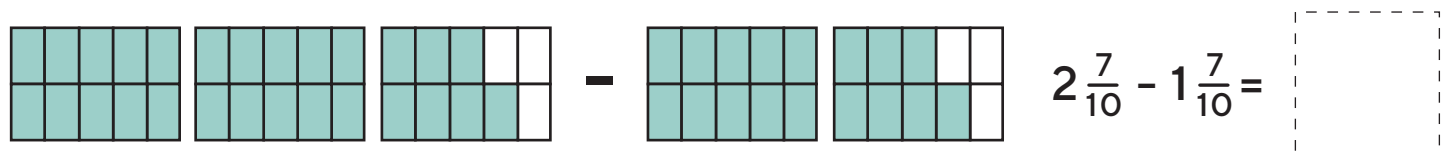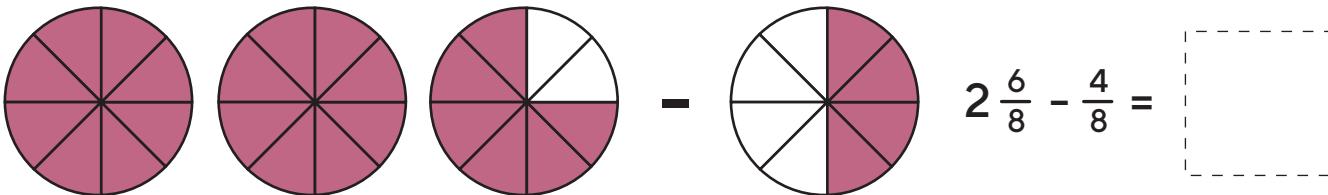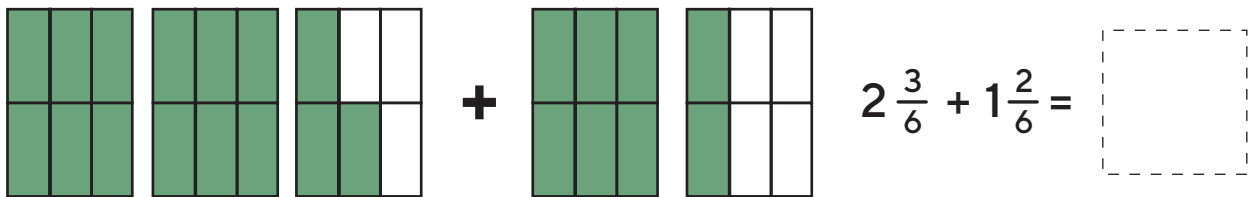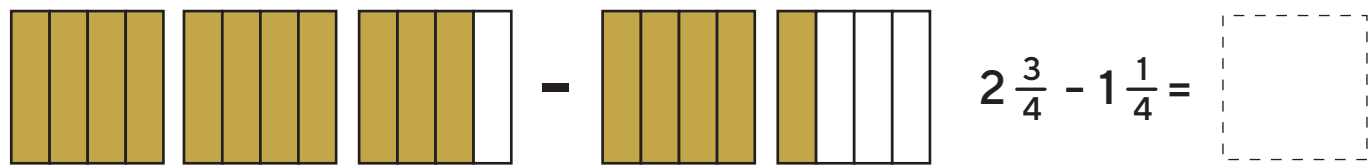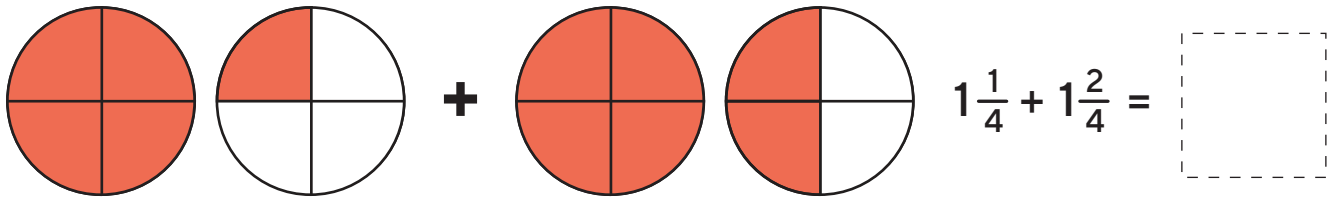
GEOLOGY Crossword

Choose from the listed terms to match the description listed for each crossword space.

Volcano, Weathering, Continent, Sedimentary, Hotspot, Seamount, Metamorphic, Caldera, Erosion, Magma, Subduction, Igneous, Lava, Mountain

Across

1. A vent in Earth's surface through which molten rock and gases escape.

3. One of the three types of rocks. These rocks are formed from the deposition of mineral or organic sediments.

5. Molten rock expelled by a volcano during an eruption.

7. A landform that stands higher than the surrounding land, and often has steeper sides than a hill. They are usually formed through volcanism, plate tectonics, or occasionally erosion.

9. Areas of the mantle that are unusually hot and cause volcanic activity on the Earth's surface.

11. The breaking down of rocks, soils, and minerals through direct contact with the Earth's atmosphere.

13. Large landmasses of the Earth.

Down

3. A mountain rising from the bottom of the ocean, but that does not reach above the surface of the water.

4. A cauldron-like volcanic feature caused by the collapse of land after a volcanic eruption.

6. The process of the transport of solids from their natural source to a different location, usually through wind, water, and ice.

7. A mixture of molten rock and other materials beneath the Earth's surface.

8. An oceanic plate is pushed underneath either another oceanic plate, or a continental plate.

10. One of the three types of rocks. These rocks are formed through the cooling and solidification of lava or magma.

12. One of the three types of rock. These rocks are created by the transformation of existing rock through heat and pressure.

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Day 4

Reading	Read the two fairy tales and determine similarities and differences between the two.
Writing	Learn all about transition words and phrases, and practice linking ideas together.
Grammar	Learn how to use commas, and practice placing them correctly in sentences.
Math	Practice multiplying a fraction by a whole number. Solve the word problems by multiplying fractions.
Social Studies	Read about the checks and balances system in the United States government. Then complete the activities.

Compare the Fairy Tales

Read the two fairy tales below. Each is from a different culture. What are the similarities between the two tales? What are the differences? Use the Venn diagram on the last page to list three similarities and three things that are different about each tale.

Fairy Tale #1

Long ago, in the land now known as Canada, there lived two native children, a sister and brother. They were orphans and had to care for themselves. This was especially difficult since the boy never grew bigger than a baby, no matter how old he got.

The sister loved her brother very much, and she made a bow and arrow especially for him to shoot. He learned to hunt wild snow birds for food, and soon he had enough bird skins to make himself a coat. It was a fine coat and the boy wore it with pride.

One day, the boy asked his sister, "Are there other people in the world? Mother told stories of people just like us, but I've never seen them." For as long as they had been on their own, the girl and boy had never met another soul. "Mother told me the same," said the girl. "She was born to faraway people, who raised her up when she was a girl like me." The boy decided to seek his mother's people.

He set off for his journey wearing his beloved coat of bird skins. But the sun was high and hot, and the boy's coat began to shrink. Soon, it was so tight that when the boy moved, the coat tore into pieces.

"I'll get you for this, sun!" said the boy. His sister fashioned a snare out of a lock of her long, strong hair, and the boy snuck out before dawn to trap the sun. He placed his snare at the point on the horizon where the sun would rise and sat down to wait. Sure enough, as the sun began to rise, it was caught in the boy's trap.

"Who will free me from my bindings?" the sun implored the world's animals. First, Woodpecker tried, but its head grew red from the heat. To this day, woodpeckers have red heads. Finally the task fell to the mouse, who was the biggest and strongest creature of them all. The mouse began to gnaw at the snare and slowly, hair by hair, the mouse began to cut through it. Though its back was singed to ash, the mouse kept at its task. Finally, the mouse freed the sun from its bondage, but not before the heat shrunk it to a fraction of its former size. When it began its task, the mouse was the largest of all animals. By the time it finished, it was the smallest. To this day, the mouse remains one of the tiniest animals, and its coat is still the color of ashes.
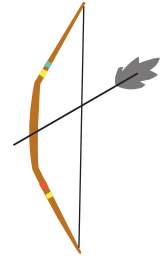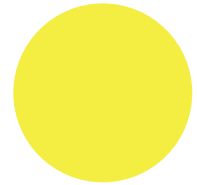
Fairy Tale #2

Once upon a time, before the continent of Europe was given that name, there lived a couple who had no children. They wished every day for a child, even if he were no bigger than a hazelnut. At last, their wish was granted, and they had a child who was the size of a hazelnut, just as they had said. They loved the child very much and they took excellent care of him.

When the hazelnut child turned fifteen, his parents asked him what he would become, as he was of an age to work. "I would like to be a messenger," said the child. His mother laughed and asked, "How can you possibly be a messenger? Your tiny feet would take an hour to carry you the distance anyone else could cover in a minute."

"Give me a message to carry," said the boy, "and see how quickly I return." So his mother told him to go to the house of his aunt in the neighboring village and bring back a comb. "I'll be back before you know," said the boy. His mother held the front door open for her son, and off he went on his journey. He found a man on horseback who was headed for the next town. The boy crept up the horse's leg, crawled under the saddle, and began to pinch the horse's back. Rearing up, the horse took of at breakneck speed and wouldn't slow down, no matter how hard the rider pulled at its reins. When they reached the neighboring village, the hazelnut child quit pinching the horse, and it slowed enough that the boy was able to climb back down its leg. His aunt was delighted to see him and gave him the comb he asked for.

The hazelnut child returned home on the back of another horse and presented his mother with the comb. "But how did you get home so quickly?" she asked. He did not answer her question, but only said, "You see, I told you messenger was the profession for me."

Using his newfound skill, the hazelnut child hitched a ride with a stork that was flying south for the winter and landed in a faraway country. There, he met the king, who was astonished at this tiny creature who rode storks as if they were horses. The king was so taken with the hazelnut child that he gave the boy a diamond bigger than himself. The boy hitched the diamond to his stork and flew home, and he and his parents lived in peace and prosperity for the rest of their lives.

Compare the Fairy Tales

Use the Venn diagram to list three similarities and three things that are different about each tale.

Fairy Tale #1:

1. _____

2. _____

3. _____

Both:

1. _____

2. _____

3. _____

Fairy Tale #2:

