

WEEK 3



FALL REVIEW PACKET

5 Days of Activities



Reading

Writing

Math

Other Fun Stuff

Helpful Hints

Materials You Will Need:

- Pencils and paper
- Colored pencils, markers, or crayons for some of the activities
- Scissors, glue, and other materials for some of the activities

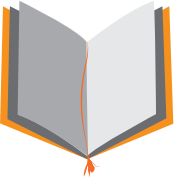





Directions & Tips:



- 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 	How the Monkey Became a Trickster	Making Inferences	Writing a Nonfiction Summary: The Mimic Octopus	What is Drama?	Tuskegee Airmen: American Heroes
Writing 	Organize Your Story	How to Begin a Story	Make a Match: Show Don't Tell	How to Write Dialogue	Write a Personal Narrative Story
Grammar 	Prefix Fun!	Writing with Vivid Words	Verbs: Past, Present, and Future Tense	All Kinds of Adverbs	Pronouns and Point of View
Math 	Units of Measurement: Inches, Feet, and Yards Track and Field: Practice Changing Units	Measuring Cup Musings Converting Pounds and Ounces	Donut Data Foot Length: Create a Line Plot with Fractional Units	Perimeter Match Perimeter: Perfect Carnival	Rectangle Mania: Practice Finding Area Kitchen Renovation: Calculating Area
Science, Social Studies, & More	State Scavenger Hunt	World Oceans	Freshwater vs. Saltwater	What is Lightning?	Build a Pyramid Parachute

DAY 1

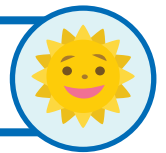


Reading	Read this fairy tale from Brazil, and then answer questions.
Writing	Use the organizer to plan the events and details in your story. Then write your personal narrative on a separate piece of paper.
Grammar	Create new words by combining prefixes with root words.
Math	Practice converting between inches, feet, and yards. Convert measurements between centimeters, meters, and kilometers in this track and field-themed worksheet.
Social Studies	Use your map skills to help Zach and Ronnie find the states they're looking for!





How the Monkey Became a Trickster



A Brazilian Fairy Tale by ELSIE SPICER EELLS



Once upon a time there was a beautiful garden in which grew all sorts of fruits. Many beasts lived in the garden and they were permitted to eat of the fruits whenever they wished. But they were asked to observe one rule. They must make a low, polite bow to the fruit tree, call it by its name, and say, "Please give me a taste of your fruit." They had to be very careful to remember the tree's correct name and not to forget to say "please." It was also very important that they should remember not to be greedy. They must always leave plenty of fruit for the other beasts who might pass that way, and plenty to adorn the tree itself and to furnish seed so that other trees might grow. If they wished to eat figs they had to say, "O, fig tree, O, fig tree, please give me a taste of your fruit;" or, if they wished to eat oranges they had to say, "O, orange tree, O, orange tree, please give me a taste of your fruit."

In one corner of the garden grew the most splendid tree of all. It was tall and beautiful and the rosy-cheeked fruit upon its wide spreading branches looked wonderfully tempting. No beast had ever tasted of that fruit, for no beast could ever remember its name.

In a tiny house near the edge of the garden dwelt a little old woman who knew the names of all the fruit trees which grew in the garden. The beasts often went to her and asked the name of the wonderful fruit tree, but the tree was so far distant from the tiny house of the little old woman that no beast could ever remember the long, hard name by the time he reached the fruit tree.

At last the monkey thought of a trick. He went to the tiny house of the little old woman, carrying his guitar under his arm. When she told him the long hard name of the wonderful fruit tree he made up a little tune to it, all his own, and sang it over and over again all the way from the tiny house of the little old woman to the corner of the garden where the wonderful fruit tree grew.

At last he reached the corner of the garden where the wonderful fruit tree grew. He had never seen it look so beautiful. The rosy-cheeked fruit glowed in the bright sunlight. The monkey could hardly wait to make his bow, say the long hard name over twice and ask for the fruit with a "please." What a beautiful color and what a delicious odor that fruit had! The monkey had never in all his life been so near to anything which smelled so good. He took a big bite. What a face he made! That beautiful sweet smelling fruit was bitter and sour, and it had a nasty taste. He threw it away from him as far as he could.

The monkey never forgot the tree's long hard name and the little tune he had sung. Nor did he forget how the fruit tasted. He never took a bite of it again; but, after that, his favorite trick was to treat the other beasts to the wonderful fruit just to see them make faces when they tasted it.

Daw a line from the word to its meaning.

- | | |
|--------------|------------------|
| 1. permitted | follow or comply |
| 2. observe | smell |
| 3. tempting | allowed |
| 4. odor | inviting |

Write the best word in the blank to complete the sentence: *permitted, observe, tempting, odor*

1. The skunk's _____ was unbearable.
2. Parking is _____ on Sundays.
3. The candy in the shop window is _____.
4. My teacher insisted that I _____ the school rules.

Name

Date

Organize Your Story

Before you write a story, organize your thoughts.

- Use key words like **first**, **next**, **then**, and **finally** to organize the main events of your story in the order that they happen.
- Tell **who**, **what**, **where**, **when**, and **why**.
- Add supporting details by describing events through your five senses: **sight**, **hearing**, **taste**, **touch**, and **smell**.

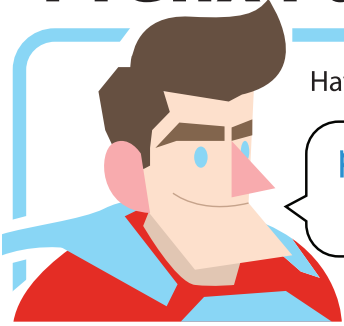
Choose a special day, adventure, or experience that you would like to write about. Write a title for your story, organize main events, and list supporting details for each event.

Title:	
1. Main Event (First) →	Supporting Details
.....
.....
.....
.....
2. Main Event (Next) →	Supporting Details
.....
.....
.....
.....
3. Main Event (Then) →	Supporting Details
.....
.....
.....
.....
4. Main Event (Finally) →	Supporting Details
.....
.....
.....
.....

Name: _____

Date: _____

Prefix Fun!



Have some prefix fun! Create new words by adding a prefix to the beginning of the word.

prefix + root word = new word

Ex: **super** + hero = **superhero**

Use a prefix from the box to make a new word.

prefix +	root word =	new word
	sense	
	hero	
	fracture	
	figure	
	terrain	
	appear	
	connect	
	heat	
	view	
	impose	

PREFIX MEANINGS

prefix	meaning
super-	above
pre-	before
anti-	against
dis-	not, opposite of
micro-	small
sub-	under
inter-	between
non-	not
con-	with, together
re-	again

Name _____ Date _____

Units of Measurement: Inches, Feet, and Yards

1 foot (ft.) = 12 inches (in.) 1 yard (yd.) = 3 feet (ft.) 1 yard (yd.) = 36 inches (in.)

Find the equivalent measurement.

2 ft. = _____ in.

2 yd. = _____ in.

3 yd. = _____ ft.

3 ft. = _____ in.

2 yd. = _____ ft.

5 yd. = _____ ft.

8 yd. = _____ ft.

3 yd. = _____ in.

10 yd. = _____ ft.

7 ft. = _____ in.

12 yd. = _____ ft.

12 ft. = _____ in.

4 yd. = _____ in.

20 yd. = _____ ft.

50 yd. = _____ ft.

Solve each problem.

1. Jim is 5 feet tall. What is his height in inches? _____
2. Miguel ran 15 yards. What distance is that in feet? _____
3. Kathy has 8 feet of ribbon. How many inches of ribbon does she have? _____
4. Isabella's room is 4 yards wide. How many feet wide is her room? _____
5. Both Dominic and Zoe are 4 feet 6 inches tall. What is their combined height in inches? _____

Name _____

Date _____

Track and Field: Practice Changing Units

Answer the problems below. Don't forget to change the units of measurements. Show your work.

Remember: 1 meter = 100 centimeters and 1 kilometer = 1000 meters

Running

1. James ran 2 kilometers at the meet on Saturday. How many meters did he run? _____
2. Alison ran 3 kilometers. How far did she run in meters? _____
3. How many meters did James and Alison run altogether? _____



Throwing

1. Jeff threw the hammer 62 meters. How far did he throw it in centimeters? _____
2. Julie threw the hammer 48 meters. How far did she throw it in centimeters? _____
3. Combine Julie and Jeff's throws. How far did they throw together in centimeters? _____

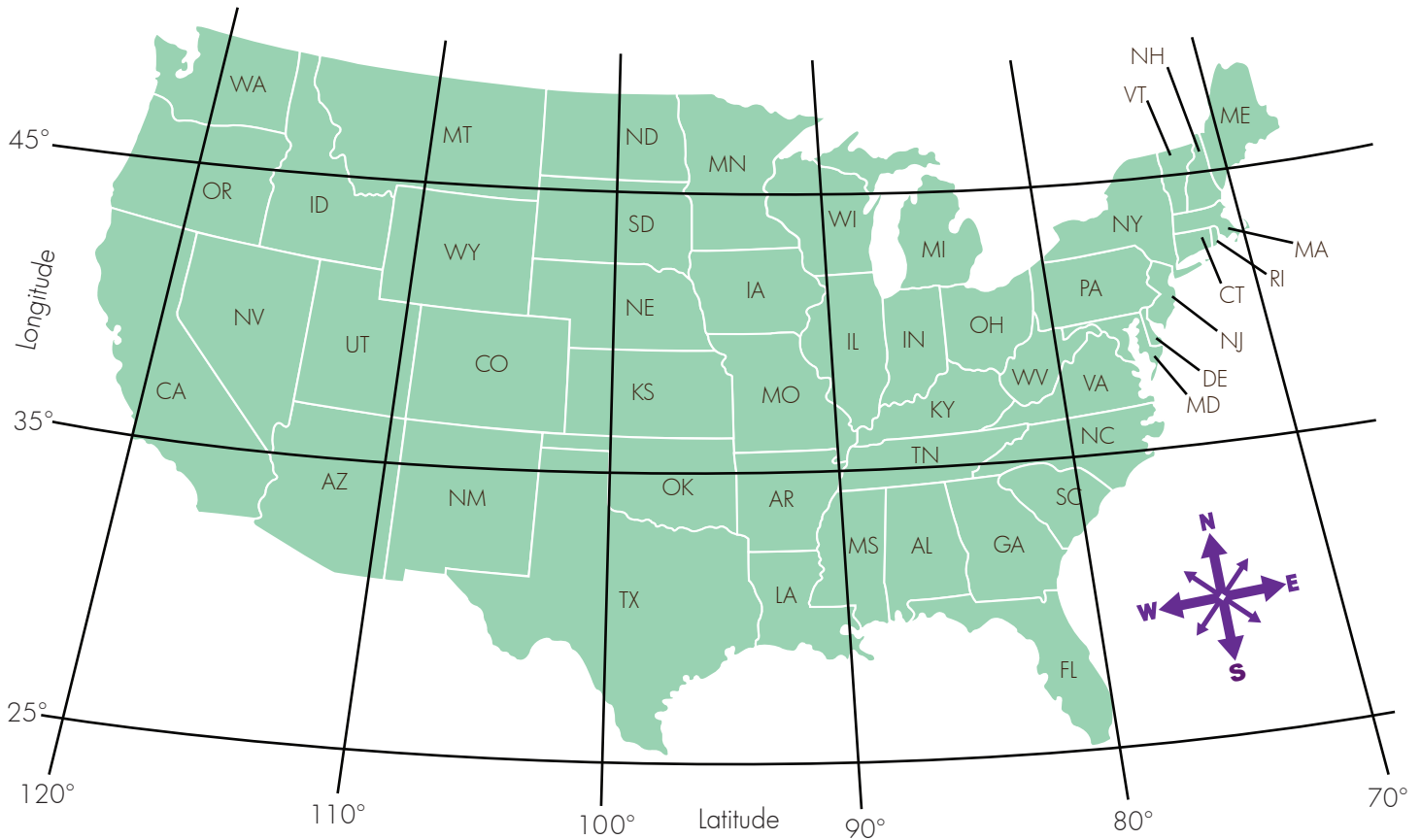


Jumping

1. Kelly jumped 6 meters on her first jump. How high did she jump in centimeters? _____
2. Alex jumped 5 meters. How high did he jump in centimeters? _____
3. What is the difference in centimeters between Kelly's jump and Alex's jump? _____

State Scavenger Hunt

Zach and Ronnie are on a state scavenger hunt.
Use the clues below to help them find the states they're looking for!