1. _____

2. _____

3. _____

Name: _____   Date: _____
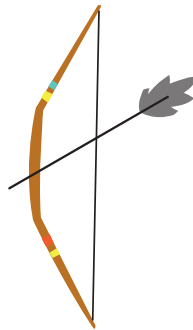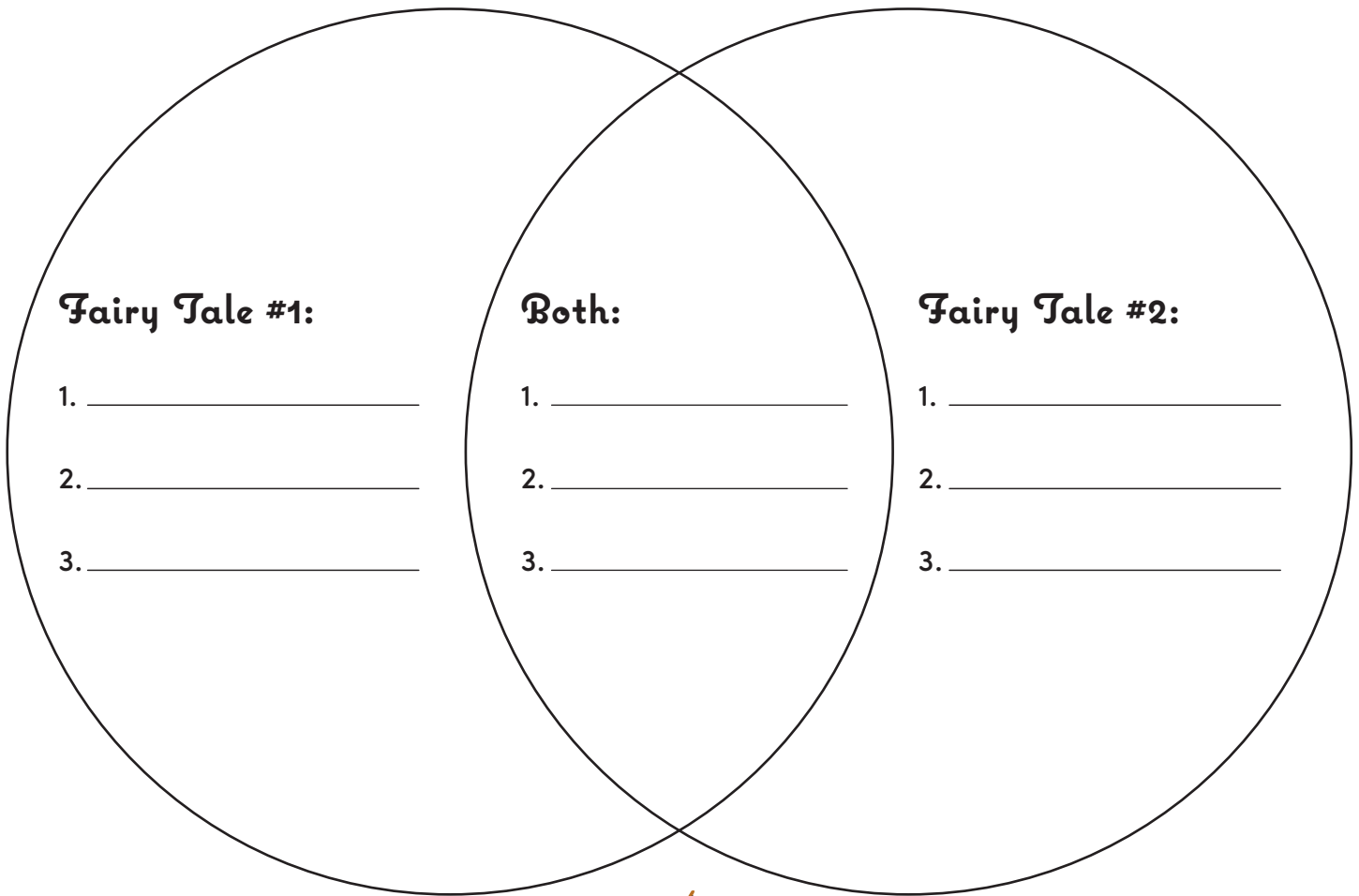
Informational Writing: Linking Ideas

Why are Linking Words and Phrases important?
- They introduce new ideas.
- They connect key information (facts and details) in our writing by showing:
  - Time order
  - Examples
  - Additional information
  - Compare and Contrast
  - Emphasis
  - Conclusions
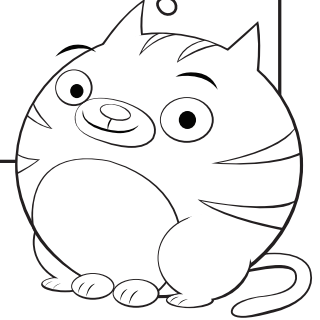
Transitions Words & Phrases

Time Order

after	initially
before	later
currently	meanwhile
during	previously
finally	second
first	since
following	soon

Compare and Contrast

like	although
similar to	on the other
compared to	hand
	in contrast

Emphasis

always	never
especially	without a
in fact	doubt
	surprisingly

Additional Information

additionally	for instance
along with this	furthermore
also	in addition
another	
as well	

Examples

evidence of this	in particular
for example	in this case
for instance	such as

To Conclude

as a result	lastly
finally	therefore
in conclusion	thus
in summary	to sum up

Informational Writing: Linking Ideas

Why are Linking Words and Phrases important?

    -They introduce new ideas.

    -They connect key information (facts and details) in our writing by showing:

-Time order	-Compare and Contrast
-Examples	-Emphasis
-Additional information	-Conclusions

Directions: Record your favorite recipe below. Write directions of how to follow the recipe. Circle all of the linking words you used.

Food: _____   Time: _____

Ingredients:

Illustration:

Procedure:

_____

_____

_____

_____

_____

_____

_____

Grammar: How to Use Commas

There are a few ways to use **commas**.

To separate words in a list or series:
> carrots, peas, and corn

To separate a word at the beginning from the rest of the sentence:
> Yes, I like carrots.

To set a person apart from the rest of a sentence:
> Lola, do you like carrots?

To separate independent clauses joined by a coordinating conjunction:
> Diego likes cooked carrots, but he doesn't like raw carrots.

Add commas where needed to the sentences below. Hint: If you're stuck, read the sentence aloud and insert a comma wherever you pause.

1. I bought celery lettuce and tomatoes at the grocery store.
2. I made a salad with carrots beets and peppers.
3. Billy would you like some salad?
4. Well I don't like carrots.
5. I don't like peppers but I do like celery.

Read the paragraph below. Add commas where they are necessary.

     Making a salad is easy. First choose the vegetables you want to use. You might want to try lettuce tomatoes and carrots. If you use cherry tomatoes you won't even need to slice them. Next wash each vegetable thoroughly. Tear the lettuce into pieces and add as many tomatoes as you like. Finally ask an adult to help you chop the carrots.

Multiply a Whole Number by a Fraction
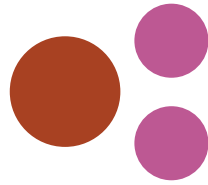
To multiply a whole number by a fraction, multiply the whole number by the numerator. Keep the denominator the same!

Example: $3 \times \dfrac{2}{7} = \dfrac{3 \times 2}{7} = \dfrac{6}{7}$

Multiply. Write your answer as a proper fraction or mixed number in simplest form.

$3 \times \dfrac{3}{10} =$

$4 \times \dfrac{1}{6} =$

$7 \times \dfrac{10}{11} =$

$6 \times \dfrac{3}{9} =$

$\dfrac{6}{11} \times 4 =$

$\dfrac{3}{8} \times 9 =$

$\dfrac{4}{5} \times 5 =$

$\dfrac{5}{8} \times 2 =$

$5 \times \dfrac{7}{12} =$

$\dfrac{3}{5} \times 11 =$

$9 \times \dfrac{2}{8} =$

$\dfrac{4}{7} \times 12 =$

$\dfrac{8}{9} \times 10 =$

$\dfrac{7}{12} \times 6 =$

Multiplying Fractions Word Problems #1

Example Problem

There is a major drought in Huckabee County. The Samson River is only $\frac{2}{3}$ as deep as it should be with normal rainfall. If the river is usually 18 feet deep, how deep is it during the drought?

$$\frac{2}{3} \quad x \quad 18 \quad = \quad \frac{2 \times 18}{3} \quad = \quad \frac{36}{3} \quad = \quad \boxed{12}$$

Answer: 12 feet deep

Directions: Follow the steps in the example box when you solve the following word problems. Be sure to show your work and label your answers.

1. One eighth of Mr. Sanchez's class is left-handed. If there are 24 students in his class, how many of them are left-handed?

2. Sabrina is going to bake cookies. The recipe calls for $\frac{3}{4}$ of a cup of sugar. Sabrina needs to double the recipe because she has a large, cookie-loving family. How many cups of sugar does she need?

3. A science textbook is $\frac{2}{3}$ of an inch thick. If I need to fit 16 textbooks stacked one on top of another on a shelf, how many inches of space will I need?

Challenge

4. A tennis tournament is nearing its finals. Seven eighths of the original participants are now out of the tournament. If there were 16 tennis players at the beginning of the tournament, how many are left in the finals?

CHECKS AND BALANCES WORKSHEET

Checks and balances is a political principle which describes how the branches of government work with each other. The Constitution of the United States established the three branches of the United States government. These branches are the executive, legislative, and judicial. The President is the head of the executive branch which enforces the laws. Congress, made up of the Senate and House of Representatives, is the head of the legislative branch which makes the laws. The judicial branch, which interprets the laws, is made up of the Supreme Court and the federal courts.

Executive Branch
- President
- Vice President
- The Cabinet
- Departments, such as Department of Defense and Department of Education
- Boards and Commissions, such as the National Park Foundation

Legislative Branch
- U.S. Senate
- U.S. House of Representatives
- Congressional support organizations, such as the Library of Congress

Judicial Branch
- Supreme Court
- Lower courts, such as U.S. District Courts
- Special Courts, such as the U.S. Tax Court
- Court Support organizations, such as U.S. Sentencing Commission

EXECUTIVE BRANCH
The President

Can appoint Supreme Court justices and federal judges.

Can decide if presidential acts are constitutional.

Can veto bills and call emergency sessions of Congress.

Can impeach the President, veto, and confirm executive, override a veto and confirm executive appointments

Each branch is assigned specific duties under a concept called "separation of powers." No one branch of government can take control. Instead, each branch watches over the other two. This is called checks and balances.

JUDICIAL BRANCH
The Supreme Court

Can interpret constitutionality of laws.

Can confirm or impeach judicial appointments, such as Supreme Court justices.

LEGISLATIVE BRANCH
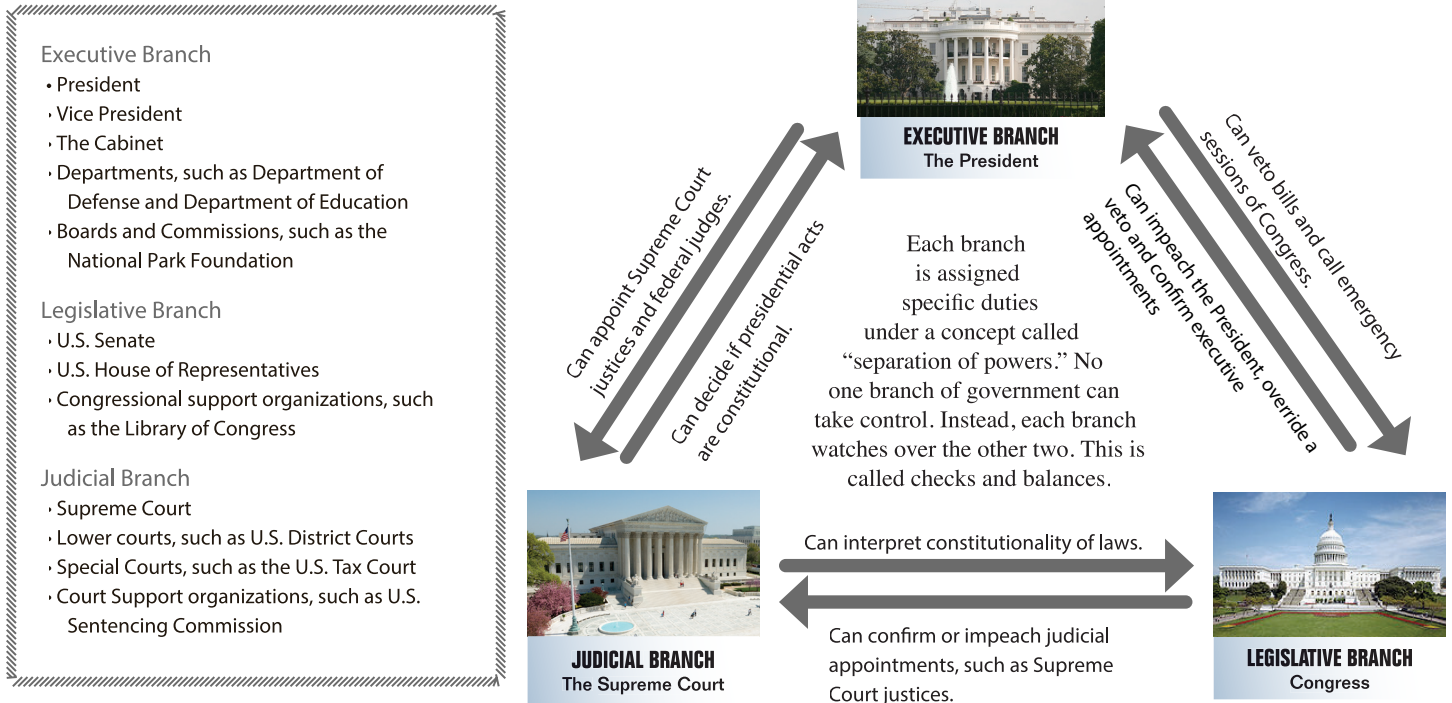Congress

Word Search
Find the hidden words from the list at the right.

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

WORD LIST
APPOINTMENTS
BALANCES
BRANCH
CHECKS
CONGRESS
CONSTITUTION
COURT
EXECUTIVE
HOUSE
JUDICIAL
LAWS
LEGISLATIVE
PRESIDENT
SENATE
SUPREME
VETO

QUIZ

1. Which branch of the government makes laws? _____

2. Who can veto a bill which Congress passes? _____

3. Which branch of the government appoints justices to the U.S. Supreme Court? _____

4. Which branch of the government interprets the laws? _____

5. Which branch of the government decides if laws are constitutional?

_____

Day 5

Reading	Learn all about Bessie Coleman and Mae Jemison, and then complete a Venn Diagram.
Writing	Research a topic and learn about how to cite details.
Grammar	Show what you know about root words in this sorting activity.
Math	Practice converting fractions to decimals and decimals to fractions. Compare and round decimals to the hundredths place.
Fun stuff	Search for rocks and minerals vocabulary words in this word search!

Bessie Coleman

Mae Jemison

" Never limit yourself because of others' limited imagination; never limit others because of your own limited imagination. "

" I made my mind up to try. I tried and was successful. "

Comparing Two People

Read these biographies of Bessie Coleman and Mae Jemison, then answer the questions on the following page.

Bessie Coleman

Before there was Amelia Earhart, there was Bessie Coleman. Bessie Coleman was the first African American woman to get a pilot's license. She was a pioneering female aviator who became famous for her daring air show stunts in the 1920s.

Bessie Coleman was born on January 26, 1892 in Atlanta, Texas. Bessie grew up in Texas, then moved to Chicago with her family at age 23. She worked as a manicurist in a barbershop. While working in the shop, she overheard stories told by men who had flown planes in World War I. She wanted to try flying for herself. She applied to flight schools, but no one would teach her because she was both a woman and African American. She decided to go to Paris to find a school that would teach her.

After getting her license, Bessie wanted to start a flying school just for African Americans. To raise money to start the school, she began working as a stunt pilot. People would come out to watch her fly planes in all kinds of crazy directions: Figure eights, loop-de-loops, and steep drops. Bessie soon became known as "Queen Bess," and within five years she was a popular air show performer.

Mae Jemison

Mae Jemison was the first African American woman to go to space. Mae was born on October 17, 1956, the first of three children. Growing up, Mae loved science. She studied medicine in college and started her career as a doctor, going around the world to care for those in need.

In 1983, Mae applied to NASA. Mae was inspired by Sally Ride's first flight a few years before, and also by the character of Uhura from *Star Trek* (the character was an African American translator on a spaceship). Mae's first application was denied, but she didn't give up! She applied a second time and in 1987, she was hired. Five years later, she flew on the STS-47 mission to study life in space. She even brought a picture of Bessie Coleman with her to inspire her on the flight.

Mae retired from NASA in 1993. She went on to start scientic research companies, and she even got to be on an episode of her favorite TV show, *Star Trek*. She accomplished a first there too — the first real astronaut to ever be on the show.

Venn Diagram

Comparing Two People

One way to compare two people is by using a Venn diagram. A Venn diagram uses circles to represent sets of information. These circles overlap. The overlapping area is used to record things that are the same about the two sets, while the outside areas are used to record things that are different.

Reread the text about Bessie Coleman and Mae Jemison and complete the Venn diagram below.

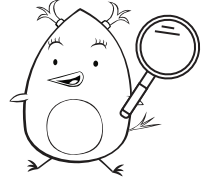**Bessie Coleman**   **Mae Jemison**

Both African American women.

Both flew into the sky.

My Research Notes

Before you write an informational essay, you will need to do research. **Research** is a process in which you look for information or facts about a specific topic. You can use books, articles, or the internet to do research. Make sure to use reliable, trustworthy sources!

Research Steps:
1. Choose your topic. *What are you interested in learning about?*
2. Make a plan. *Where will you look for information?*
3. Take notes. *In your own words, write down important facts and big ideas.*
4. Cite your sources. *Write down the places you found your information.*

Topic: _____

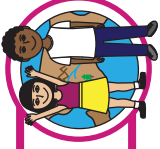| **Main Idea:** In your own words, write about the topic.	
Details: These are interesting facts that support the main idea. Paraphrase each fact in your own words.	**Source:** Where did you find this information? Write the title and page number of the book *or* the name and URL of the website.
Example: Japanese spider crabs have legs that are 13 feet long.	Crab Facts https://www.education.com/worksheet/article/crab-facts/

My Research Notes

Details: These are interesting facts that support the main idea. Paraphrase each fact in your own words.	**Source:** Where did you find this information? Write the title and page number of the book *or* the name and URL of the website.

Name: _____

Date: _____

Root It Out: Word Sort

Directions: Place each word card in the column that shows the meaning of its root. Use a dictionary as reference.
Example: the word *bicycle* has a root that means circle.

earth	name	feeling	water	ten	keep

Directions:
1. Cut out the word cards.
2. Sort the cards so that each word is placed in the column that matches the meaning of its root word.
3. Glue the word cards onto your chart when you have finished sorting.

sympathy	reservation	nominee	hydrant	geologist	hydrogen
nominate	dehydrate	preserve	empathy	conserve	
geography	decimal	decade	geology	decathlon	

Review: Fractions & Decimals

Numbers less than a whole can be written two ways: as a fraction or a decimal.

1. **a fraction**

$$0.25 = \frac{25}{100}$$

Since the 5 is written in the **100ths** place, write a **100** on the bottom.

2. **a decimal**

$$\frac{2}{10} = 0.2$$

Since the 2 is above the number **10**, write the 2 in the **10ths** place.

Rewrite the numbers below as a fraction or a decimal.

A. $\frac{51}{100} =$ _____ $\frac{5}{10} =$ _____ $\frac{63}{100} =$ _____ $\frac{92}{100} =$ _____

B. $0.25 =$ _____ $0.4 =$ _____ $0.40 =$ _____ $0.85 =$ _____

C. $\frac{25}{10} =$ _____ $0.15 =$ _____ $0.94 =$ _____ $\frac{55}{100} =$ _____

D. $\frac{73}{100} =$ _____ $\frac{82}{100} =$ _____ $\frac{7}{10} =$ _____ $0.3 =$ _____

E. $0.6 =$ _____ $0.45 =$ _____ $0.95 =$ _____ $\frac{64}{100} =$ _____

F. $\frac{22}{100} =$ _____ $0.79 =$ _____ $\frac{43}{10} =$ _____ $0.5 =$ _____

G. $\frac{1}{10} =$ _____ $\frac{4}{10} =$ _____ $0.1 =$ _____ $\frac{32}{100} =$ _____

H. $\frac{99}{100} =$ _____ $0.2 =$ _____ $\frac{2}{10} =$ _____ $\frac{74}{100} =$ _____

I. $\frac{9}{10} =$ _____ $\frac{8}{10} =$ _____ $0.66 =$ _____ $\frac{28}{100} =$ _____

Decimals:
Compare and Round

Use the greater than, less than, and equal to symbols (>, <, =) to compare each set of decimals.

0.54 **>** 0.51

72.4 ☐ 73.4

632.02 ☐ 632.13

6.311 ☐ 3.61

8.4 ☐ 8.40

92.3 ☐ 92.32

856.67 ☐ 856.6

44.86 ☐ 44.68

Did you know?
The first handheld calculator was designed in Japan in the 1970s.

Round each decimal to the given place.

Round 5.73 to the nearest tenth. _____5.7_____

Round 76.6 to the nearest whole number. _____

Round 48.92 to the nearest tenth. _____

Round 53.37 to the nearest tenth. _____

Round 85.27 to the nearest whole number. _____

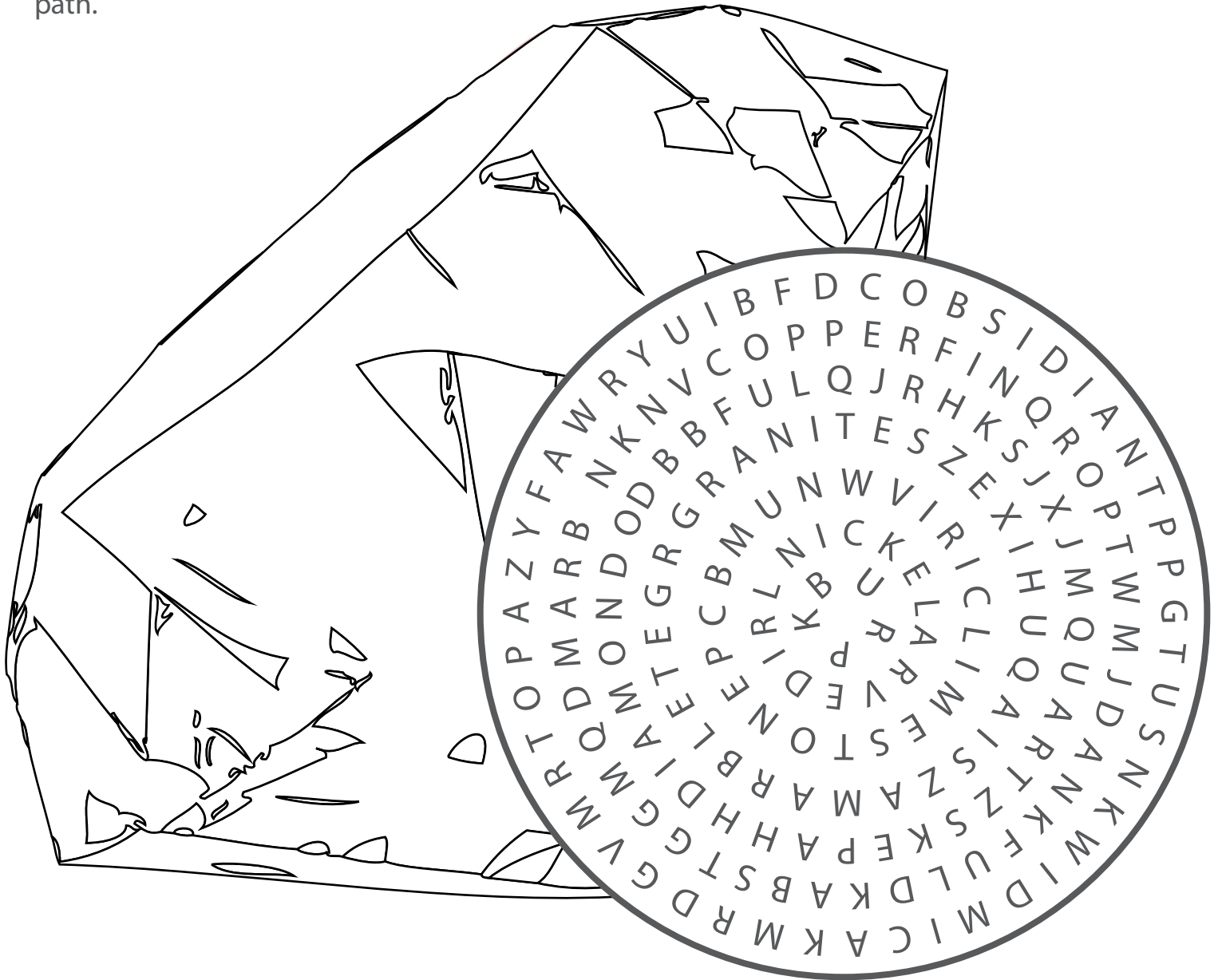Round 784.86 to the nearest tenth. _____

ROCKS AND MINERALS

Name _____

Date _____

VOCABULARY

A mineral is a solid formation that grows naturally in the earth. A rock is made up of one or more minerals. Find the rocks and minerals hidden below. All the words are spelled forwards in the circular path.

quartz

diamond

copper

marble

limestone

obsidian

granite

mica

topaz

nickel

⭐ Can you name some other rocks and minerals?

Fall Review Packet

ANSWER KEYS

5th Grade

Use these answer keys to check your work!

SEVEN WONDERS OF THE ANCIENT WORLD
Lighthouse of Alexandria

Sailors off the coast of Egypt often ran into a troubling problem: they couldn't see where they were going. Without the benefit of electricity or modern navigational tools, these sailors couldn't always find the right harbor or even the right coastline. Thieves would take advantage of this situation, laying traps for confused sailors who crashed along hidden shores.