1. Start in Wyoming. Move one state north and then 3 states to the east. What state are you in?
2. Start in Alabama. Move one state north. Follow the 35° latitude line west 4 states. What state are you in?
3. Start in east Michigan. Move to the state that is south and east. Move one state northeast. Then go one more state north. What state are you in?
4. Start in South Dakota. Follow the 100° longitude line 2 states south. Go 2 states west. Then go to the bordering northwest state. What state are you in?

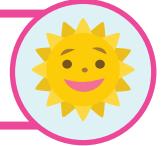
DAY 2

Reading	Read two short passages and use your inference skills to answer the questions.
Writing	Capture a reader's attention by writing six different beginnings to a story about a detective.
Grammar	Practice using vivid words to make your writing more interesting.
Math	Use the measuring cup to answer questions about liquid volume. Practice converting pounds to ounces.
Social Studies	Learn facts all about the Earth's five oceans.





Making Inferences



When you use clues and reasoning to figure out what is going on in a story, especially something that is not explicitly stated, you are making an inference.

Example:

Scene: The bats flew from the barn and across the dim field of corn.

Inference: **Bats usually come out at night, so it is probably night time.**

Directions: Read the scenes below and use the clues to answer the questions that follow.

The sun shone brightly, warming the cool earth. Tiny worms poked their heads from the dirt, and one tiny yellow crocus opened its petals. All around, dew sparkled, so that the grass resembled a vast field of diamonds. The budding trees rustled gently in the light breeze, and birds sang cheerfully high in their branches. A lone bee hummed lazily around the patch of lavender where Winston had carelessly left his shoes the day before.

- | | | | | |
|----------------------------|---------|-----------|----------|--------|
| 1. What time of day is it? | morning | afternoon | night | |
| 2. What season is it? | winter | spring | summer | fall |
| 3. What is a crocus? | bicycle | a ball | a flower | a tree |
| 4. Who is Winston? | dog | a bee | a child | |

Jeff wiped tears from his eyes as he pulled himself up to his feet. He brushed off his bruised knees and checked his helmet for signs of damage. Seeing none, he pulled his bicycle from the patch of thorns, and frowned at the deep scratches that marred its once shiny paint. Taking a deep breath, he got back on the bicycle and cautiously rode in a circle to get his bearings. Finally, he straightened up and rode off, with his feet firmly on his pedals and his face set in determination.

1. What happened to Jeff? _____
2. What does the word marred mean? removed scarred brightened

• Using context clues in the two stories above, determine the meaning of the homophones:

petal _____ **pedal** _____

• How do these two similar lines help set a different feeling for the two scenes described above?

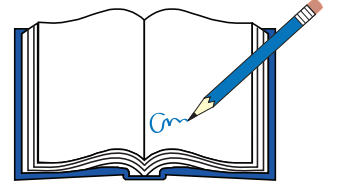
patch of lavender _____

patch of thorns _____

Name _____

Date _____

How to Begin a Story



Start a story in six different ways! There are many ways to start a story.

Follow the prompts to write six different beginnings to a story about the scene.

Dialogue (Talking)

Sound Effect (Onomatopoeia)

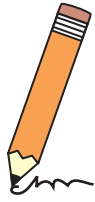
Ask a Question

Action Leads

Snapshot (Small Moment)

Flashback





Writing with Vivid Words

Writers use vivid words to tap into the five senses: sight, sound, smell, taste, and touch. These descriptive details paint a picture in the reader's mind and make writing more interesting!

Examples of Vivid Words

SIGHT	SOUND	SMELL	TASTE	TOUCH
<i>color, size, shape</i>	<i>volume, pitch</i>	<i>pleasant, bad</i>	<i>sour, sweet</i>	<i>texture, temperature</i>
twinkling	silent	floral	cinnamon	slippery
golden	calm	earthy	salty	wet
bright	noisy	clean	spicy	damp
glowing	murmur	fresh	bitter	silky
dark	buzz	smoggy	delicious	rough
mysterious	rustling	old	cold	smooth
camouflaged	voices	fruity	warm	bumpy

Directions: Describe each scene below in one or two sentences. You may choose words from the example box or use your own vivid words!

recess

The sun was beaming down on the large blacktop and birds were chirping in the distance. Happy sounds filled the air as kids skipped out of their classrooms.

the morning time

the sky at night

your favorite meal

the winter

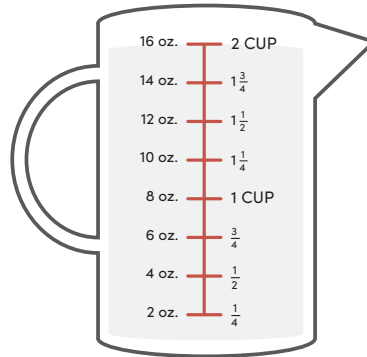
your favorite pet or stuffed animal

Measuring Cup Musings

Name _____

Date _____

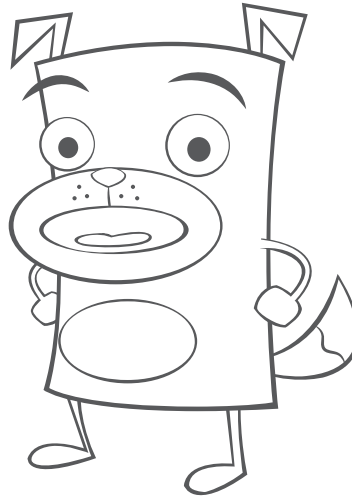
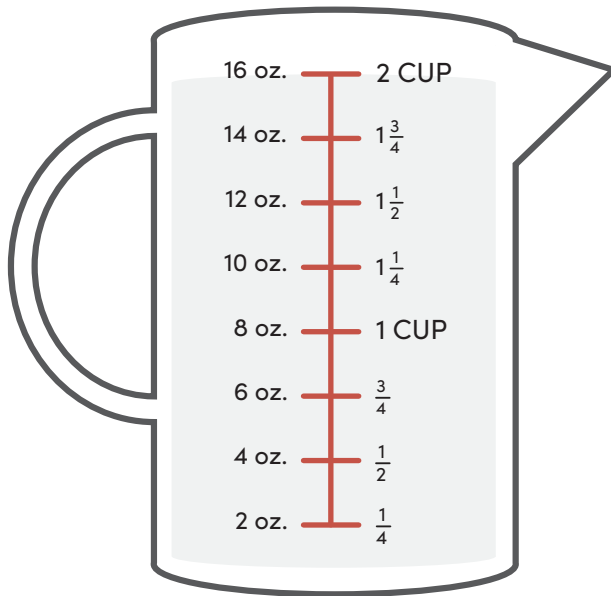
Liquid Volume is the amount of three-dimensional space liquid occupies at rest.



This measuring cup has 2 cups of water in it.

What is the smallest amount it can measure in ounces (oz.)?

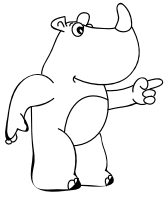
Answer: 2 oz.



Directions: Use the measuring cup to help you answer the following questions.

1. How much water will the measuring cup have if you poured half of it out?
2. How many ounces are in $1\frac{1}{4}$ cups of water?
3. How many ounces are equal to 4 cups of water?
4. How many ounces of water are in $\frac{1}{2}$ of a cup?
5. How many ounces are equal to 8 cups of water?
6. How many ounces of water are in $\frac{3}{4}$ of a cup?

CONVERTING POUNDS AND OUNCES



The conversion rate for pounds and ounces is

$$\mathbf{16 \text{ ounces (oz.)} = 1 \text{ pound (lb.)}}$$

When converting pounds to ounces, we multiply.

EXAMPLE: 3 lbs = ? oz

3 lbs x 16 = 48 ounces <-> we multiply by 16 because 1 lb = 16 oz.

Read each question below and solve the problem by using multiplication.

Be sure to show all of your work in the space provided.

- 1.) Lucy made a cake that weighed 2 pounds. How much did the cake weigh in ounces?

- 2.) Mike's turkey burger recipe calls for 4 pounds of ground turkey. How many ounces of ground turkey should Mike purchase at the local grocery store?

- 3.) Sarah's dog weighs 10 pounds. How many ounces does Sarah's dog weigh?

- 4.) Jim's soccer bag weighs 3 pounds. He removed his cleats, which weigh 9 ounces, and his shin guards, which weigh 7 ounces. How much does his soccer bag weigh now?

Name _____

Date _____

World Oceans



Arctic

The Arctic Ocean is the smallest ocean on Earth, covering only about 5,427,000 square miles. The Arctic Ocean surrounds the North Pole. It has the lowest salinity, or salt content, due in part to heavy inflow of freshwater from rivers and streams. Because it's so close to the North Pole, the Arctic Ocean is the coldest ocean, and is covered by ice for much of the year.

Atlantic

The Atlantic Ocean is about 41,100,000 square miles. It borders North and South America to the west, and Europe and Africa to the east. For an ocean, the Atlantic is pretty shallow: on average, it's about 10,925 feet deep. The Mid-Atlantic Ridge (MAR) runs down the center of the ocean floor beneath the Atlantic. Part of the longest mountain range on Earth, the MAR stretches all the way from Iceland in the north to Antarctica in the south.

Indian

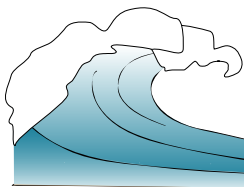
The Indian Ocean covers about 27,240,000 square miles, and makes up about 20% of the water on Earth's surface. It borders Asia, Africa, Australia, and the Southern Ocean. All of the Indian Ocean is contained in the Eastern Hemisphere. The Indian Ocean includes many seas, including the Gulf of Aden, the Arabian Sea, and the Bay of Bengal.

Pacific

The Pacific Ocean is the largest and deepest of all the world's oceans. It covers about 63,800,000 square miles—that's more than one-third of the Earth's surface! All the continents on earth could fit into the area that the Pacific covers. The deepest part of the ocean, the Mariana Trench, is under the Pacific with a depth more than 36,000 feet below the surface in one spot. Pacific means calm, and the ocean was named so because it was calmer than the Atlantic.

Southern

The Southern Ocean is the southernmost ocean on the planet. It covers about 7,849,000 square miles and surrounds Antarctica. However, there is disagreement about where the boundaries are since it's not surrounded by land. It's instead surrounded by other oceans: the Atlantic, Indian and Pacific. The Southern Ocean is home to a variety of wildlife, including many kinds of whales, squid, and seals.



Name _____

Date _____

World Oceans



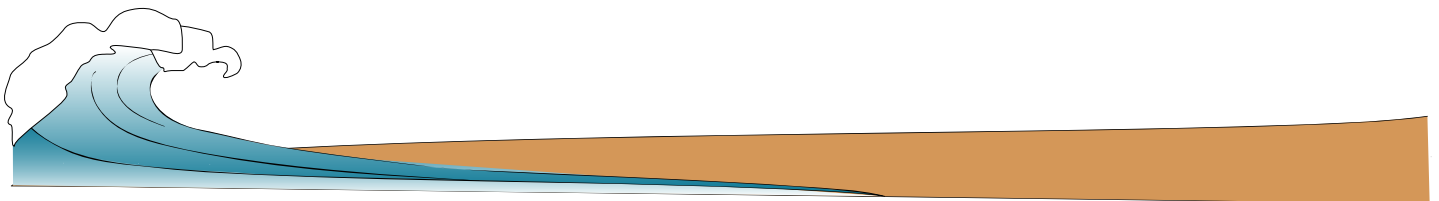
Ocean Math

Put the oceans in order from smallest to largest based on square miles covered.

Ocean	Square Miles

A fathom is a way to measure the depth of the ocean. If 1 fathom is equal to 6 feet, then...

1. How many fathoms deep is the Mariana Trench? _____ fathoms
2. How many fathoms deep is the Atlantic Ocean (on average)? _____ fathoms



DAY 3

Reading	Read about the mimic octopus, and then write a short summary.
Writing	Match sentences that “show” with sentences that “tell” to improve your own writing.
Grammar	Sort and write different verbs in past, present, and future tense. Then write verbs in the correct tense in sentences.
Math	Use data and line plots to solve donut-themed word problems. Create a line plot showing the foot length of kids in Akram’s class.
Science	Compare and contrast freshwater and saltwater biomes after reading two short informational texts.



Name: _____

Date: _____

Make a Match

Show Don't Tell



Writing Tip:

Strong writers show rather than tell when writing.

Directions: Connect each sentence under the “Tell” column to its matching sentence under the “Show” column. The first pair has been connected for you.

TELL

She was shy.

He was angry.

He was scared.

She was sad.

She was excited.

He was tired.

SHOW

His eyes were open wide, and his teeth started chattering.

She walked slowly, her head down, dragging her feet along the floor.

When she approached the boy, she blushed and spoke softly.

He rubbed his red eyes and leaned his head against the desk.

He folded his arms tightly and looked at his brother with glaring eyes.

She jumped up and down with a huge grin on her face. The concert was just about to start!