In the 3rd century BC, Ptolemy I decided to put an end to all this trouble. He ordered a gigantic lighthouse to be built on the island of Pharos, right off the coast of Alexandria, Egypt. Standing at nearly 500 feet, the Lighthouse of Alexandria was almost impossible to miss. Sailors who spotted the bright light only had to follow it straight into the safe and welcoming arms of the city of Alexandria. Three earthquakes, striking less than fifty years apart, turned the noble Lighthouse of Alexandria into a pile of rubble. Today on Pharos, all that is left are bits and pieces of the lighthouse's foundation.

FILL IN THE BLANK Answer Key

Complete the sentences with the missing words from the word bank.
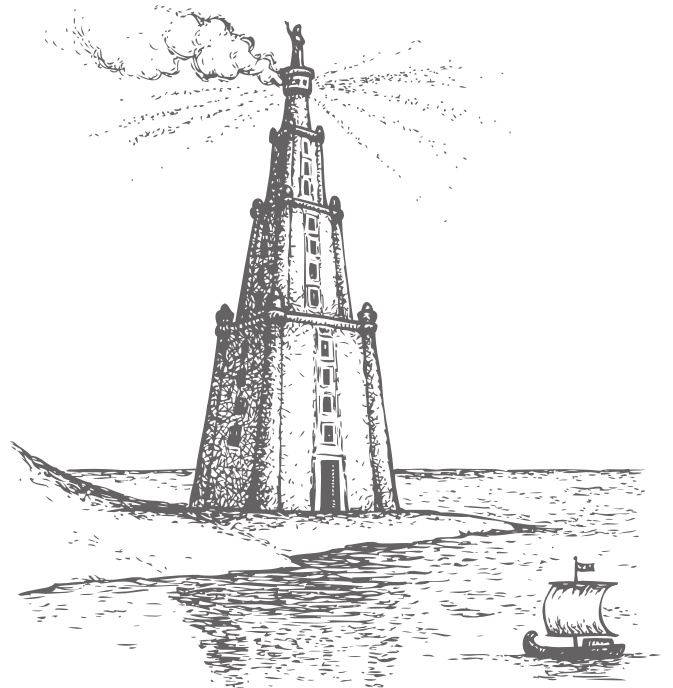
| 500 feet | Egypt | 250 feet | Ptolemy | Pharos |

1. The lighthouse was built on the island of
   <u>Pharos</u>.

2. <u>Ptolemy</u> ordered the
   construction of the lighthouse.

3. The wonder of the world is <u>500 feet</u> tall.

4. The city of Alexandria is in the country of
   <u>Egypt</u>.

QUESTION AND ANSWER Sample Answers

Answer the questions from the text on the previous page.

1. Lighthouses have been used as guiding beacons, or lights, for centuries. What are some other ways to guide lost sailors to port?
   Compasses and navigational tools like sextants and radar are ways to guide lost sailors to port.

2. What reasons did Ptolemy I have to build the Lighthouse of Alexandria? Did the safety of sailors benefit him at all?
   Without a lighthouse, sailors couldn't find the right harbor or coastline. Not only was this dangerous for the sailors, who might get lost, crash into the shore, or be vulnerable to thieves, it was a risk to the security and economy of Alexandria.

3. Why do you think the Lighthouse of Alexandria has not been rebuilt? Do you think lighthouses are still as necessary as they once were?
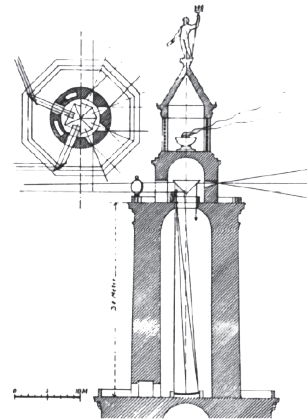   With electricity and navigational tools, sailors are more likely to spot cities and coastlines, even at night.
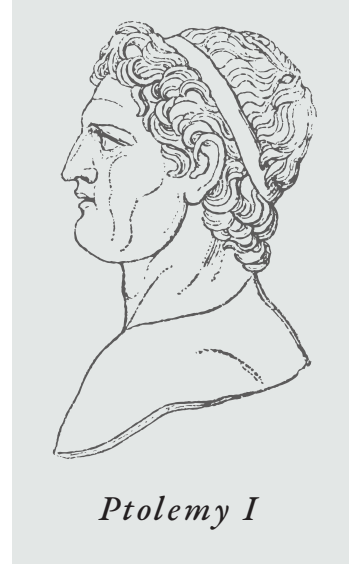
Ptolemy I

Did You Know?

The lighthouse operated by redirecting light using a concave mirror located on the third tier. During daytime, the sun was the light source. At night, it was a lit fire located underneath the mirror.

Informative Essay: Anchor Paper

Read the essay. The essay has an introduction paragraph, three body paragraphs (in bold) and a conclusion paragraph. After reading the essay, follow the directions to identify the parts of an informative essay.

<u>Making and Keeping Friends</u>

Making and keeping friends is fun, but it also takes effort. Some people think that making and keeping friends is natural and requires nothing but hanging out and having fun. True friendships involve sharing parts of your lives with each other, showing that you care about each others' happiness and supporting each other when times are tough.
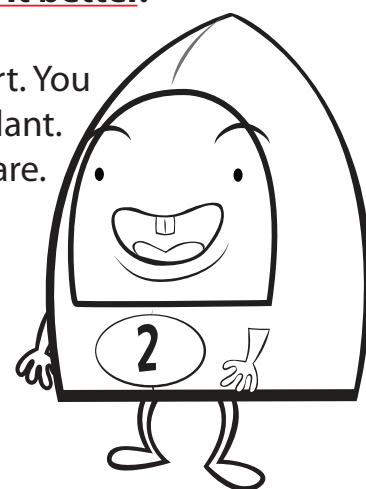
A lot of friends have things in common so it's easy to share parts of their life with the other person. For example, if both like drawing or Legos, then they can do that together and share their creations. They can even create together! Sometimes sharing parts of your life is simply telling the other person what is going on in your life and keeping in touch.

Showing you care about the other person's happiness is another important part of being friends. Sometimes people do nice things to put a smile on their friends' faces. Another common way to make your friends happy is to make them laugh. Sometimes, when they are down, just showing you care is enough to make them feel better.

Being there for friends when times really get tough is the hardest part of being friends. Sometimes people don't know what to do or say when their friends are hurting, so it's uncomfortable. A hurting friend usually just needs someone to listen, but sometimes it's nice to help them think about their problem and generate a solution. There are also times when they are down because a friend hurt them and that's when that friend needs to apologize and ask how to make it better.

Having fun with someone is easy, but friendship takes time and effort. You have to take care of your relationship like you would take care of a plant. People need to feel connected to their friends and know that they care.

1. Circle the Big Idea.
2. Put a rectangle around each of the three Main Topics .
   HINT: The body paragraphs each have a main topic.
3. Underline three details in each of the body paragraphs.
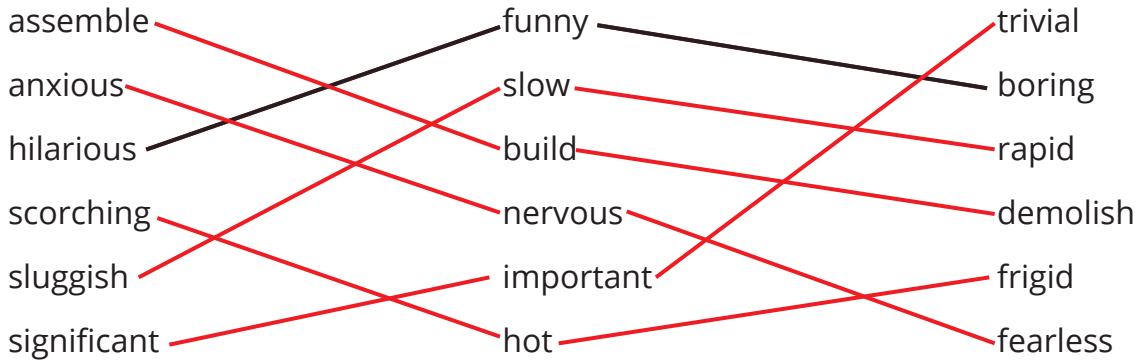
Name: _____   Date: _____

Review: Synonyms and Antonyms

A) Draw a line to match each word to its synonym (a word with the same or similar meaning) and antonym (a word with the opposite meaning).

Synonym		Antonym
assemble	funny	trivial
anxious	slow	boring
hilarious	build	rapid
scorching	nervous	demolish
sluggish	important	frigid
significant	hot	fearless

B) *Write three* **synonyms** *for each of the words below.*   **possible answers**

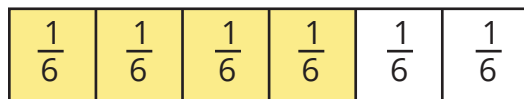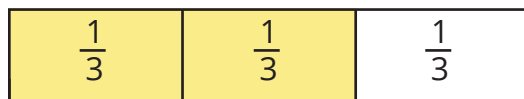| good	**fantastic**	**great**	**wonderful**
happy	**cheerful**	**ecstatic**	**joyful**
dark	**dim**	**shadowy**	**unlit**

C) *Fill in the blanks with* **antonyms** *to complete the story.*   **possible answers**

On Wednesday, Henry arrived at school and discovered it was opposite day! Everything in his classroom was totally *normal* **wacky** . All the lights were *on* **off** , so the room was *bright* **dark** . His teacher handed out pencils, but they were all *sharp* **dull** . At recess, his *friends* **enemies** were playing tag. Everyone was *running* **walking** around and *yelling* **whispering** , "You're it!" Henry started to feel *brave* **scared** when he saw that the *smallest* **biggest** kid in school was running straight towards him! Later, at lunch, Henry's macaroni surprise was served *hot* **cold** and his milk was *cold* **warm** . Henry was *disappointed* **relieved** when the school day finally *began* **ended** .
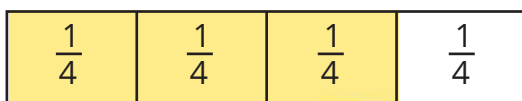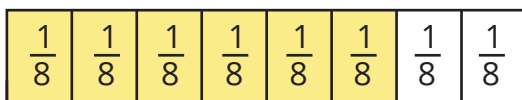
answers

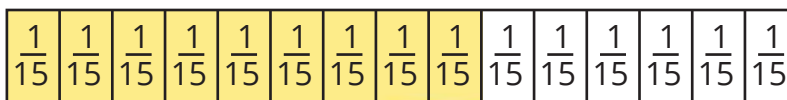Name_____   Date_____
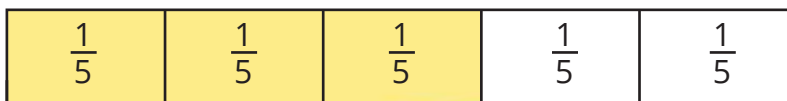
Use the bar models below to find equivalent fractions.

Example: $\frac{2}{3} = \frac{4}{6}$

$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$

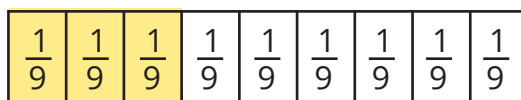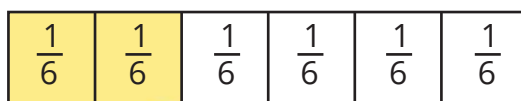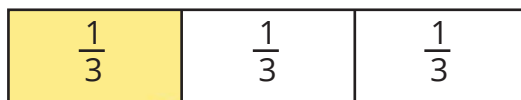| $\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$

1. $\frac{6}{8} = \frac{3}{4}$

$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

2. $\frac{3}{5} = \frac{9}{15}$

$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$

$\frac{1}{15}$	$\frac{1}{15}$	$\frac{1}{15}$	$\frac{1}{15}$	$\frac{1}{15}$	$\frac{1}{15}$	$\frac{1}{15}$	$\frac{1}{15}$	$\frac{1}{15}$	$\frac{1}{15}$	$\frac{1}{15}$	$\frac{1}{15}$	$\frac{1}{15}$	$\frac{1}{15}$	$\frac{1}{15}$

3. $\frac{1}{3} = \frac{2}{6} = \frac{3}{9}$

$\frac{1}{3}$	$\frac{1}{3}$	$\frac{1}{3}$

$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$

$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$

Name_____ Date_____

4. $\frac{1}{2} = \frac{4}{8} = \frac{5}{10}$

$\frac{1}{2}$	$\frac{1}{2}$

$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$

Fill in the blank bar models below to find equivalent fractions.
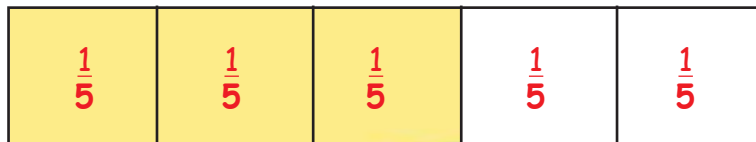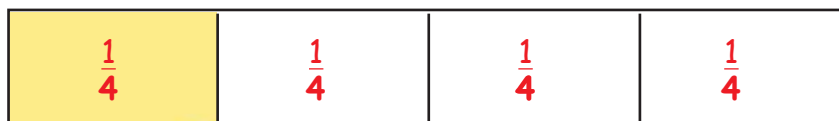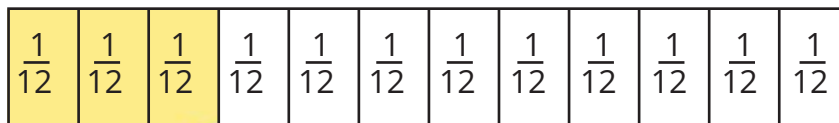
5. $\frac{6}{10} = \frac{3}{5}$

$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$

$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$

6. $\frac{3}{12} = \frac{1}{4}$

$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$

$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$
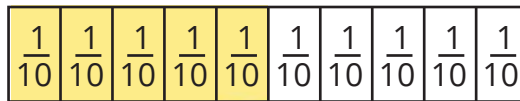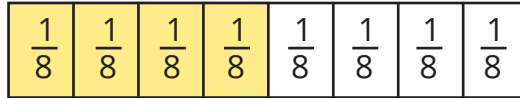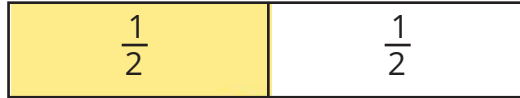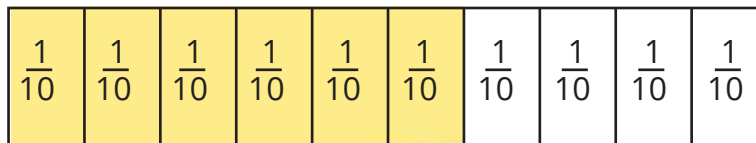
Answer Key

COMPARING FRACTIONS
Least and Greatest
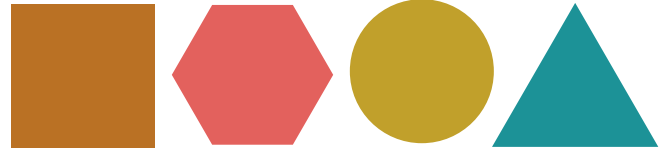
Color in the shape in each row with the greatest value red, and the shape with the least value blue.

Row 1: $\frac{5}{15}$ (triangle) · $\frac{3}{6}$ (circle) · $\frac{50}{50}$ (square, red) · $\frac{2}{20}$ (triangle, blue) · $\frac{9}{12}$ (hexagon)

Row 2: $\frac{4}{10}$ (square, blue) · 1 (square) · 2 (hexagon, red) · $\frac{50}{100}$ (circle) · $\frac{2}{4}$ (triangle)

Row 3: $\frac{1}{2}$ (circle) · $\frac{1}{3}$ (hexagon, blue) · $\frac{3}{4}$ (triangle) · $\frac{3}{7}$ (circle) · $\frac{5}{6}$ (square, red)

Row 4: $\frac{10}{25}$ (square) · $\frac{3}{4}$ (hexagon, red) · $\frac{1}{3}$ (triangle) · $\frac{2}{5}$ (square) · $\frac{6}{24}$ (circle, blue)

Row 5: $\frac{1}{1}$ (circle, red) · $\frac{12}{30}$ (hexagon) · $\frac{3}{30}$ (triangle, blue) · $\frac{8}{24}$ (circle) · $\frac{4}{12}$ (square)

Row 6: $\frac{6}{8}$ (square) · $\frac{1}{10}$ (square, blue) · $\frac{15}{20}$ (hexagon) · $\frac{14}{14}$ (circle, red) · $\frac{3}{6}$ (triangle)

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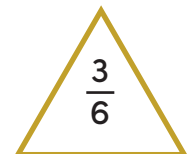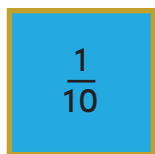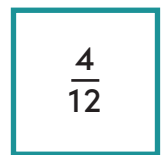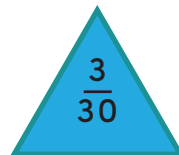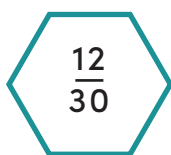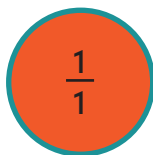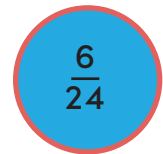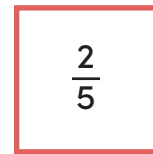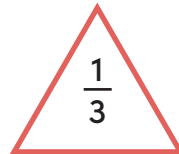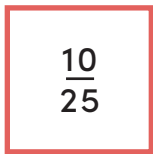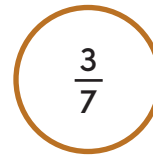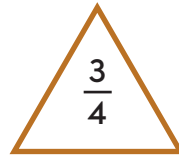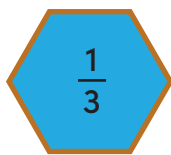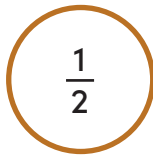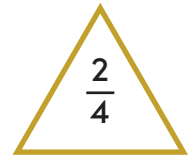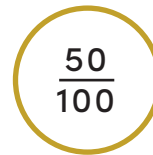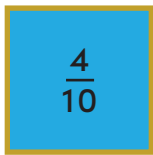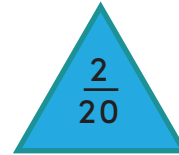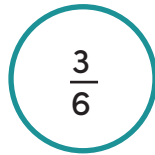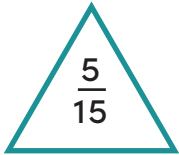
Tree Rings

Name _____

Date _____

Read each sentence and write whether it's true or false.

1. Each ring in a tree trunk stands for 5 years. ___false___

2. The inner bark is the "skin" of the tree. ___false___

3. In the phloem, food is passed to all of the tree. ___true___

4. The heartwood is the central supporting pillar of the tree. ___true___

5. The cambium transports water to all the rest of the tree. ___false___

6. Wide rings in a tree's trunk means there has been a year full of rain. ___true___

7. Tree ring dating is called dendrochronology. ___true___

8. We can find out only little bits of information from a tree's trunk. ___false___

Name: _____   Date: _____

Answers
Practicing Point of View

A **pronoun** is a word that replaces a noun or noun phrase. These words help our writing sound smooth and less repetitive. They also tell what point of view a story is written from.

First Person Point of View	Third Person Point of View
A character is telling the story. The character is in the story and is experiencing the action.	*A narrator is telling the story. The narrator is <u>not</u> in the story, but is telling what is happening.*

I	we	him/her	they
me	our	he/she	their
my	us	his/hers	them
myself	ourselves	it/its	themselves

Below is one story, told from two different points of view.
Read each version of the story and answer the questions that follow.

The Birthday Surprise

All day I have been waiting for my mom to come home. Today is her <u>birthday</u> and I have a surprise for her! She works at the restaurant in town and when she gets home, she is always very <u>tired</u>. So I decided I would cook a very special birthday dinner just for her. I made feijoada, which is a stew with black beans, sausage, and pork. My grandma used to make it when my mom was growing up in Brazil. I also made her a chocolate cake with strawberries on top. I didn't have enough money to buy my mom a present, so I made her a card instead. I hope she likes it!

1. Who is telling this story?
    (a) a character
    b) a narrator

2. What is the speaker's point of view?
    (a) first person
    b) third person

3. What pronouns did you see in the story that helped you determine the point of view?

    _____I_____   _____my_____

Gabriela taps her fingers on the table. She is waiting for her mother to return home from work. The warm smell of stew fills the house and a chocolate cake sits on the table. Gabriela looks out the window. Her mother should be home any minute. Gabriela is excited to surprise her mother with a home-cooked meal for her birthday. She knows how tired her mother is after work, so she hopes this special dinner will make her feel happy. Gabriela places a card on the table, next to the cake. It reads "Feliz Aniversário" and has a picture of a unicorn drawn in crayon on it.

1. Who is telling this story?
    a) a character
    (b) a narrator

2. What is the speaker's point of view?
    a) first person
    (b) third person

3. What pronouns did you see in the story that helped you determine the point of view?

    _____she_____   _____her_____

☆ **Think about it!** How would this story be different if it were told from the mom's perspective? Use the underlined words from the stories above to complete this version of the story. Then, circle the pronouns that show point of view.
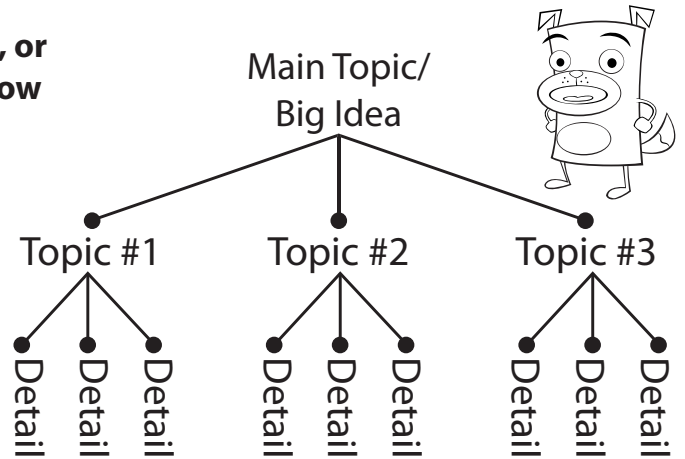
Today is (my) _____birthday_____ . (I) am _____tired_____ from working all day. But (I) am

excited to see (my) daughter, _____Gabriela_____ , when (I) get home.

Informative Essay: Mixed-Up Essay

The ideas in informative essays follow a pattern, or structure, to make it easier for the reader to follow along. Informative essays start with a big idea.

All of the information is divided into topics, and those are shaped into paragraphs.

Each paragraph has 2-4 details that give more information about that topic.

Main Topic/
Big Idea

Topic #1   Topic #2   Topic #3

Detail Detail Detail   Detail Detail Detail   Detail Detail Detail

The strips below are mixed up ideas that are the skeleton of an informative essay. Cut them out and arrange them into Topics and Details. One of them is the Big Idea. Glue them on a piece of construction paper in a way that shows the structure of the ideas.

✂

Big Idea: The Importance of a Good Apology
Topic: Apologizing is healing
Detail: Apologizing opens up a conversation for the two people to talk
Detail: Apologizing helps the other person know you care
Detail: Apologizing helps the other person know that you regret what you did
Topic: Apologizing can be hard
Detail: It's difficult to accept and say out loud that you hurt someone
Detail: You might be scared that the other person won't accept your apology
Detail: It's challenging to admit that you made a mistake
Topic: A good apology has three parts
Detail: Admit what you did
Detail: Explain that you understand the harm it caused
Detail: Ask what you can do to make it better

Date _____ **Sample Answers**

Double-Meaning Words

Directions: Create one sentence using both definitions of each word.
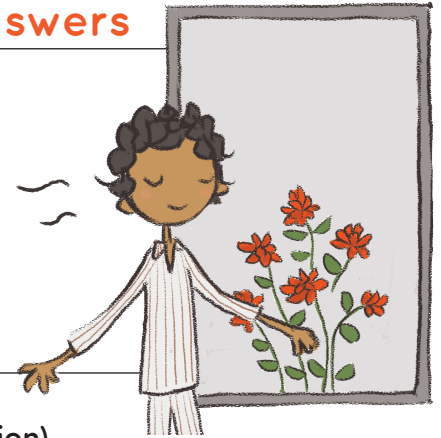
1. rose (*noun*, a flower) | rose (*verb*, past tense of rise)

Example: I **rose** from my bed to smell the **roses** in my garden.