Name: _____

Date: _____

Verbs: Past, Present, and Future Tense

Verbs are words that show an action or state of being. The **verb tense** tells when the action happened. When the verb tense changes, the verb often changes its spelling.

The three major tenses are:

- **past** (yesterday, earlier, long ago)
- **present** (today, now, currently)
- **future** (tomorrow, later, next year)



Example: **Run**

Past

She ran yesterday.

Present

She runs past me today.

Future

She will run tomorrow.

The progressive tense is formed when you add the helping verb “to be” and the suffix *-ing*.

Past Progressive

She was running yesterday.

Present Progressive

She is running today.

Future Progressive

She will be running tomorrow.

Directions: Write each word or phrase from the verb bank in the proper column below.

Verb Bank

is playing chose will be hopping flew swung
 will smile is trying flies was kicking
 will fly slid hopped will be jumping will swing
 kicks looks will choose is smiling

Past/Past Progressive	Present/Present Progressive	Future/Future Progressive

Name: _____

Date: _____

Verbs: Past, Present, and Future Tense

Directions: Write each word in the correct verb tense.

	Past	Present	Future
sit			
pop			
scream			
hear			
build			
buy			

Directions: Write the correct form of the verb to complete each sentence.

1. Mom _____ to the store yesterday.
(go)
2. Tomorrow, I _____ an essay in class.
(write)
3. Ken _____ an original song at the talent show last week.
(sing)
4. Now I am _____ to you.
(listen)
5. Patricia _____ to Malaysia next month.
(travel)

Directions: Somebody used the wrong verb tense in their writing! Write the correct form of the verb in each of the incorrect sentences below.

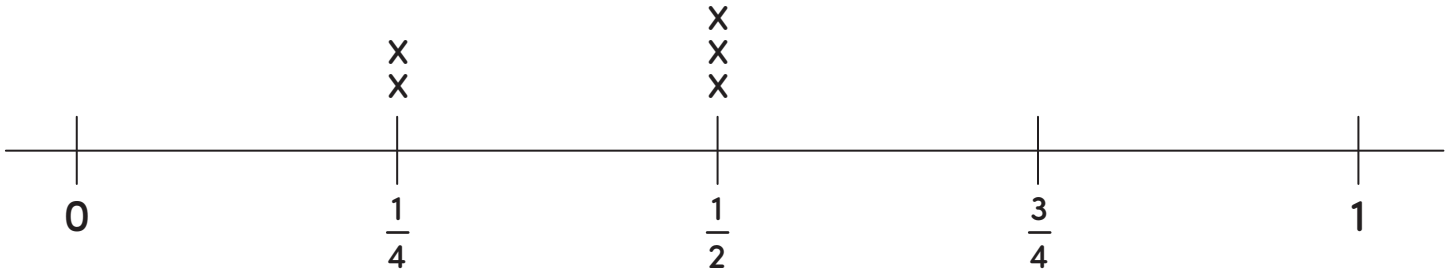
1. Yesterday I will be at home. _____
2. Kai had a sandwich right now. _____
3. Ben is kicking the ball earlier. _____
4. Tomorrow the librarian read a book. _____

Name:

Date:

Donut Data

Solve the problems below using the data and line plots.



1. On Tuesday, Sam and Liz each bought $\frac{1}{4}$ pound of donuts each. Three other customers bought $\frac{1}{2}$ pound of donuts each. How many pounds of donuts did the customers buy in all?

.....

2. Four more customers came into the shop and bought $\frac{3}{4}$ pound of donuts each. Place X's on the line plot to show this information. Calculate the total number of pounds that all of the customers bought.

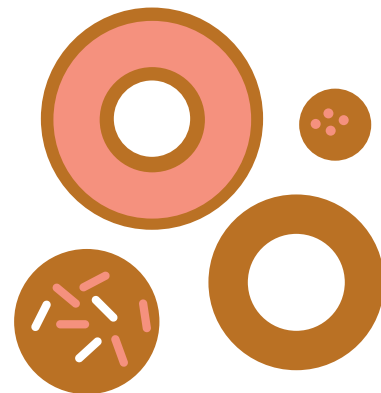
Use the following data set to create your own line plot below.

customers	pounds bought
5	$\frac{1}{4}$
2	$\frac{1}{2}$
1	$\frac{3}{4}$

.....

3. How many pounds of donuts did the customers buy in all?

.....



Name: _____

Date: _____



Foot Length: Create a Line Plot with Fractional Units



Akram read an article that stated that children are reaching their peak size at a younger age. To support its claim, the article compared data of children's foot size at 10-11 years old in 1967 to data from 2017. Akram wanted to find out the data for his own class, so he surveyed his classmates. Create a line plot using Akram's class data. Then answer the questions below.

Title																																																											
	<p style="text-align: center;">Line Plot of Akram's Class Foot Length</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Name</th> <th style="text-align: left;">Length (inches)</th> </tr> </thead> <tbody> <tr><td>Ginger</td><td>7 $\frac{1}{4}$</td></tr> <tr><td>Hitomi</td><td>9</td></tr> <tr><td>Adriana</td><td>8</td></tr> <tr><td>Akram</td><td>8 $\frac{3}{4}$</td></tr> <tr><td>Diego</td><td>7 $\frac{3}{4}$</td></tr> <tr><td>David</td><td>8 $\frac{1}{4}$</td></tr> <tr><td>Aisha</td><td>9</td></tr> <tr><td>Maggie</td><td>8 $\frac{1}{4}$</td></tr> <tr><td>Tatum</td><td>8 $\frac{3}{4}$</td></tr> <tr><td>Yassin</td><td>7 $\frac{1}{4}$</td></tr> <tr><td>Gary</td><td>9</td></tr> <tr><td>Robert</td><td>8 $\frac{1}{4}$</td></tr> <tr><td>Thomas</td><td>8 $\frac{1}{2}$</td></tr> <tr><td>Andrea</td><td>9 $\frac{1}{4}$</td></tr> <tr><td>Melissa</td><td>7 $\frac{1}{2}$</td></tr> <tr><td>Xavier</td><td>8 $\frac{3}{4}$</td></tr> <tr><td>Latrell</td><td>8</td></tr> <tr><td>Natalia</td><td>7 $\frac{3}{4}$</td></tr> <tr><td>Fantasia</td><td>8 $\frac{3}{4}$</td></tr> <tr><td>Sophia</td><td>9 $\frac{1}{4}$</td></tr> <tr><td>Dorian</td><td>8</td></tr> <tr><td>Michael</td><td>8 $\frac{3}{4}$</td></tr> <tr><td>Nicole</td><td>9 $\frac{1}{2}$</td></tr> <tr><td>Joaquin</td><td>8 $\frac{1}{2}$</td></tr> <tr><td>Evalyse</td><td>9 $\frac{1}{4}$</td></tr> <tr><td>Joe</td><td>8 $\frac{1}{2}$</td></tr> <tr><td>Juan</td><td>10</td></tr> <tr><td>Akemi</td><td>8 $\frac{3}{4}$</td></tr> </tbody> </table>	Name	Length (inches)	Ginger	7 $\frac{1}{4}$	Hitomi	9	Adriana	8	Akram	8 $\frac{3}{4}$	Diego	7 $\frac{3}{4}$	David	8 $\frac{1}{4}$	Aisha	9	Maggie	8 $\frac{1}{4}$	Tatum	8 $\frac{3}{4}$	Yassin	7 $\frac{1}{4}$	Gary	9	Robert	8 $\frac{1}{4}$	Thomas	8 $\frac{1}{2}$	Andrea	9 $\frac{1}{4}$	Melissa	7 $\frac{1}{2}$	Xavier	8 $\frac{3}{4}$	Latrell	8	Natalia	7 $\frac{3}{4}$	Fantasia	8 $\frac{3}{4}$	Sophia	9 $\frac{1}{4}$	Dorian	8	Michael	8 $\frac{3}{4}$	Nicole	9 $\frac{1}{2}$	Joaquin	8 $\frac{1}{2}$	Evalyse	9 $\frac{1}{4}$	Joe	8 $\frac{1}{2}$	Juan	10	Akemi	8 $\frac{3}{4}$
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Name: _____

Date: _____



Foot Length: Create a Line Plot with Fractional Units



1. Describe the shape of the graph.
2. Does the research that Akram conducted with his class support the claim that children's feet are bigger at a younger age? _____ Explain your thinking:
3. The article that Akram read stated that the most common foot length of 5th graders fifty years ago was $8\frac{1}{4}$ inches. How do Akram's class's foot lengths compare?
4. If you were to conduct a follow-up study to find out more about how children of today compare with children fifty years ago, what other questions would you want to ask?

Freshwater vs. Saltwater

Biomes are regions that have similar climate, animals, and plants. Let's take a closer look at the two types of aquatic biomes: **freshwater** and **marine**.

FRESHWATER BIOMES

Fresh water is defined as having less than 1% salt in it. Freshwater biomes contain either moving water, like rivers, streams, or creeks, or standing water, like ponds, wetlands, or lakes. Less than 1% of the Earth's water is in freshwater lakes. Both the temperature and the depth of the fresh water determine what plants and animals can live there. The amount of movement in the water also affects the types of life that can survive there. Freshwater animals can be large or small—some organisms that live there are only made up of a single cell. That's pretty small! The animals that live in freshwater environments depend on the water for food and survival. Some plants also live in fresh water. You may see moss growing in or near freshwater biomes. Moss often grows in freshwater environments. Many freshwater organisms rely on moss for food.

MARINE BIOMES

Marine biomes are sometimes called saltwater biomes. Marine biomes have more than 1% salt in them. Very large bodies of water, such as oceans and seas, are marine biomes. Marine biomes cover about three-fourths of the Earth! Coral reefs and estuaries are also considered marine environments. Just like in freshwater environments, the types of plants and animals that live in marine biomes depend on the depth, temperature, and movement of the water. Marine biomes support very large as well as very small animals. Marine algae supply most of the world's oxygen and take in huge amounts of carbon dioxide. Evaporation of marine water ultimately provides rainwater for our crops, snow for our mountains, and fresh water for our lakes and streams.

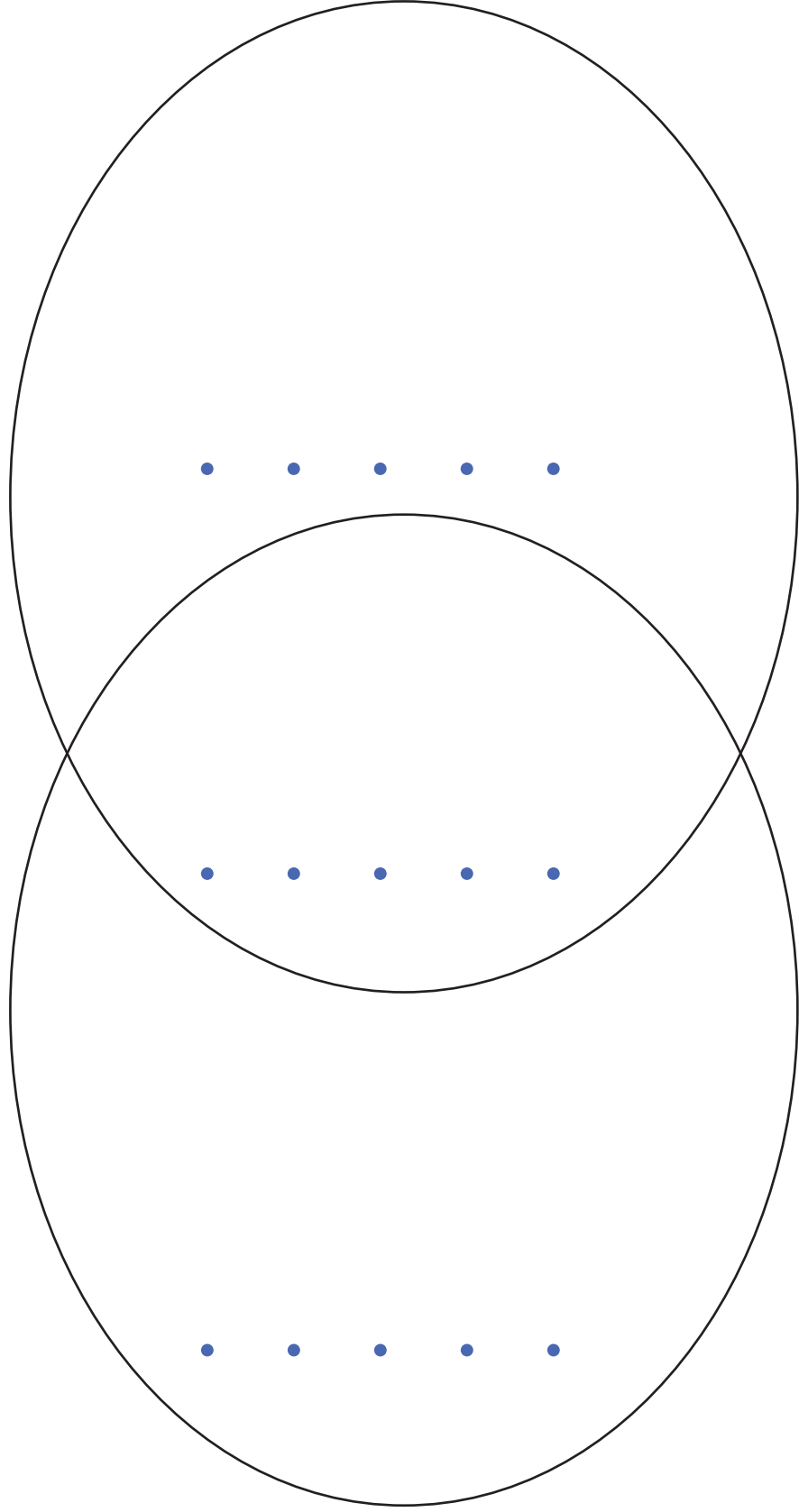
WATER

Venn Diagram

Compare and contrast freshwater biomes and marine biomes. Record the similarities in the center, where the two circles overlap. Record the differences in the outer parts of the circles.