2. cold (*adjective*, low in temperature) | cold (*noun*, an infection)

Bundle up when you go outside, or you might catch a **cold** in the **cold**.

3. season (*noun*, the four periods of the year) | season (*verb*, to add flavor)

My dad likes to **season** pumpkin soup with thyme during the fall **season**.

4. spring (*noun*, a season) | spring (*verb*, to leap forward)

There's a **spring** in my step when the weather turns to **spring**.

5. present (*noun*, a gift) | present (*noun*, the current time)

My grandmother taught me that the **present** is the greatest **present** of all.

6. tear (*noun*, drop of fluid) | tear (*verb*, to rip apart)

This sad song **tears** at my heart and brings **tears** to my eyes.

7. court (*verb*, to gain affection) | court (*noun*, where law is conducted)

The lawyer attempted to **court** the jury with her arguments in **court**.

8. fair (*noun*, a carnival) | fair (*adjective*, treating people equally)

It's not **fair** that my brother gets to go to the **fair** but I don't.

9. wound (*noun*, a bad cut in the skin) | wound (*verb*, wrapped around)

The nurse **wound** a bandage around his **wound**.

10. blossom (*noun*, a flower) | blossom (*verb*, to grow)

This small rosebud will **blossom** into a **blossom** in the summertime.

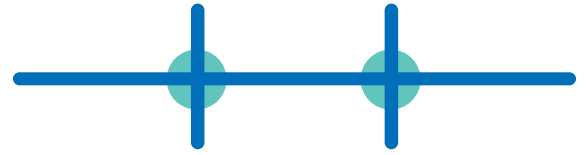**Challenge!** Can you think of three other words that have double meanings?

Student answers will vary. _____ _____

Add Fractions on a Number Line

Name: _____

Date: _____

Directions: Use each number line to add the fractions.

Remember to fill in the missing numbers on the blank number lines!

Example: $\frac{4}{8} + \frac{3}{8} = \frac{7}{8}$

$+\frac{3}{8}$

0 $\frac{1}{8}$ $\frac{2}{8}$ $\frac{3}{8}$ $\frac{4}{8}$ $\frac{5}{8}$ $\frac{6}{8}$ $\frac{7}{8}$ 1 $1\frac{1}{8}$

a. $\frac{6}{12} + \frac{4}{12} = \boxed{\frac{10}{12}}$

0 $\frac{1}{12}$ $\frac{2}{12}$ $\frac{3}{12}$ $\frac{4}{12}$ $\frac{5}{12}$ $\frac{6}{12}$ $\frac{7}{12}$ $\frac{8}{12}$ $\frac{9}{12}$ $\frac{10}{12}$ $\frac{11}{12}$ 1

b. $\frac{2}{3} + \frac{1}{3} = \boxed{\frac{3}{3} \text{ or } 1}$

0 $\frac{1}{3}$ $\frac{2}{3}$ 1

c. $\frac{3}{4} + \frac{3}{4} = \boxed{1\frac{2}{4}}$

0 $\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ 1 $1\frac{1}{4}$ $1\frac{2}{4}$ $1\frac{3}{4}$ 2

d. $\frac{5}{6} + \frac{4}{6} = \boxed{1\frac{3}{6}}$

0 $\frac{1}{6}$ $\frac{2}{6}$ $\frac{3}{6}$ $\frac{4}{6}$ $\frac{5}{6}$ 1 $1\frac{1}{6}$ $1\frac{2}{6}$ $1\frac{3}{6}$ $1\frac{4}{6}$ $1\frac{5}{6}$ 2

e. $\frac{3}{6} + \frac{5}{6} = \boxed{1\frac{2}{6}}$

0 $\frac{1}{6}$ $\frac{2}{6}$ $\frac{3}{6}$ $\frac{4}{6}$ $\frac{5}{6}$ 1 $1\frac{1}{6}$ $1\frac{2}{6}$ $1\frac{3}{6}$ $1\frac{4}{6}$ $1\frac{5}{6}$ 2

Challenge!

f. $\frac{5}{8} + \frac{1}{4} = \boxed{\frac{5}{8} + \frac{2}{8} = \frac{7}{8}}$

0 $\frac{1}{8}$ $\frac{2}{8}$ $\frac{3}{8}$ $\frac{4}{8}$ $\frac{5}{8}$ $\frac{6}{8}$ $\frac{7}{8}$ 1
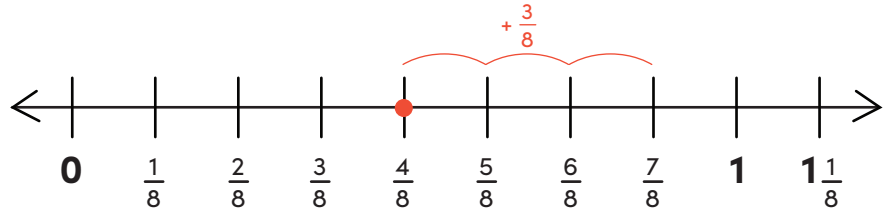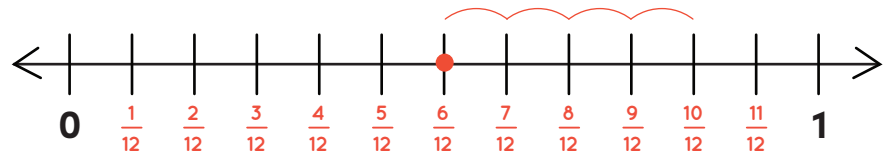
Name: _____   Date: _____

Subtract Fractions
on a Number Line

Directions: Use each number line to subtract the fractions.
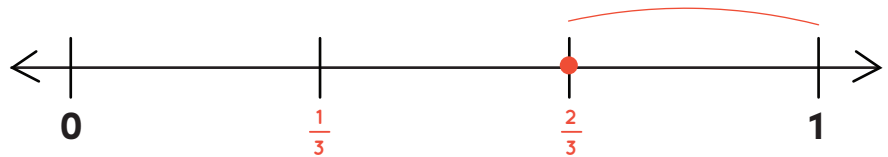Remember to fill in the missing numbers on the blank number lines!
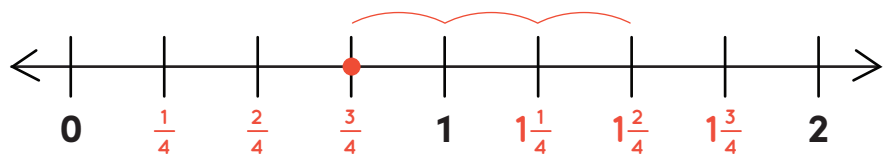
Example: $\frac{4}{5}$ - $\frac{3}{5}$ = $\frac{1}{5}$

$-\frac{3}{5}$

0 $\frac{1}{5}$ $\frac{2}{5}$ $\frac{3}{5}$ $\frac{4}{5}$ 1 $1\frac{1}{5}$ $1\frac{2}{5}$ $1\frac{3}{5}$ $1\frac{4}{5}$ 2

a) $1\frac{3}{4}$ - $\frac{2}{4}$ = $1\frac{1}{4}$

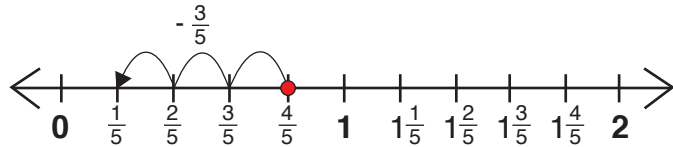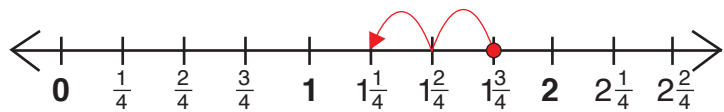0 $\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ 1 $1\frac{1}{4}$ $1\frac{2}{4}$ $1\frac{3}{4}$ 2 $2\frac{1}{4}$ $2\frac{2}{4}$

b) $\frac{5}{6}$ - $\frac{3}{6}$ = $\frac{2}{6}$

0 $\frac{1}{6}$ $\frac{2}{6}$ $\frac{3}{6}$ $\frac{4}{6}$ $\frac{5}{6}$ 1 $1\frac{1}{6}$ $1\frac{2}{6}$ $1\frac{3}{6}$ $1\frac{4}{6}$

c) $2\frac{1}{3}$ - $\frac{2}{3}$ = $1\frac{2}{3}$

0 $\frac{1}{3}$ $\frac{2}{3}$ 1 $1\frac{1}{3}$ $1\frac{2}{3}$ 2 $2\frac{1}{3}$ $2\frac{2}{3}$ 3 $3\frac{1}{3}$

d) $\frac{7}{8}$ - $\frac{5}{8}$ = $\frac{2}{8}$

0 $\frac{1}{8}$ $\frac{2}{8}$ $\frac{3}{8}$ $\frac{4}{8}$ $\frac{5}{8}$ $\frac{6}{8}$ $\frac{7}{8}$ 1 $1\frac{1}{8}$ $1\frac{2}{8}$

e) $1\frac{3}{5}$ - $1\frac{1}{5}$ = $\frac{2}{5}$

0 $\frac{1}{5}$ $\frac{2}{5}$ $\frac{3}{5}$ $\frac{4}{5}$ 1 $1\frac{1}{5}$ $1\frac{2}{5}$ $1\frac{3}{5}$ $1\frac{4}{5}$ 2

Challenge!

f) $\frac{1}{2}$ - $\frac{3}{8}$ = $\frac{4}{8}$ - $\frac{3}{8}$

= $\frac{1}{8}$

0 $\frac{1}{8}$ $\frac{2}{8}$ $\frac{3}{8}$ $\frac{4}{8}$ $\frac{5}{8}$ $\frac{6}{8}$ $\frac{7}{8}$ 1 $1\frac{1}{8}$ $1\frac{2}{8}$

UNDERGROUND RAILROAD:
Path to Freedom

Name _____

Date _____

The Underground Railroad was a secret organization of routes and safe places used to help enslaved people escape to freedom. Many enslaved African Americans left the southern states and went to the free northern states and Canada, where slavery was illegal. Along the way, people who were against slavery, called abolitionists, would hide the people escaping slavery and help them to the next stop along the route.

Started in the early 1800s, the Underground Railroad ended when slavery was abolished near the end of the Civil War. At least 30,000 people used the secret system to make their way to freedom.

Ride for Liberty — The Fugitive Slaves, by Eastman Johnson

Railroad Terms

The Underground Railroad used railroad terms as a secret code. Read some of the terms and their meanings below.

Agent: a person who helped the people escaping from slavery find the railroad

Station: a hiding place, often a home or church

Conductor: a person who guided the people escaping from slavery to the next stop
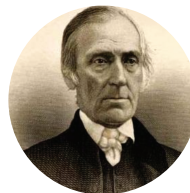
Station Master: a person who used their home to hide people escaping from slavery.

Harriet Tubman, one of the most famous conductors, was known as the "Moses" of the Underground Railroad.

William Still was called the Father of the Underground Railroad.

Levi Coffin and his wife, Catherine, helped two thousand enslaved people on their road to freedom. Their home in Indiana was known as the "Grand Central Station of the Underground Railroad."

Questions Answer Key

1. Who was known as the Father of the Underground Railroad?

William Still

2. In Underground Railroad terms, what was a station?

A hiding place

3. What was an abolitionist?

A person who was against slavery

Secret Code

Use the secret code to find a phrase about the Underground Railroad. Write the letter in the blank that matches the number from the code.