Freshwater Biome

Marine (Saltwater) Biome



WATER

DAY 4

Reading	Learn about what makes drama different from poetry and prose. Then read a short scene and answer questions.
Writing	Practice writing dialogue between characters in a story.
Grammar	Learn about the different kinds of adverbs, and then complete sentences with the correct adverb.
Math	Find the perimeter of each rectangle, and then draw two or more rectangles that have the same perimeter. Plan a carnival using what you know about perimeter!
Science	Read all about lightning and then find the related vocabulary words in the word search.





What is Drama?

A **drama** is also known as a **play**. This type of text is different from prose and poetry.

Characteristics of Drama:

- Tells a story and is divided into parts called **scenes**
- Written so that it can be performed as a play
- Includes story elements of fiction — setting, characters, plot
- **Cast of characters** that tells who will be in the play
- **Description of the setting** and what the stage should look like
- **Stage directions** tell the actors what to do, how to speak, and where to be on the stage
- Characters' **dialogue** tells the actors what to say

A **playwright** is someone who writes a drama or play.

Directions: Read the excerpt below and answer the questions that follow.

What Was That?

Cast of Characters

TATIANA
ELIAS
MIKAEL
DYANA

Scene One

On a hot afternoon in July, the smoke from an explosion rises into the sky. The kids stand in the middle of a dusty field, staring. The kids are dirty, wearing clothes with holes in them. They all have backpacks on.

ELIAS (pointing to the sky)

Guys, do you see that?

MIKAEL

Oh, I definitely see that. But can you smell it?

DYANA (plugging her nose)

Oh, I definitely smell that. That's the worst odor I've ever smelled! What happened? Where is that coming from?

TATIANA

I don't know, but I think we had better get out of here. This doesn't seem like the best place for four kids to be hanging out.

The kids turn and start walking quickly back towards their neighborhood.

* * * * *

Name _____ Date _____

1. How does a drama get its ideas across differently than prose, like a novel, or poetry?

2. How is drama different from other types of literature?

3. What do you notice about the formatting that makes a drama something that can be performed?

* * * * *

Challenge: On a separate sheet of paper, write your own play with:

- A cast of characters
- One scene
- Description of the setting
- Dialogue
- Stage directions

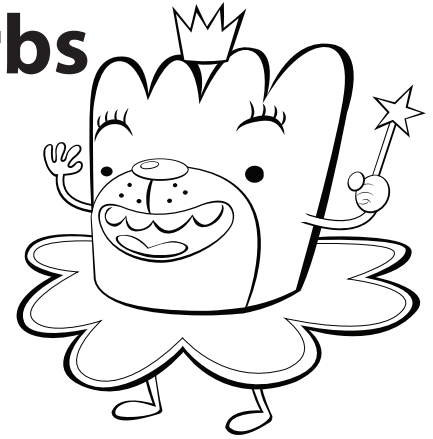
* **Remember:** A drama has the same story elements as a story. Your play should have a setting, characters, and a plot with a problem and solution.

Name: _____

Date: _____

All Kinds of Adverbs

Adverbs are words that add more description to adjectives, verbs, or other adverbs expressing a location, time, manner, degree, or frequency.



Location/Place

Adverbs of place illustrate where the verb is happening. It's usually placed after the main verb or object, or at the end of the sentence.

Time

An adverb of time provides more information about when the action takes place. Adverbs of time are usually placed at the beginning or end of a sentence. When it is very important to express when something happened, we put it at the start of a sentence.

Manner

Adverbs of manner provide more information about how a verb is done. Adverbs of manner are probably the most common of all adverbs. They're easy to recognise since most of them end in -ly.

Degree

Adverbs of degree tell the level or intensity of a verb, adjective, or even another adverb.

Frequency

Adverbs of frequency tell how often the verb occurs. They're often placed directly before the main verb of a sentence.


Use the descriptions above to complete each sentence. Add adverbs to give more description to each verb. The word in parentheses tells you what kind of adverb to add. The verb or adjective being described is underlined for you.

1. Abby skipped _____ down the hallway. (manner)
2. The cat _____ cleaned his dish. (degree)
3. My mom pays the bills _____. (frequency)
4. I bring my dog _____ every day. (location)
5. I am _____ excited to go to the beach! (degree)
6. I am _____ hungry when I get home from school. (frequency)
7. I will clean my room _____ (time).
8. _____, I have been doing more reading. (time)
9. I am _____ exhausted at the end of the school day. (degree)
10. Come _____ when you're done with choir practice. (location)

PERIMETER MATCH

Find the *perimeter* of each rectangle. Then draw at least 2 rectangles that have the same perimeter.

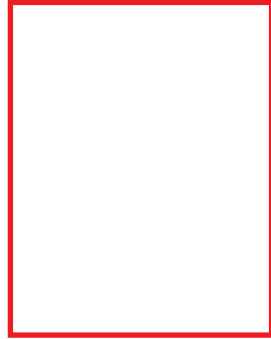
11 ft



10 ft


42 ft

9 ft



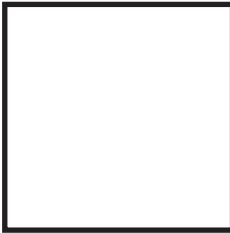
12 ft

10 ft



8 ft

7 ft



8 ft

PERIMETER: Perfect Carnival

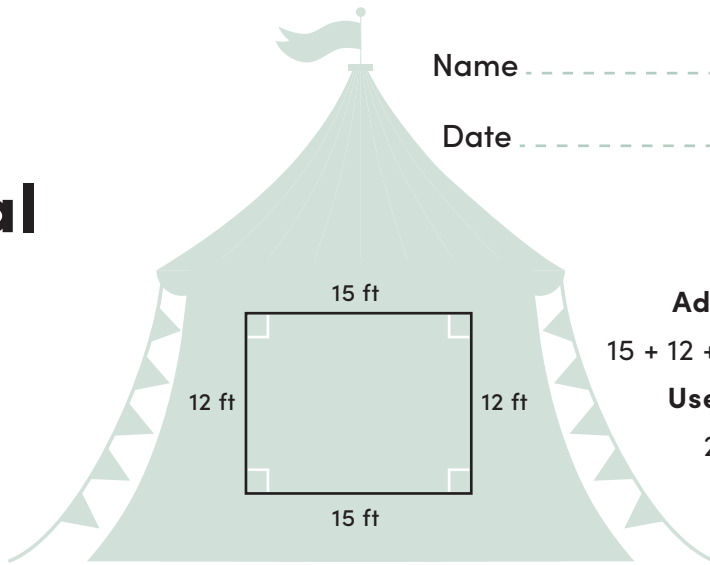
Name

Date

The perimeter is the distance around a two-dimensional shape.

Calculate perimeter of a rectangle by adding up the lengths of all the sides, or by using the perimeter equation:

$$2 \times \text{Length} + 2 \times \text{Width} = \text{Perimeter}$$



Add up the sides:

$$15 + 12 + 15 + 12 = 54 \text{ ft.}$$

Use the equation:

$$2(15) + 2(12) = P$$

$$30 + 24 = P$$

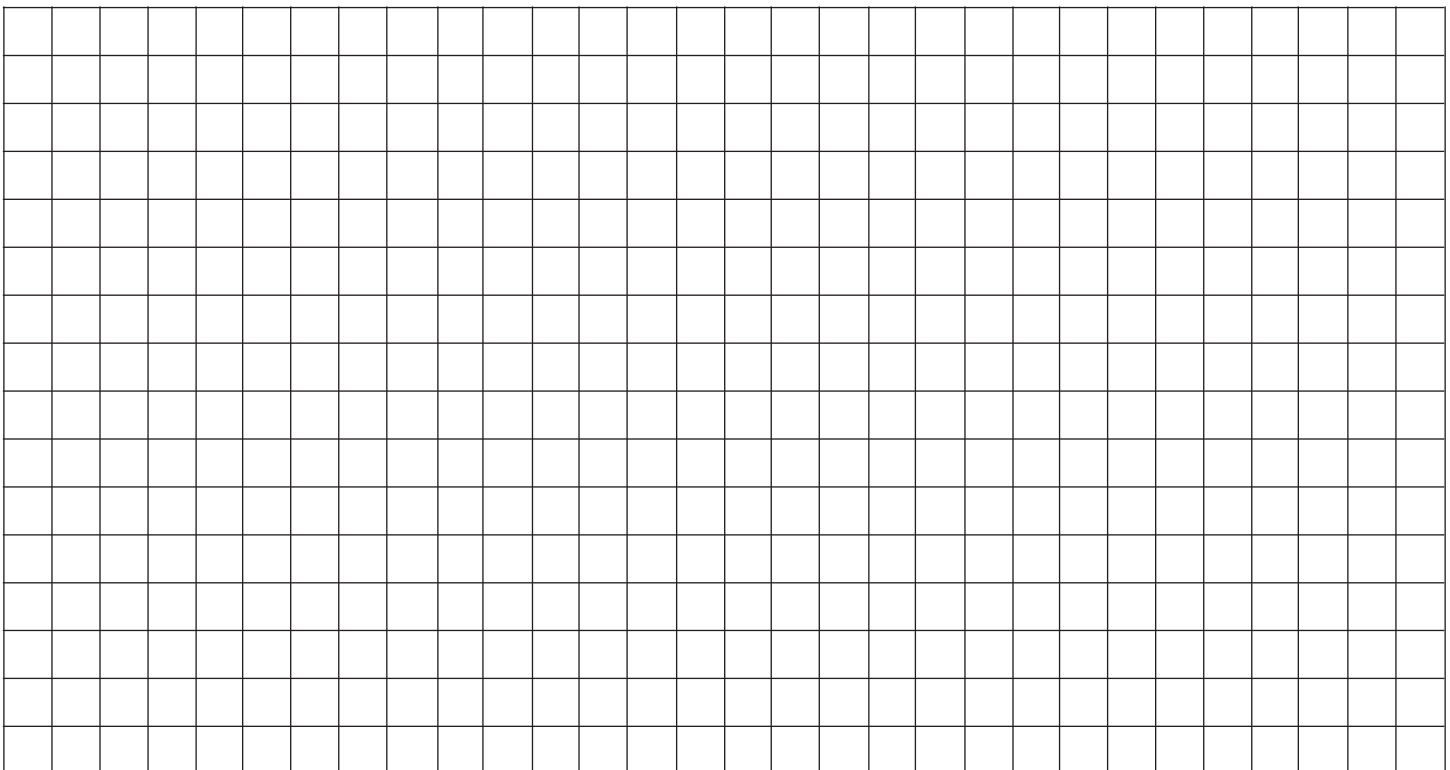
$$54 \text{ ft.} = P$$

Directions: Find the missing rectangle dimensions for each carnival booth in the table.

Booth	Dimensions	Perimeter
Basketball Dunk	14 ft. + 10 ft. + 10 ft. + ____	
Ring Toss	4 ft. + 4 ft. + ____ + ____	16 ft.
Wii Dance	2 ft. + 10 ft. + 10 ft. + ____	
Bag Toss	9 ft. + 3 ft. + ____ + ____	

Booth	Dimensions	Perimeter
Video Games	6 ft. + ____ + 6 ft. + ____	20 ft.
Board Games	5 ft. + ____ + ____ + 7 ft.	
Water Balloon Toss	3 ft. + 3 ft. + ____ + ____	24 ft.
_____	8 ft. + ____ + 9 ft. + ____	

Directions: Choose the booths for your carnival and use their dimensions to draw the space you'll need for each. Each box in the grid measures 1 foot. Leave at least 2 feet in between each booth.