N	O	R	T	H		T	O		F	R	E	E	D	O	M
14	15	18	20	8		20	15		6	18	5	5	4	15	13

1 = A	**5** = E	**9** = I	**13** = M	**17** = Q	**21** = U	**25** = Y
2 = B	**6** = F	**10** = J	**14** = N	**18** = R	**22** = V	**26** = Z
3 = C	**7** = G	**11** = K	**15** = O	**19** = S	**23** = W	
4 = D	**8** = H	**12** = L	**16** = P	**20** = T	**24** = X	

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Name_____ Date_____

Cause → Why something happens

Effect → What happens as a result

Signal Words

consequently	since	if
therefore	due to	then
as a result	so	because

Directions: After reading the Life of Anne Frank passage, complete the cause and effect chart. Refer to the text for detailed information.

CAUSE	EFFECT
Anne's father was afraid for his family's safety.	He moved his family to Amsterdam.
Hitler created laws that limited the rights of Jewish people.	Anne's family was not allowed to ride buses or own businesses.
Anne's sister received notice that she would be sent to a camp.	The Frank Family decided to hide.
Anne's family went into hiding.	They had to keep the lights off and stay silent during the day.

It's Grammar Time: Prepositional Phrases

A **prepositional phrase** is a group of words that begins with a preposition.
- They create a more detailed explanation for the reader.
- They tell when and where.

Answer Key

Directions: *Complete the sentences below with a prepositional phrase from the Word Bank that matches the context of the sentence. An example has been done for you. Hint: Not all the prepositional phrases will be used!*

Word Bank

over the tree	through the night	~~against the best team~~	for the birthday party
beside the car	with my teacher	under the water	behind the big chair
around the room	in the school cafeteria	out the front door	until the end

**Example:** We won the championship game __against the best team__ .

1. We stood __beside the car__ while we waited for our mom to unlock it.

2. The storm continued __through the night__ with thunder and lightning.

3. The scuba diver is able to breathe and open her eyes __under the water__ .

4. The movie started late, but we stayed awake __until the end__ .

5. I looked up as the bird flew __over the tree__ .

6. The excited dog ran in circles __around the room__ .

7. Our cat ran __out the front door__ and into the neighbor's yard.

8. I go to morning tutoring so I can practice my math facts __with my teacher__ .

9. We bought cupcakes, balloons, and party hats __for the birthday__ .

10. Every day at lunch, our class eats together __in the school cafeteria__ .

Name _____ Date _____

Kramsters are very picky eaters. Feed each kramster the correct number of pellets by converting the following improper fractions to mixed numbers. Color in the pellets to match each mixed number.

Feed The Kramsters!
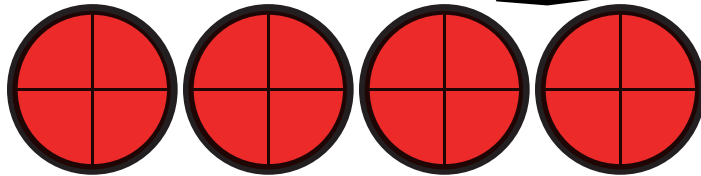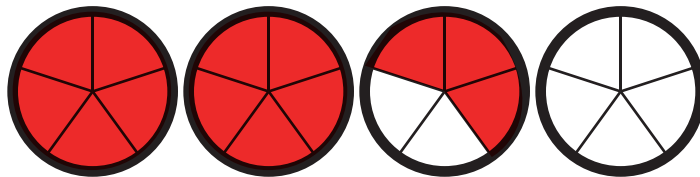
EXAMPLE:
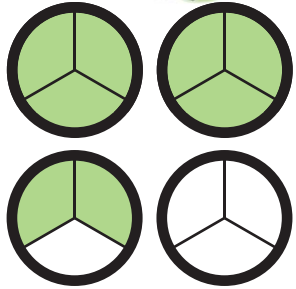
$$\frac{8}{3}$$ → $2\frac{2}{3}$ Answers

$\frac{16}{4} = 4$

$\frac{13}{5} = 2\frac{3}{5}$

$\frac{9}{3} = 3$
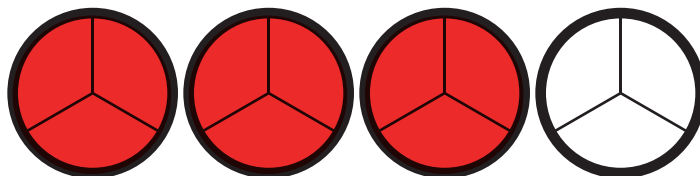
$\frac{12}{5} = 2\frac{2}{5}$

For the last one, shade in the pellets using your own outlines.

$\frac{7}{2} = 3\frac{1}{2}$

Adding & Subtracting with
Mixed Numbers

Use the visual models to add and subtract the mixed numbers.

$1\frac{1}{4} + 1\frac{2}{4} =$ ___ $2\frac{3}{4}$

$2\frac{3}{4} - 1\frac{1}{4} =$ ___ $1\frac{2}{4}$ or $1\frac{1}{2}$

$2\frac{3}{6} + 1\frac{2}{6} =$ ___ $3\frac{5}{6}$

$2\frac{6}{8} - \frac{4}{8} =$ ___ $2\frac{2}{8}$ or $2\frac{1}{4}$

$2\frac{7}{10} - 1\frac{7}{10} =$ ___ 1

GEOLOGY Crossword

Crossword grid (answer key):

Across and Down answers filled in:
- SEDIMENTARY
- SEAMOUNT
- SUBDUCTION
- WEATHERING
- MOUNTAIN
- METAMORPHIC
- MAGMA
- IGNEOUS
- CONTINENT
- EROSION
- HOTSPOT
- CALDERA
- VOLCANO
- LAVA

Choose from the listed terms to match the description listed for each crossword space.

Volcano, Weathering, Continent, Sedimentary, Hotspot, Seamount, Metamorphic, Caldera, Erosion, Magma, Subduction, Igneous, Lava, Mountain

Across

1. A vent in Earth's surface through which molten rock and gases escape.

3. One of the three types of rocks. These rocks are formed from the deposition of mineral or organic sediments.

5. Molten rock expelled by a volcano during an eruption.

7. A landform that stands higher than the surrounding land, and often has steeper sides than a hill. They are usually formed through volcanism, plate tectonics, or occasionally erosion.

9. Areas of the mantle that are unusually hot and cause volcanic activity on the Earth's surface.

11. The breaking down of rocks, soils, and minerals through direct contact with the Earth's atmosphere.

13. Large landmasses of the Earth.

Down

3. A mountain rising from the bottom of the ocean, but that does not reach above the surface of the water.

4. A cauldron-like volcanic feature caused by the collapse of land after a volcanic eruption.

6. The process of the transport of solids from their natural source to a different location, usually through wind, water, and ice.

7. A mixture of molten rock and other materials beneath the Earth's surface.

8. An oceanic plate is pushed underneath either another oceanic plate, or a continental plate.

10. One of the three types of rocks. These rocks are formed through the cooling and solidification of lava or magma.

12. One of the three types of rock. These rocks are created by the transformation of existing rock through heat and pressure.

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Name _____   Date _____

Compare the Fairy Tales Answer Key

Use the Venn diagram to list three similarities and three things that are different about each tale.

Sample Answers:

Fairy Tale #1:

1. Takes place in Canada
2. About two siblings
3. The mouse was the hero

Both:

1. Small children
2. Overcoming obstacles
3. Determination

Fairy Tale #2:

1. Takes place in Europe
2. About an only child
3. The child is a hero

Grammar: How to Use Commas

There are a few ways to use **commas**.

ANSWER KEY

To separate words in a list or series:
carrots, peas, and corn

To separate a word at the beginning from the rest of the sentence:
Yes, I like carrots.

To set a person apart from the rest of a sentence:
Lola, do you like carrots?

To separate independent clauses joined by a coordinating conjunction:
Diego likes cooked carrots, but he doesn't like raw carrots.

Add commas where needed to the sentences below. Hint: If you're stuck, read the sentence aloud and insert a comma wherever you pause.

1. I bought celery, lettuce, and tomatoes at the grocery store.
2. I made a salad with carrots, beets, and peppers.
3. Billy, would you like some salad?
4. Well, I don't like carrots.
5. I don't like peppers, but I do like celery.

Read the paragraph below. Add commas where they are necessary.

Making a salad is easy. First, choose the vegetables you want to use. You might want to try lettuce, tomatoes, and carrots. If you use cherry tomatoes, you won't even need to slice them. Next, wash each vegetable thoroughly. Tear the lettuce into pieces, and add as many tomatoes as you like. Finally, ask an adult to help you chop the carrots.

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Multiply a Whole Number by a Fraction

Answer Key

To multiply a whole number by a fraction, multiply the whole number by the numerator. Keep the denominator the same!

Example: $3 \times \dfrac{2}{7} = \dfrac{3 \times 2}{7} = \dfrac{6}{7}$

Multiply. Write your answer as a proper fraction or mixed number in simplest form.

$3 \times \dfrac{3}{10} = \dfrac{9}{10}$

$4 \times \dfrac{1}{6} = \dfrac{2}{3}$

$7 \times \dfrac{10}{11} = 6\dfrac{4}{11}$

$6 \times \dfrac{3}{9} = 2$

$\dfrac{6}{11} \times 4 = 2\dfrac{2}{11}$

$\dfrac{3}{8} \times 9 = 3\dfrac{3}{8}$

$\dfrac{4}{5} \times 5 = 4$

$\dfrac{5}{8} \times 2 = 1\dfrac{1}{4}$

$5 \times \dfrac{7}{12} = 2\dfrac{11}{12}$

$\dfrac{3}{5} \times 11 = 6\dfrac{3}{5}$

$9 \times \dfrac{2}{8} = 2\dfrac{1}{4}$

$\dfrac{4}{7} \times 12 = 6\dfrac{6}{7}$

$\dfrac{8}{9} \times 10 = 8\dfrac{8}{9}$

$\dfrac{7}{12} \times 6 = 3\dfrac{1}{2}$

ANSWERS   # Multiplying Fractions Word Problems #1

Example Problem

There is a major drought in Huckabee County. The Samson River is only $\frac{2}{3}$ as deep as it should be with normal rainfall. If the river is usually 18 feet deep, how deep is it during the drought?

$$\frac{2}{3} \times 18 = \frac{2 \times 18}{3} = \frac{36}{3} = \boxed{12}$$

Answer: 12 feet deep

Directions: Follow the steps in the example box when you solve the following word problems. Be sure to show your work and label your answers.

1. One eighth of Mr. Sanchez's class is left-handed. If there are 24 students in his class, how many of them are left-handed?

    Three students are left-handed.

2. Sabrina is going to bake cookies. The recipe calls for $\frac{3}{4}$ of a cup of sugar. Sabrina needs to double the recipe because she has a large, cookie-loving family. How many cups of sugar does she need?

    $1\frac{1}{2}$ cups of sugar
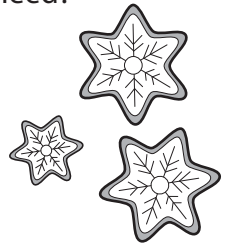
3. A science textbook is $\frac{2}{3}$ of an inch thick. If I need to fit 16 textbooks stacked one on top of another on a shelf, how many inches of space will I need?

    $10\frac{2}{3}$ inches
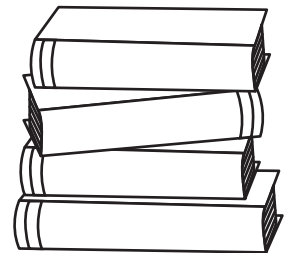
Challenge

4. A tennis tournament is nearing its finals. Seven eighths of the original participants are now out of the tournament. If there were 16 tennis players at the beginning of the tournament, how many are left in the finals?