Name _____

Date _____

WHAT IS LIGHTNING?

The flash you see when lightning strikes is a discharge of static electricity between a cloud and the ground. Moving air in a cloud causes ice and water droplets to rub together and build up an electrical charge. The whole cloud builds up with electric charge, with the positive charges at the top of the cloud and the negative charges at the bottom.

Since opposite charges attract, the negative charge at the bottom of the cloud seeks out the positive charge at the ground in the form of a bolt. At the same time, positive electrical charges build up in objects on the ground. In less than a second, the charge reaching down from the clouds meets up with the charge coming up from the ground, and lightning flashes.

FIND THE WORDS LISTED BELOW

STATIC

CHARGE

POSITIVE

NEGATIVE

VOLTS

BOLT

DISCHARGE

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

DID YOU KNOW?

A bolt of lightning can carry up to one million volts of electricity, with a temperature of up to 54,000° F.

TO FIND OUT

how far away a storm is, count the seconds between a flash of lightning and a thunder clap. It is thought that every five seconds equals a distance of one mile.

BOOM!

DAY 5



Reading	Learn about the famous Tuskegee Airmen, and then answer questions and find the secret code phrase.
Writing	Show what you know about good narrative writing by planning and writing your own personal narrative story.
Grammar	Practice using pronouns to help you understand the point of view in a text.
Math	Find the area of the rectangles using the length and the width. Help Aunt Marie figure out how many tiles she will need for her kitchen floor.
Fun Stuff	Learn about how the parachute was invented, and then make your own based on Da Vinci's original design!



Tuskegee Airmen: American Heroes



Tuskegee Airmen with a fighter plane



War bond poster showing a Tuskegee Airman

The Tuskegee Airmen were the first African American pilots to fly for the U.S. military. When they were formed in 1941, military rules did not allow white pilots and African American pilots to serve in the same unit. The Tuskegee Airmen were created as a separate unit, which began training at an air field in Tuskegee, Alabama. The Tuskegee Airmen were also known as “Red Tails” because they painted the tails of their planes red.

There were almost 1,000 Tuskegee Airmen. About 450 of the pilots flew in over 300 overseas missions during World War II. Many of the pilots received medals and decorations, including the Bronze Star, the Distinguished Flying Cross, and the Purple Heart. Because of their bravery and skill, they helped change the rules to allow African American and white soldiers to serve together in the military.



Tuskegee Airmen in Italy in 1945

Q&A

Where did the pilots begin training?

What war did the pilots fly in?

How many Tuskegee Airmen flew overseas?

Why were they known as Red Tails?

Secret Code Phrase

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

18 5 4 20 1 9 12 19

Secret code

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

Name: _____

Date: _____

Write a Personal Narrative Story

Graphic Organizer

Personal narratives are true stories that happened in your life. Think about an event from your life. Then take notes about the beginning, middle, and end of the event in the graphic organizer.

Title	
Draw a picture to help you remember details about the event.	
Setting	People at the Event
Beginning	
Middle	
End	

Name: _____

Date: _____

PRONOUNS & POINT OF VIEW

A **pronoun** is a word that replaces a noun or a noun phrase. They 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 <i>A character is telling the story. The character is in the story and is experiencing the action.</i>	Third Person Point of View <i>A narrator is telling the story. The narrator is <u>not</u> in the story, but is telling what is happening.</i>
<div style="display: flex; justify-content: space-around;"> I we </div> <div style="display: flex; justify-content: space-around;"> me our </div> <div style="display: flex; justify-content: space-around;"> my us </div> <div style="display: flex; justify-content: space-around;"> myself ourselves </div>	<div style="display: flex; justify-content: space-around;"> him/her they </div> <div style="display: flex; justify-content: space-around;"> he/she their </div> <div style="display: flex; justify-content: space-around;"> his/hers them </div> <div style="display: flex; justify-content: space-around;"> it/its themselves </div>

Directions: Circle the pronoun in each sentence. Then tell whether it is written in the first person or third person point of view.

Circle One

- | | | |
|--|---------------------|---------------------|
| 1. Yesterday, Paul and I went to the park. | first person | third person |
| 2. José is washing his car. | first person | third person |
| 3. Our favorite band is playing next. | first person | third person |
| 4. We are so excited to go to the zoo. | first person | third person |
| 5. Ms. Turner is walking her dog. | first person | third person |
| 6. Tina and Mai are helping their teacher. | first person | third person |

Directions: Use first person or third person pronouns to complete each sentence.

	 Zenon	 Jojo	 Fifth Graders
First Person	_____ love to paint.	_____ soccer team is playing in the finals.	_____ can't agree which book to read.
Third Person	_____ is a great artist.	_____ helped the team win the game.	_____ are reading about vampires.

Rectangle Mania: Practice Finding Area

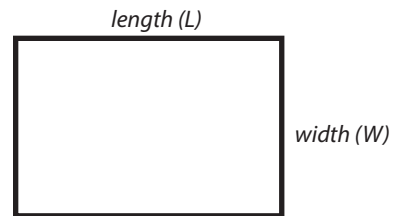
Fill in the missing information to find the area of each rectangle.



Review:

Rectangle Area = width x length

*Width is the shortest side of a rectangle.
Length is the longest side of a rectangle.*



Example:



$$\text{Length} = \underline{8} \text{ ft.}$$

$$\text{Width} = \underline{6} \text{ ft.}$$

$$\begin{aligned} \text{Area} &= 8 \times 6 \\ &= \underline{48} \text{ sq. ft.} \end{aligned}$$

1

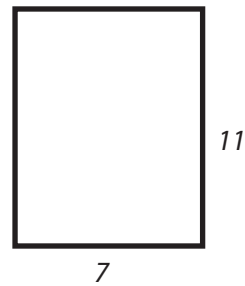


$$\text{Length} = \underline{\hspace{2cm}} \text{ ft.}$$

$$\text{Width} = \underline{\hspace{2cm}} \text{ ft.}$$

$$\begin{aligned} \text{Area} &= \\ &= \underline{\hspace{2cm}} \text{ ft.} \end{aligned}$$

2



$$\text{Length} = \underline{\hspace{2cm}} \text{ ft.}$$

$$\text{Width} = \underline{\hspace{2cm}} \text{ ft.}$$

$$\begin{aligned} \text{Area} &= \\ &= \underline{\hspace{2cm}} \text{ ft.} \end{aligned}$$

3



$$\text{Length} = \underline{\hspace{2cm}} \text{ ft.}$$

$$\text{Width} = \underline{\hspace{2cm}} \text{ ft.}$$

$$\begin{aligned} \text{Area} &= \\ &= \underline{\hspace{2cm}} \text{ ft.} \end{aligned}$$

4



$$\text{Length} = \underline{\hspace{2cm}} \text{ ft.}$$

$$\text{Width} = \underline{\hspace{2cm}} \text{ ft.}$$

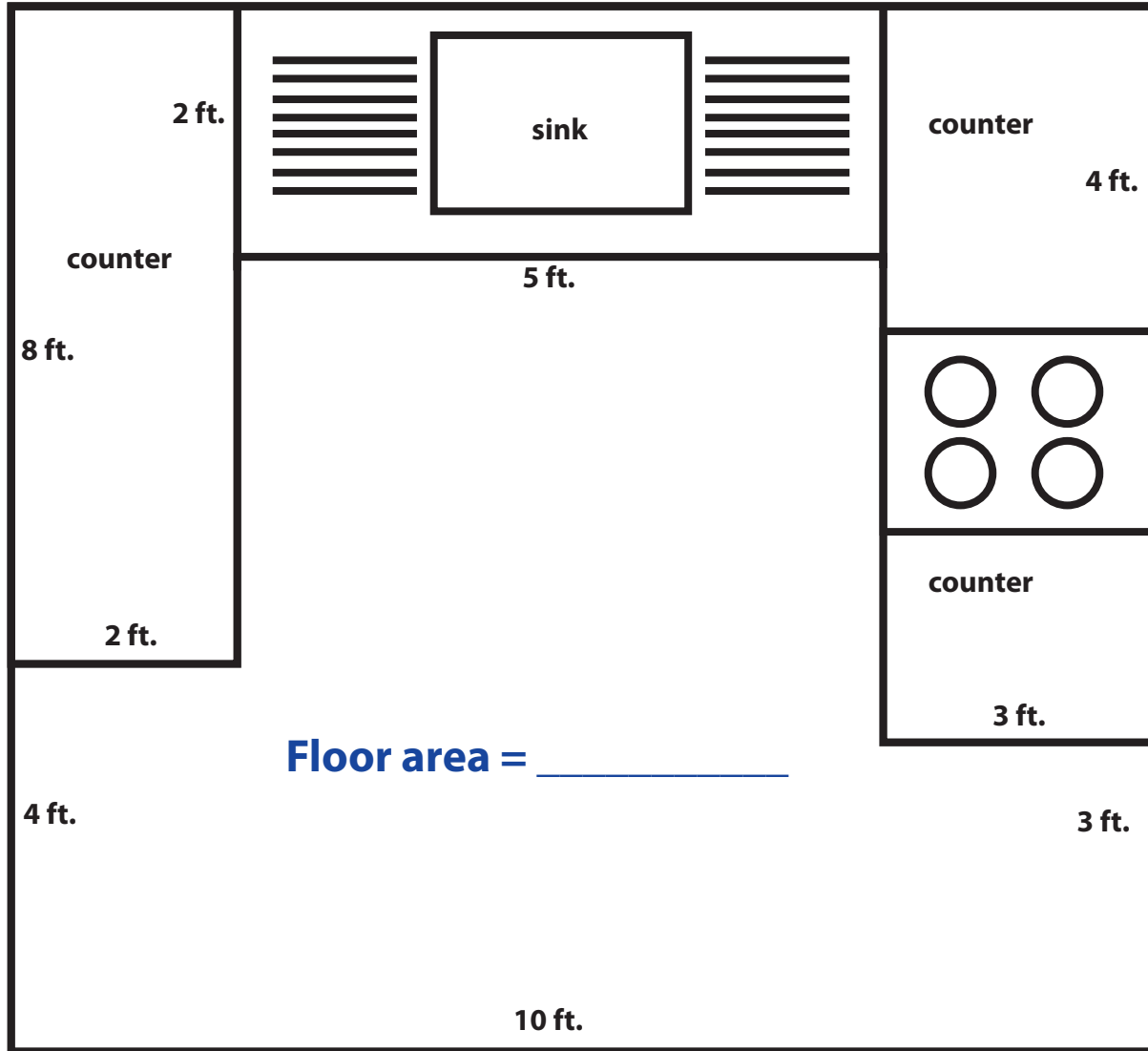
$$\begin{aligned} \text{Area} &= \\ &= \underline{\hspace{2cm}} \text{ ft.} \end{aligned}$$

Kitchen Renovation: Calculating Area

Help Aunt Marie renovate her kitchen.

Help her compare the cost of three different types of flooring.

Don't forget to subtract the area of the counters and oven. Review: Area = Length x Width

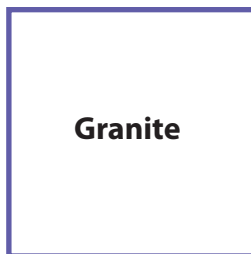


Challenge!

Each floor material costs a different amount. Which one's total is closest to \$450?



\$7 per sq.ft.



\$6 per sq.ft.



\$5 per sq.ft.

BUILD A PYRAMID PARACHUTE

More than 500 years ago, Leonardo Da Vinci sketched a design for a parachute that looks remarkably similar to modern day parachutes. In this project, you will make a miniature replica of Da Vinci's parachute.

Materials:

- Four print outs of page 2
- Scissors
- Scotch tape
- Dental floss, fishing line, or thread.
- A small weight like a washer, bolt or figurine.

Directions:

- 1) Cut along the dotted lines on page two to get a triangle, for each of the four pages.
- 2) Line up each of the triangles one at a time and tape them together (see figure 1).
- 3) Form the triangles into a pyramid shape by creasing the tape along each seam (see figure 2).
- 4) Cut four equal lengths of thread, and tape one piece to each corner of the pyramid. (see figure 3).
- 5) Fasten each piece of thread to your weight, being careful to keep the thread the same length.

Test your new parachute by tossing it from a high place.

What happens if you use a longer or shorter string, or a lighter or heavier weight?

What do you think cutting a small hole in the top of the parachute will do?

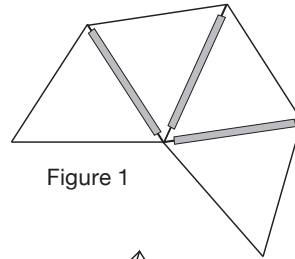


Figure 1

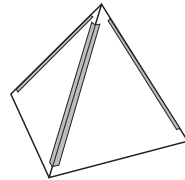


Figure 2

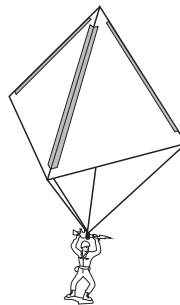


Figure 3

The Early History of the Parachute

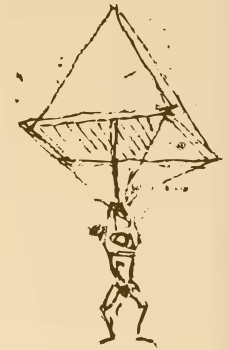
The earliest known drawing of a parachute dates to the 1470s during the Renaissance in Italy. The author of the design is unknown. A short time later, around 1485, Leonardo Da Vinci created a sketch of a pyramidal parachute.

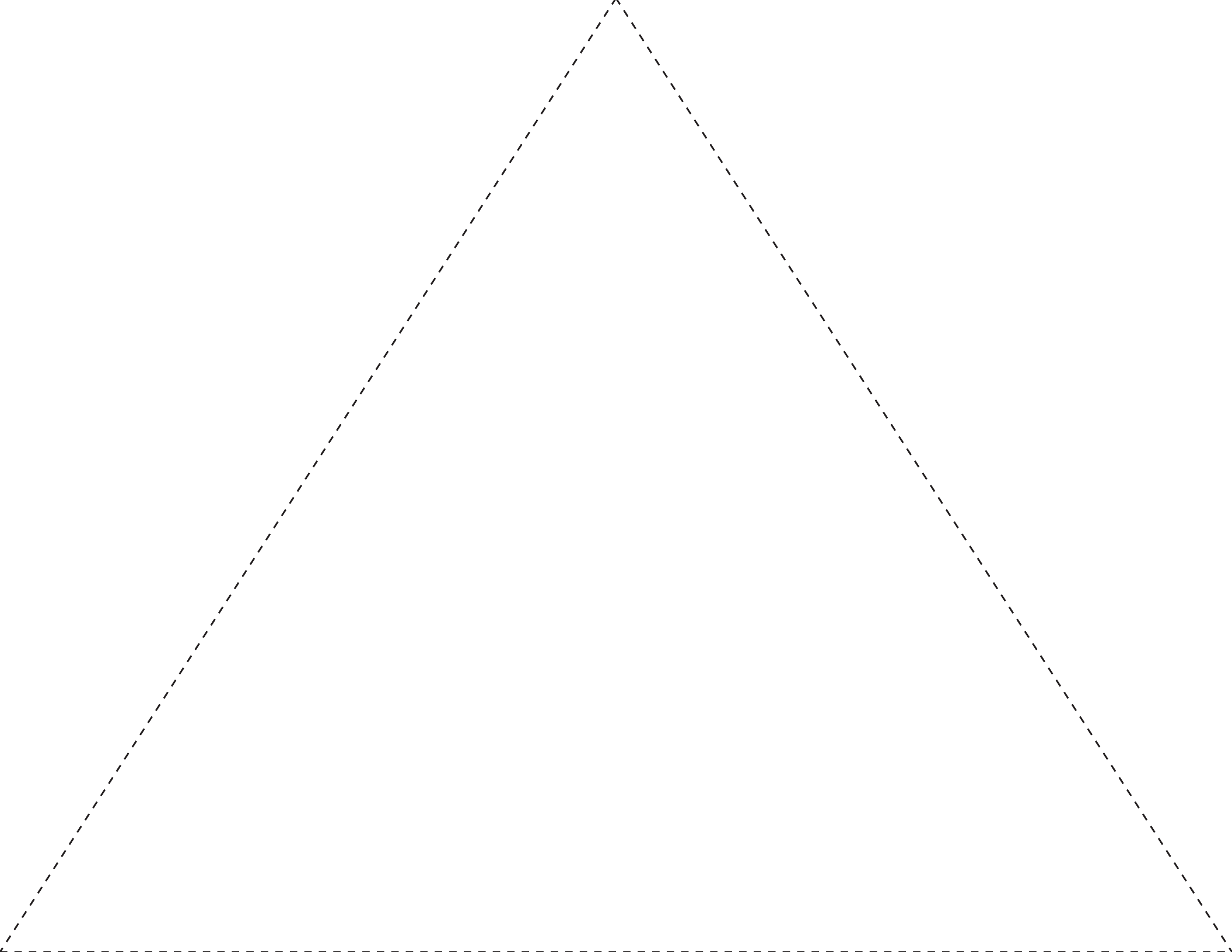
Later, the Venetian inventor Fausto Veranzio altered the design to include a bulging sail-like piece of cloth instead of the canopy, which he found to be more effective in slowing down falls. He tested his design by jumping off a tower in Venice.

The modern parachute came to be in the late 18th century by Louis-Sébastien Lenormand in France. Later, one of Lenormand's fellow French aeronauts, François Blanchard, coined the term "parachute" from the prefix *para-*, which means "defense against" and the French word *chute*, which means "fall".

Later development of the parachute focused on it becoming more compact, using lighter folded silk instead of heavy linen with a wooden frame.

It is not known for sure if Leonardo ever tested his design, but in 2000 and again in 2008 the design was tested by skydivers, and it was found to be successful.





WEEK 3



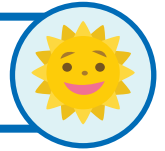
FALL
REVIEW PACKET

ANSWER
KEYS



Use these answer keys
to check your work!

How the Monkey Became a Trickster



A Brazilian Fairy Tale by ELSIE SPICER EELLS



Once upon a time there was a beautiful garden in which grew all sorts of fruits. Many beasts lived in the garden and they were permitted to eat of the fruits whenever they wished. But they were asked to observe one rule. They must make a low, polite bow to the fruit tree, call it by its name, and say, "Please give me a taste of your fruit." They had to be very careful to remember the tree's correct name and not to forget to say "please." It was also very important that they should remember not to be greedy. They must always leave plenty of fruit for the other beasts who might pass that way, and plenty to adorn the tree itself and to furnish seed so that other trees might grow. If they wished to eat figs they had to say, "O, fig tree, O, fig tree, please give me a taste of your fruit;" or, if they wished to eat oranges they had to say, "O, orange tree, O, orange tree, please give me a taste of your fruit."

In one corner of the garden grew the most splendid tree of all. It was tall and beautiful and the rosy-cheeked fruit upon its wide spreading branches looked wonderfully tempting. No beast had ever tasted of that fruit, for no beast could ever remember its name.

In a tiny house near the edge of the garden dwelt a little old woman who knew the names of all the fruit trees which grew in the garden. The beasts often went to her and asked the name of the wonderful fruit tree, but the tree was so far distant from the tiny house of the little old woman that no beast could ever remember the long, hard name by the time he reached the fruit tree.

At last the monkey thought of a trick. He went to the tiny house of the little old woman, carrying his guitar under his arm. When she told him the long hard name of the wonderful fruit tree he made up a little tune to it, all his own, and sang it over and over again all the way from the tiny house of the little old woman to the corner of the garden where the wonderful fruit tree grew.

At last he reached the corner of the garden where the wonderful fruit tree grew. He had never seen it look so beautiful. The rosy-cheeked fruit glowed in the bright sunlight. The monkey could hardly wait to make his bow, say the long hard name over twice and ask for the fruit with a "please." What a beautiful color and what a delicious odor that fruit had! The monkey had never in all his life been so near to anything which smelled so good. He took a big bite. What a face he made! That beautiful sweet smelling fruit was bitter and sour, and it had a nasty taste. He threw it away from him as far as he could.

The monkey never forgot the tree's long hard name and the little tune he had sung. Nor did he forget how the fruit tasted. He never took a bite of it again; but, after that, his favorite trick was to treat the other beasts to the wonderful fruit just to see them make faces when they tasted it.

Answers

Daw a line from the word to its meaning.

- | | |
|--------------|-----------------------------|
| 1. permitted | follow or comply |
| 2. observe | smell |
| 3. tempting | allowed |
| 4. odor | inviting |

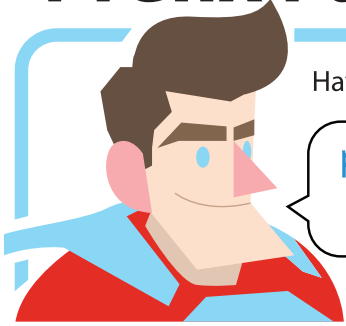
Write the best word in the blank to complete the sentence: *permitted, observe, tempting, odor*

- The skunk's odor was unbearable.
- Parking is permitted on Sundays.
- The candy in the shop window is tempting.
- My teacher insisted that I observe the school rules.

Name: Answer Key

Date: _____

Prefix Fun!



Have some prefix fun! Create new words by adding a prefix to the beginning of the word.

prefix + root word = new word

Ex: **super** + hero = **superhero**

Answers may vary.

Use a prefix from the box to make a new word.

prefix +	root word =	new word
non	sense	nonsense
anti	hero	antihero
micro	fracture	microfracture
con	figure	configure
sub	terrain	subterrain
dis	appear	disappear
inter	connect	interconnect
re	heat	reheat
pre	view	preview
super	impose	superimpose

PREFIX MEANINGS

prefix	meaning
super-	above
pre-	before
anti-	against
dis-	not, opposite of
micro-	small
sub-	under
inter-	between
non-	not
con-	with, together
re-	again

Name _____ Date _____

Answer Key

Units of Measurement: Inches, Feet, and Yards

1 foot (ft.) = 12 inches (in.) 1 yard (yd.) = 3 feet (ft.) 1 yard (yd.) = 36 inches (in.)

Find the equivalent measurement.

2 ft. = 24 in.

2 yd. = 72 in.

3 yd. = 9 ft.

3 ft. = 36 in.

2 yd. = 6 ft.

5 yd. = 15 ft.

8 yd. = 24 ft.

3 yd. = 108 in.

10 yd. = 30 ft.

7 ft. = 84 in.

12 yd. = 36 ft.

12 ft. = 144 in.

4 yd. = 144 in.

20 yd. = 60 ft.

50 yd. = 150 ft.

Solve each problem.

1. Jim is 5 feet tall. What is his height in inches? 60 in.

2. Miguel ran 15 yards. What distance is that in feet? 45 ft.

3. Kathy has 8 feet of ribbon. How many inches of ribbon does she have? 96 in.

4. Isabella's room is 4 yards wide. How many feet wide is her room? 12 ft.

5. Both Dominic and Zoe are 4 feet 6 inches tall. What is their combined height in inches? 108 in.

Track and Field: Practice Changing Units

Answer the problems below. Don't forget to change the units of measurements. Show your work.

Remember: 1 meter = 100 centimeters and 1 kilometer = 1000 meters

Running

1. James ran 2 kilometers at the meet on Saturday. How many meters did he run? 2,000 m
2. Alison ran 3 kilometers. How far did she run in meters? 3,000 m
3. How many meters did James and Alison run altogether? 5,000 m



Throwing

1. Jeff threw the hammer 62 meters. How far did he throw it in centimeters? 6,200 cm
2. Julie threw the hammer 48 meters. How far did she throw it in centimeters? 4,800 cm
3. Combine Julie and Jeff's throws. How far did they throw together in centimeters? 11,000 cm