    2 tennis players

CHECKS AND BALANCES WORKSHEET

Checks and balances is a political principle which describes how the branches of government work with each other. The Constitution of the United States established the three branches of the United States government. These branches are the executive, legislative, and judicial. The President is the head of the executive branch which enforces the laws. Congress, made up of the Senate and House of Representatives, is the head of the legislative branch which makes the laws. The judicial branch, which interprets the laws, is made up of the Supreme Court and the federal courts.
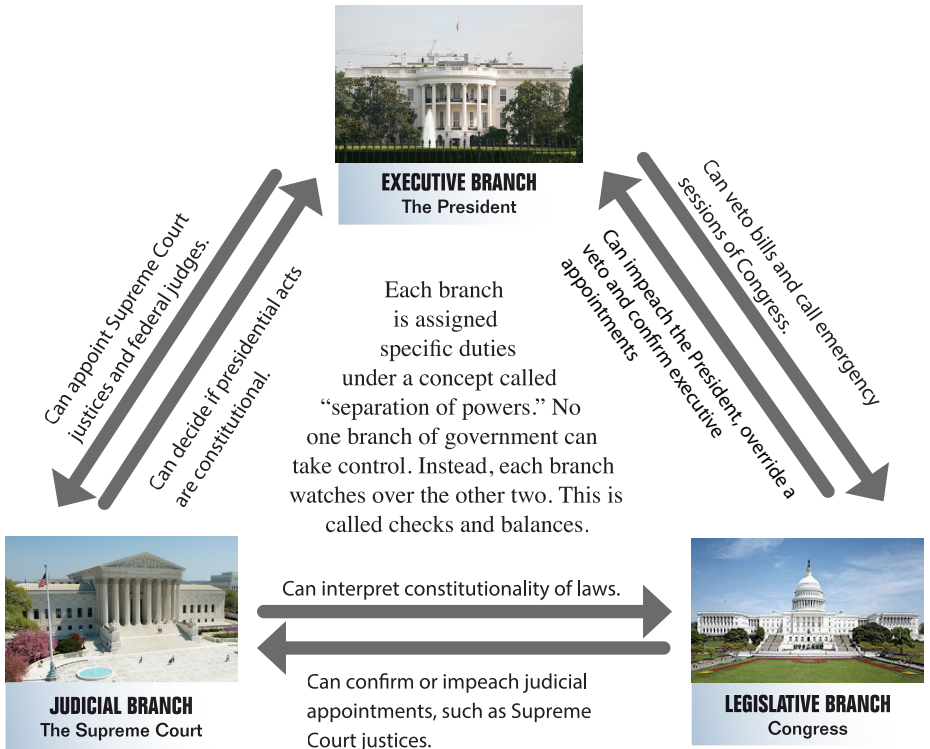
Executive Branch
• President
› Vice President
› The Cabinet
› Departments, such as Department of Defense and Department of Education
› Boards and Commissions, such as the National Park Foundation

Legislative Branch
› U.S. Senate
› U.S. House of Representatives
› Congressional support organizations, such as the Library of Congress

Judicial Branch
› Supreme Court
› Lower courts, such as U.S. District Courts
› Special Courts, such as the U.S. Tax Court
› Court Support organizations, such as U.S. Sentencing Commission

EXECUTIVE BRANCH
The President

Can appoint Supreme Court justices and federal judges.

Can decide if presidential acts are constitutional.

Can veto bills and call emergency sessions of Congress.

Can impeach the President, veto and confirm executive, override a veto, and confirm appointments

Each branch is assigned specific duties under a concept called "separation of powers." No one branch of government can take control. Instead, each branch watches over the other two. This is called checks and balances.

JUDICIAL BRANCH
The Supreme Court

Can interpret constitutionality of laws.

Can confirm or impeach judicial appointments, such as Supreme Court justices.

LEGISLATIVE BRANCH
Congress

Word Search
Find the hidden words from the list at the right.

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

WORD LIST

APPOINTMENTS
BALANCES
BRANCH
CHECKS
CONGRESS
CONSTITUTION
COURT
EXECUTIVE
HOUSE
JUDICIAL
LAWS
LEGISLATIVE
PRESIDENT
SENATE
SUPREME
VETO

QUIZ

1. Which branch of the government makes laws? _Legislative_

2. Who can veto a bill which Congress passes? _The President/Executive_

3. Which branch of the government appoints justices to the U.S. Supreme Court? _Executive_

4. Which branch of the government interprets the laws? _Judicial_

5. Which branch of the government decides if laws are constitutional? _Judicial_

Venn Diagram
Comparing Two People

One way to compare two people is by using a Venn diagram. A Venn diagram uses circles to represent sets of information. These circles overlap. The overlapping area is used to record things that are the same about the two sets, while the outside areas are used to record things that are different.

Reread the text about Bessie Coleman and Mae Jemison and complete the Venn diagram below.

Bessie Coleman   **Mae Jemison**

Answers will vary, but may include:

Bessie applied to flight schools.

Bessie worked as a manicurist before becoming a pilot.

Bessie started a flying school for African Americans.

Both kept trying instead of giving up.

Both African American women.

Both flew into the sky.

Both were denied the first time they applied.

Mae applied to NASA.

Mae worked as a doctor before becoming an astronaut.

Mae started scientific research companies.

Name: _____

Date: _____

ANSWERS

Root It Out: Word Sort

Directions: Place each word card in the column that shows the meaning of its root. Use a dictionary as reference.

Example: the word *bicycle* has a root that means circle.

earth	name	feeling	water	ten	keep
geology	nominee	sympathy	dehydrate	decimal	preserve
geography	nominate	empathy	hydrant	decade	conserve
geologist			hydrogen	decathlon	reservation

Directions:

1. Cut out the word cards.
2. Sort the cards so that each word is placed in the column that matches the meaning of its root word.
3. Glue the word cards onto your chart when you have finished sorting.

hydrant	geologist	hydrogen
nominee	empathy	conserve
reservation	preserve	decathlon
dehydrate	decade	geology
sympathy	decimal	
nominate		
geography		

Answers

Name _____   Date _____

Review: Fractions & Decimals

Numbers less than a whole can be written two ways: as a fraction or a decimal.

1. **a fraction**

$$0.25 = \frac{25}{100}$$

Since the 5 is written in the **100ths** place, write a **100** on the bottom.

2. **a decimal**

$$\frac{2}{10} = 0.2$$

Since the 2 is above the number **10**, write the 2 in the **10ths** place.

Rewrite the numbers below as a fraction or a decimal.

A. $\frac{51}{100} = 0.51$ $\frac{5}{10} = 0.5$ $\frac{63}{100} = 0.63$ $\frac{92}{100} = 0.92$

B. $0.25 = \frac{25}{100}$ $0.4 = \frac{4}{10}$ $0.40 = \frac{40}{100}$ $0.85 = \frac{85}{100}$

C. $\frac{25}{10} = 2.5$ $0.15 = \frac{15}{100}$ $0.94 = \frac{94}{100}$ $\frac{55}{100} = 0.55$

D. $\frac{73}{100} = 0.73$ $\frac{82}{100} = 0.82$ $\frac{7}{10} = 0.7$ $0.3 = \frac{3}{10}$

E. $0.6 = \frac{6}{10}$ $0.45 = \frac{45}{100}$ $0.95 = \frac{95}{100}$ $\frac{64}{100} = 0.64$

F. $\frac{22}{100} = 0.22$ $0.79 = \frac{79}{100}$ $\frac{43}{10} = 4.3$ $0.5 = \frac{5}{10}$

G. $\frac{1}{10} = 0.1$ $\frac{4}{10} = 0.4$ $0.1 = \frac{1}{10}$ $\frac{32}{100} = 0.32$

H. $\frac{99}{100} = 0.99$ $0.2 = \frac{2}{10}$ $\frac{2}{10} = 0.2$ $\frac{74}{100} = 0.74$

I. $\frac{9}{10} = 0.9$ $\frac{8}{10} = 0.8$ $0.66 = \frac{66}{100}$ $\frac{28}{100} = 0.28$

Decimals:
Compare and Round

Use the greater than, less than, and equal to symbols (>, <, =) to compare each set of decimals.

0.54 **>** 0.51

72.4 **<** 73.4

632.02 **<** 632.13

6.311 **>** 3.61

8.4 **=** 8.40

92.3 **<** 92.32

856.67 **>** 856.6

44.86 **>** 44.68

Did you know?
The first handheld calculator was designed in Japan in the 1970s.

Round each decimal to the given place.

Round 5.73 to the nearest tenth. **5.7**

Round 76.6 to the nearest whole number. **77**

Round 48.92 to the nearest tenth. **48.9**

Round 53.37 to the nearest tenth. **53.4**

Round 85.27 to the nearest whole number. **85**

Round 784.86 to the nearest tenth. **784.9**
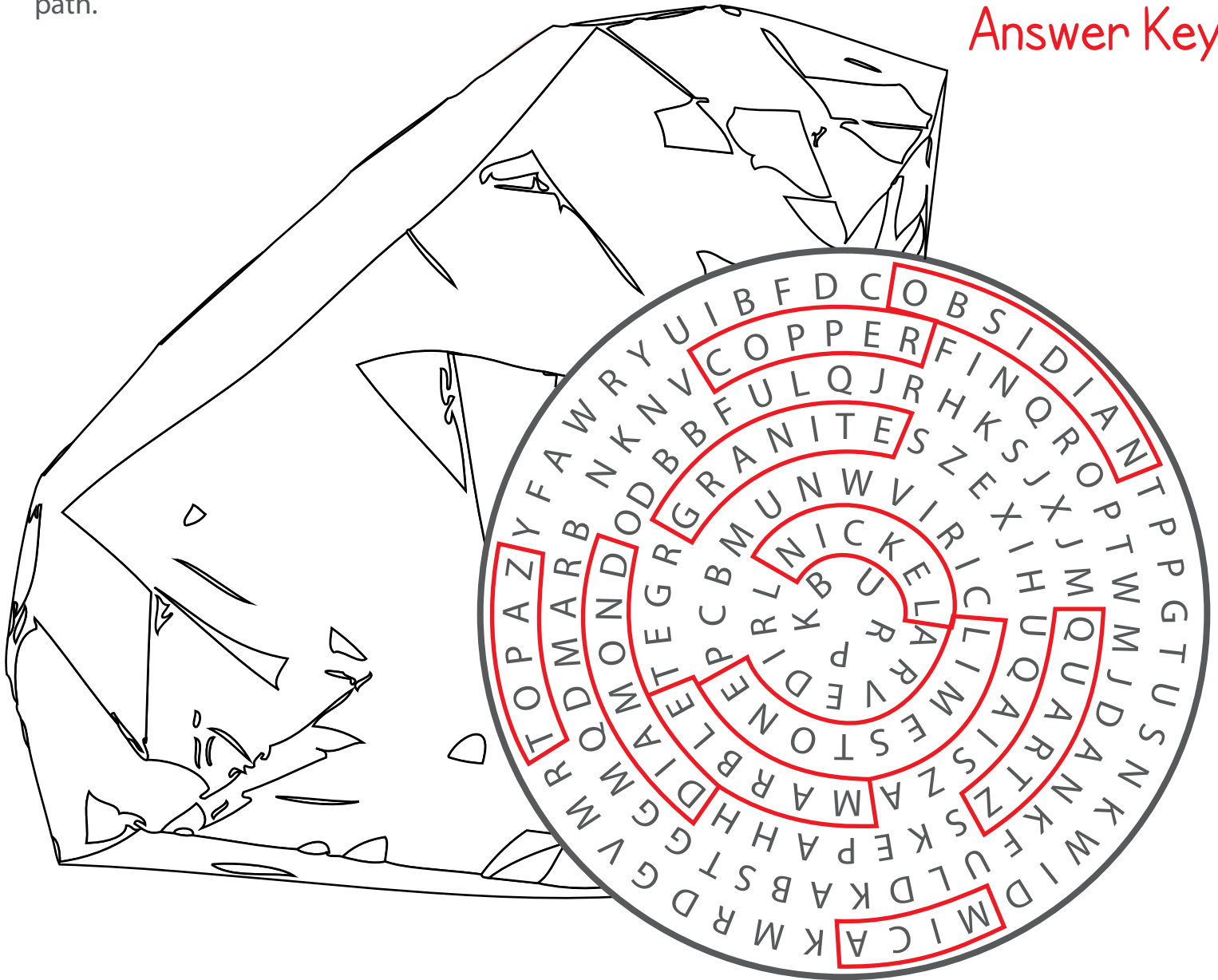
ROCKS AND MINERALS

Name _____

Date _____

VOCABULARY

A mineral is a solid formation that grows naturally in the earth. A rock is made up of one or more minerals. Find the rocks and minerals hidden below. All the words are spelled forwards in the circular path.

Answer Key

quartz

diamond

copper

marble

limestone

obsidian

granite

mica

topaz

nickel

⭐ Can you name some other rocks and minerals?