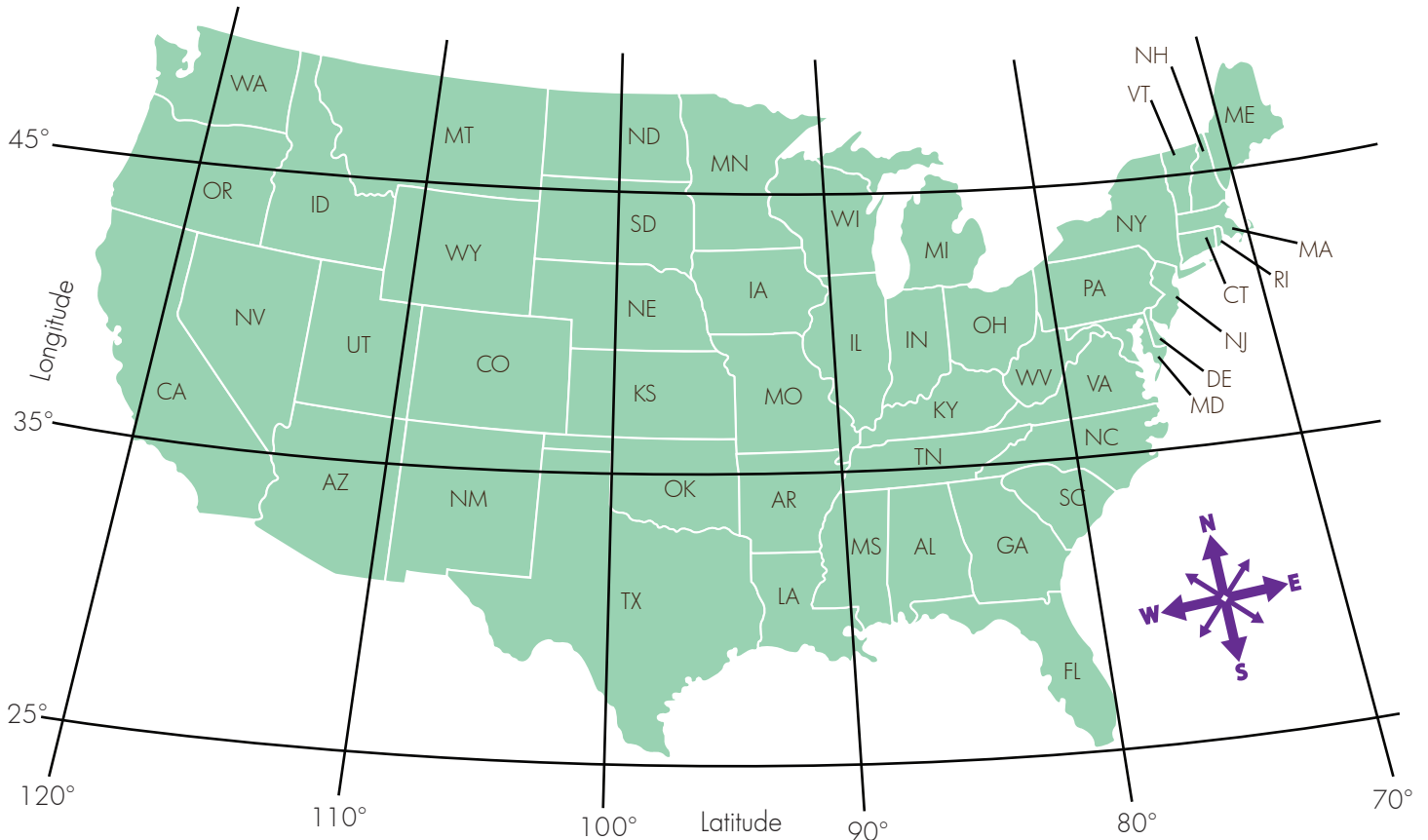


Jumping

1. Kelly jumped 6 meters on her first jump. How high did she jump in centimeters? 600 cm
2. Alex jumped 5 meters. How high did he jump in centimeters? 500 cm
3. What is the difference in centimeters between Kelly's jump and Alex's jump? 100 cm

State Scavenger Hunt

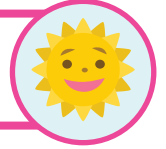
Zach and Ronnie are on a state scavenger hunt.
Use the clues below to help them find the states they're looking for!



1. Start in Wyoming. Move one state north and then 3 states to the east.
What state are you in? **Wisconsin**
2. Start in Alabama. Move one state north. Follow the 35° latitude line west 4 states. What state are you in? **New Mexico**
3. Start in east Michigan. Move to the state that is south and east.
Move one state northeast. Then go one more state north. What state are you in? **New York**
4. Start in South Dakota. Follow the 100° longitude line 2 states south.
Go 2 states west. Then go to the bordering northwest state. What state are you in? **Idaho**



Making Inferences



When you use clues and reasoning to figure out what is going on in a story, especially something that is not explicitly stated, you are making an inference.

Example:

Scene: The bats flew from the barn and across the dim field of corn.

Inference: **Bats usually come out at night, so it is probably night time.**

Directions: Read the scenes below and use the clues to answer the questions that follow.

The sun shone brightly, warming the cool earth. Tiny worms poked their heads from the dirt, and one tiny yellow crocus opened its petals. All around, dew sparkled, so that the grass resembled a vast field of diamonds. The budding trees rustled gently in the light breeze, and birds sang cheerfully high in their branches. A lone bee hummed lazily around the patch of lavender where Winston had carelessly left his shoes the day before.

- | | | | |
|----------------------------|----------------|---------------|------------------------|
| 1. What time of day is it? | <u>morning</u> | afternoon | night |
| 2. What season is it? | winter | <u>spring</u> | summer fall |
| 3. What is a crocus? | bicycle | a ball | <u>a flower</u> a tree |
| 4. Who is Winston? | dog | a bee | <u>a child</u> |

Jeff wiped tears from his eyes as he pulled himself up to his feet. He brushed off his bruised knees and checked his helmet for signs of damage. Seeing none, he pulled his bicycle from the patch of thorns, and frowned at the deep scratches that marred its once shiny paint. Taking a deep breath, he got back on the bicycle and cautiously rode in a circle to get his bearings. Finally, he straightened up and rode off, with his feet firmly on his pedals and his face set in determination.

1. What happened to Jeff? He fell off his bike.
2. What does the word marred mean? removed scarred brightened

• Using context clues in the two stories above, determine the meaning of the homophones:

petal the colorful part of a flower **pedal** the part of a bike where your feet go

• How do these two similar lines help set a different feeling for the two scenes described above?

patch of lavender It makes the scene feel calm and beautiful.

patch of thorns It makes the scene feel scary or unpleasant.

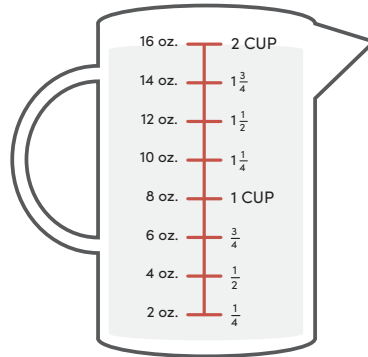
Answer Key

Measuring Cup Musings

Name _____

Date _____

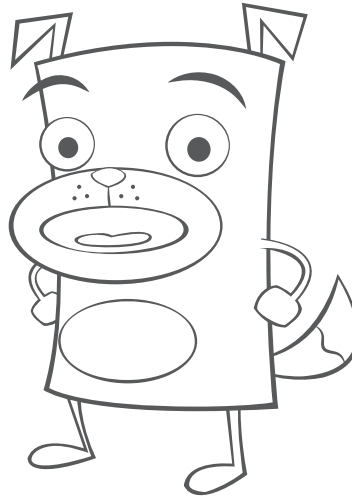
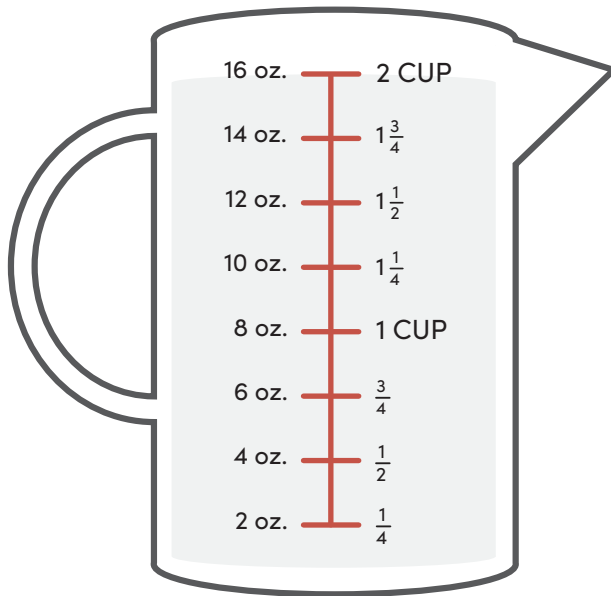
Liquid Volume is the amount of three-dimensional space liquid occupies at rest.



This measuring cup has 2 cups of water in it.

What is the smallest amount it can measure in ounces (oz.)?

Answer: 2 oz.



Directions: Use the measuring cup to help you answer the following questions.

1. How much water will the measuring cup have if you poured half of it out?

1 cup or 8 oz.

2. How many ounces are in $1\frac{1}{4}$ cups of water?

10 oz.

3. How many ounces are equal to 4 cups of water?

32 oz.

4. How many ounces of water are in $\frac{1}{2}$ of a cup?

4 oz.

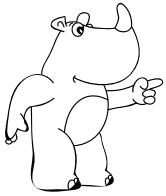
5. How many ounces are equal to 8 cups of water?

64 oz.

6. How many ounces of water are in $\frac{3}{4}$ of a cup?

6 oz.

CONVERTING POUNDS AND OUNCES



The conversion rate for pounds and ounces is

$$\mathbf{16 \text{ ounces (oz.)} = 1 \text{ pound (lb.)}}$$

When converting pounds to ounces, we multiply.

EXAMPLE: 3 lbs = ? oz

3 lbs x 16 = 48 ounces <-> we multiply by 16 because 1 lb = 16 oz.

Read each question below and solve the problem by using multiplication.

Be sure to show all of your work in the space provided.

- 1.) Lucy made a cake that weighed 2 pounds. How much did the cake weigh in ounces?

32 ounces

- 2.) Mike's turkey burger recipe calls for 4 pounds of ground turkey. How many ounces of ground turkey should Mike purchase at the local grocery store?

64 ounces

- 3.) Sarah's dog weighs 10 pounds. How many ounces does Sarah's dog weigh?

160 ounces

- 4.) Jim's soccer bag weighs 3 pounds. He removed his cleats, which weigh 9 ounces, and his shin guards, which weigh 7 ounces. How much does his soccer bag weigh now?

2 pounds or 32 ounces

Name _____

Date _____ ANSWER KEY

World Oceans



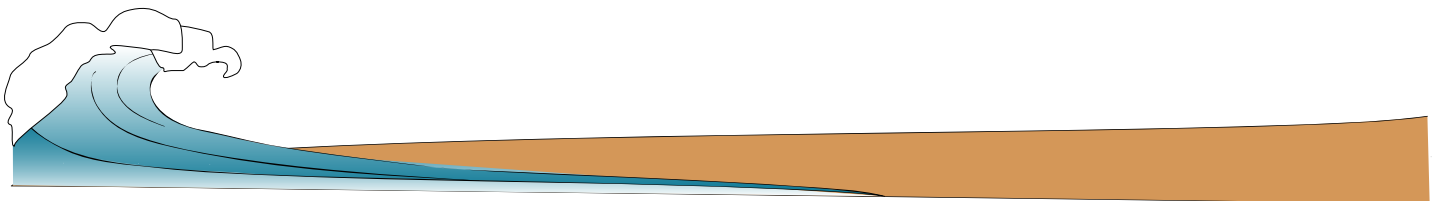
Ocean Math

Put the oceans in order from smallest to largest based on square miles covered.

Ocean	Square Miles
Arctic	5,427,000 square miles
Southern	7,849,000 square miles
Indian	27,240,000 square miles
Atlantic	41,100,000 square miles
Pacific	63,800,000 square miles

A fathom is a way to measure the depth of the ocean. If 1 fathom is equal to 6 feet, then...

1. How many fathoms deep is the Mariana Trench? 6,000 fathoms
2. How many fathoms deep is the Atlantic Ocean (on average)? about 1,820 fathoms

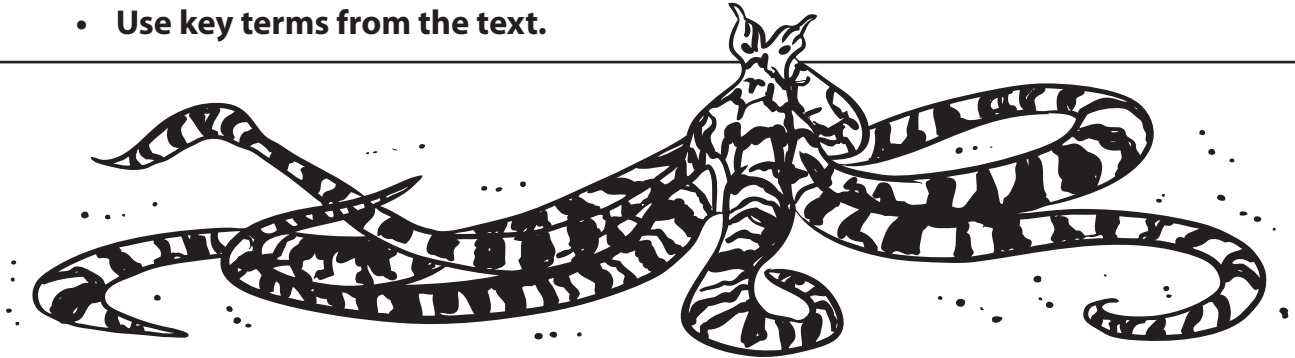


Writing a Nonfiction Summary: The Mimic Octopus

A summary is a short description of the most important ideas and information in a text. A good nonfiction summary focuses on the important details and facts that help you best understand the text.

Tips:

- Include the main idea.
- Ignore the little details. → Pay attention to major facts.
- Use key terms from the text.



Directions: Read the passage below and pay attention to the main ideas and important details about the topic. Write a 3-4 sentence summary on the lines.

The Mimic Octopus	Summary
<p>The chameleon is a creature that has the ability to change its appearance in the face of danger. Do you know a sea creature that can do the same thing? It's called the mimic octopus.</p> <p>The mimic octopus can change its appearance. It can also change its mannerisms, or the way it behaves. This creature is able to act like a different species. In fact, it can imitate 15 different species. The octopus changes its color and texture to match its surroundings. It is able to change the way it swims. A mimic octopus can look and act like sea snakes, seashells, stingrays, flounder, and jellyfish.</p> <p>An animal changes its skin color and texture to blend in with the environment. Many animals do this for protection. The mimic octopus is unique because it can act like many different animals. This helps it flee from predators. It helps the mimic octopus catch its prey. That's what you call an adaptation!</p>	<p>Answers will vary:</p> <hr/> <hr/> <p>The mimic octopus is able to disguise itself like a chameleon. It can change shape, color, and the way it acts to keep itself safe.</p> <p>The mimic octopus can act like many different creatures, and that is what makes it unique.</p> <hr/> <hr/> <hr/>

Make a Match

Show Don't Tell



Writing Tip:

Strong writers show rather than tell when writing.

Directions: Connect each sentence under the “Tell” column to its matching sentence under the “Show” column. The first pair has been connected for you.

TELL

She was shy.

He was angry.

He was scared.

She was sad.

She was excited.

He was tired.

SHOW

His eyes were open wide, and his teeth started chattering.

She walked slowly, her head down, dragging her feet along the floor.

When she approached the boy, she blushed and spoke softly.

He rubbed his red eyes and leaned his head against the desk.

He folded his arms tightly and looked at his brother with glaring eyes.

She jumped up and down with a huge grin on her face. The concert was just about to start!

Verbs: Past, Present, and Future Tense

Verbs are words that show an action or state of being. The **verb tense** tells when the action happened. When the verb tense changes, the verb often changes its spelling.

The three major tenses are:

- **past** (yesterday, earlier, long ago)
- **present** (today, now, currently)
- **future** (tomorrow, later, next year)



Example: **Run**

Past

She ran yesterday.

Present

She runs past me today.

Future

She will run tomorrow.

The progressive tense is formed when you add the helping verb “to be” and the suffix *-ing*.

Past Progressive

She was running yesterday.

Present Progressive

She is running today.

Future Progressive

She will be running tomorrow.

Directions: Write each word or phrase from the verb bank in the proper column below.

Verb Bank

Past/Past Progressive	Present/Present Progressive	Future/Future Progressive
slid	kicks	will smile
chose	is playing	will fly
hopped	looks	will be hopping
was kicking	is trying	will be jumping
flew	flies	will choose
swung	is smiling	will swing

Verbs: Past, Present, and Future Tense

Directions: Write each word in the correct verb tense.

	Past	Present	Future
sit	sat	sits	will sit
pop	popped	pops	will pop
scream	screamed	screams	will scream
hear	heard	hears	will hear
build	built	builds	will build
buy	bought	buys	will buy

Directions: Write the correct form of the verb to complete each sentence.

- Mom went to the store yesterday.
(go)
- Tomorrow, I will write an essay in class.
(write)
- Ken sang an original song at the talent show last week.
(sing)
- Now I am listening to you.
(listen)
- Patricia will travel to Malaysia next month.
(travel)

Directions: Somebody used the wrong verb tense in their writing! Write the correct form of the verb in each of the incorrect sentences below.

- Yesterday I will be at home. was
- Kai had a sandwich right now. is having
- Ben is kicking the ball earlier. was kicking
- Tomorrow the librarian read a book. will read

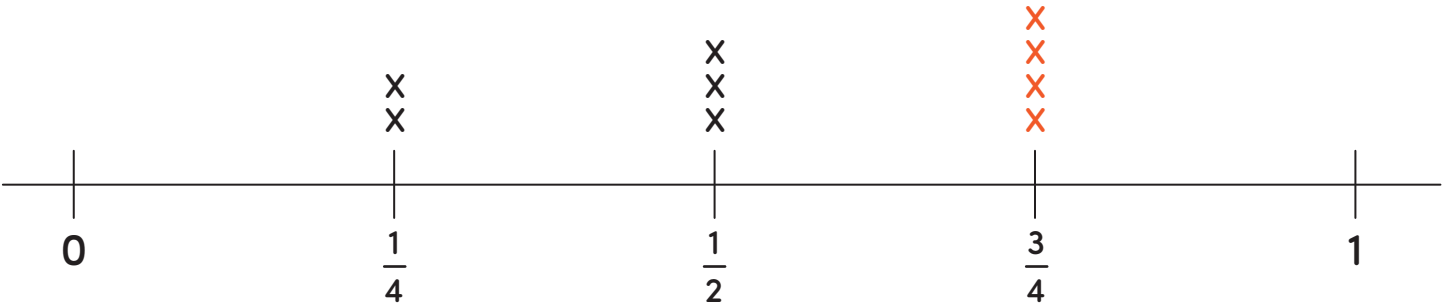
Name:

Date:

Answer Key

Donut Data

Solve the problems below using the data and line plots.



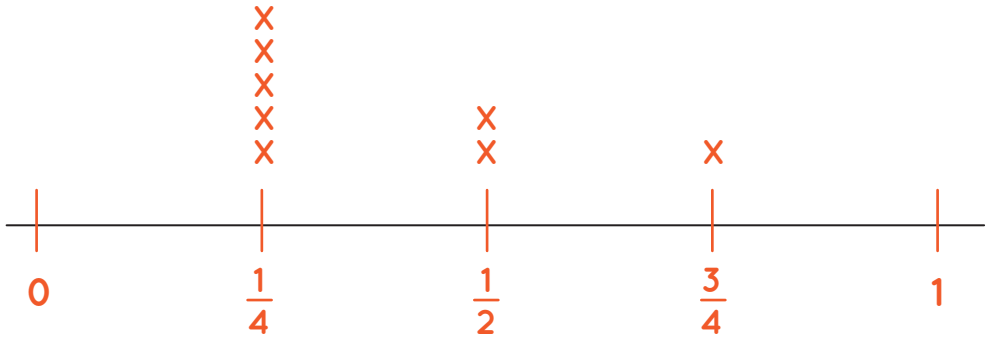
1. On Tuesday, Sam and Liz each bought $\frac{1}{4}$ pound of donuts each. Three other customers bought $\frac{1}{2}$ pound of donuts each. How many pounds of donuts did the customers buy in all?

2 pounds

2. Four more customers came into the shop and bought $\frac{3}{4}$ pound of donuts each. Place X's on the line plot to show this information. Calculate the total number of pounds that all of the customers bought. **5 pounds**

Use the following data set to create your own line plot below.

customers	pounds bought
5	$\frac{1}{4}$
2	$\frac{1}{2}$
1	$\frac{3}{4}$



3. How many pounds of donuts did the customers buy in all?

3 pounds



**Foot Length: Create a Line Plot with Fractional Units**

1. Describe the shape of the graph.

The graph is mostly symmetrical, with the most common foot length being $8 \frac{3}{4}$ inches. The center of the graph is between $8 \frac{1}{2}$ inches and $8 \frac{3}{4}$ inches. The spread is from $7 \frac{1}{4}$ inches to 10 inches.

2. Does the research that Akram conducted with his class support the claim that children's feet are bigger at a younger age? **Yes** Explain your thinking:

Answers will vary, but can include:

The most common foot size fifty years ago was $8 \frac{1}{4}$ inches, and the most common foot size in Akram's class was $8 \frac{3}{4}$ inches.

3. The article that Akram read stated that the most common foot length of 5th graders fifty years ago was $8 \frac{1}{4}$ inches. How do the foot lengths of Akram's class compare?

The most common foot length in Akram's class was $8 \frac{3}{4}$, so they are slightly bigger than the feet of children fifty years ago.

4. If you were to conduct a follow-up study to find out more about how children of today compare with children fifty years ago, what other questions would you want to ask?

Answers will vary.

Venn Diagram

Compare and contrast freshwater biomes and marine biomes. Record the similarities in the two circles overlap. Record the differences in the outer parts of the circles.

Freshwater Biome

- Less than 1% salt
- Less than 1% of the Earth's water is in freshwater lakes
- Moss may grow in or near freshwater bodies
- Many freshwater organisms depend on moss for food

Marine (Saltwater) Biome

- More than 1% salt
- Very large bodies of water
- Algae supply most of the world's oxygen
- Evaporation of marine water provides rainwater, snow, and fresh water for lakes and streams.

- Support large and small animals
- Types of organisms depend on temperature, depth, movement of water
- Animals depend on water for food and survival
- Plants also depend on unique conditions of biome

WATER

Answer Key

Name _____ Date _____

Student answers will vary, but may include:

1. How does a drama get its ideas across differently than prose, like a novel, or poetry?

A drama uses dialogue and actions to get ideas across.

Prose and poetry use a mix of dialogue and narration.

2. How is drama different from other types of literature?

Even though a drama tells a story like other forms of literature, drama is different because of its overall formatting. Also, a drama uses dialogue to tell the story without including the same type of narration that is found in other types of literature.

3. What do you notice about the formatting that makes a drama something that can be performed?

A drama can be performed because it is formatted like a play. It includes a list of the characters and describes what the setting, or the stage, should look like. It also includes stage directions to tell the characters how to act and express themselves while performing.

* * * * *

Challenge: On a separate sheet of paper, write your own play with:

- A cast of characters
- One scene
- Description of the setting
- Dialogue
- Stage directions

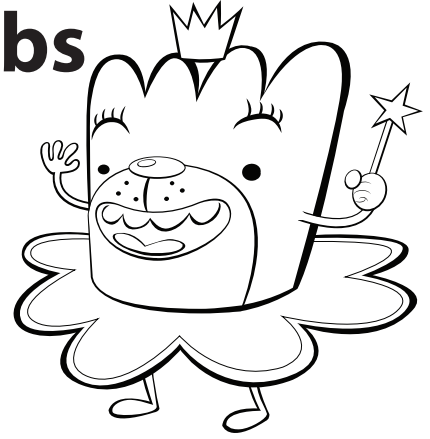
* **Remember:** A drama has the same story elements as a story. Your play should have a setting, characters, and a plot with a problem and solution.

Name: Answer Key

Date: _____

All Kinds of Adverbs

Adverbs are words that add more description to adjectives, verbs, or other adverbs expressing a location, time, manner, degree, or frequency.



Location/Place

Adverbs of place illustrate where the verb is happening. It's usually placed after the main verb or object, or at the end of the sentence.

Time

An adverb of time provides more information about when the action takes place. Adverbs of time are usually placed at the beginning or end of a sentence. When it is very important to express when something happened, we put it at the start of a sentence.

Manner

Adverbs of manner provide more information about how a verb is done. Adverbs of manner are probably the most common of all adverbs. They're easy to recognise since most of them end in -ly.

Degree

Adverbs of degree tell the level or intensity of a verb, adjective, or even another adverb.

Frequency

Adverbs of frequency tell how often the verb occurs. They're often placed directly before the main verb of a sentence.

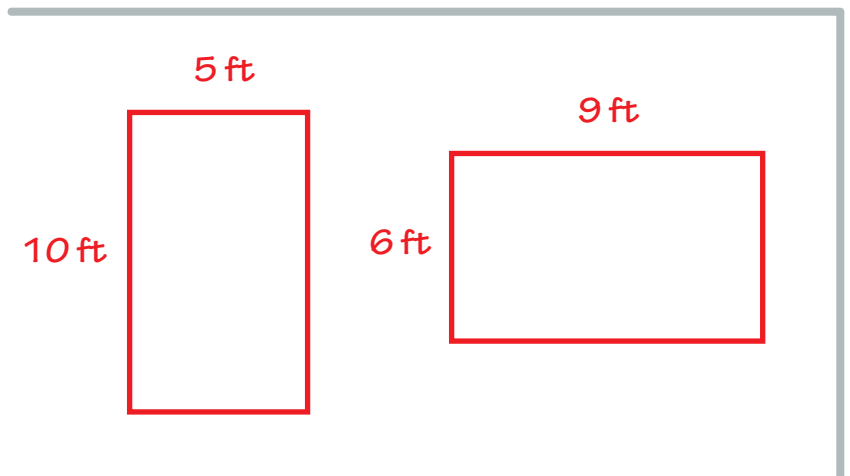
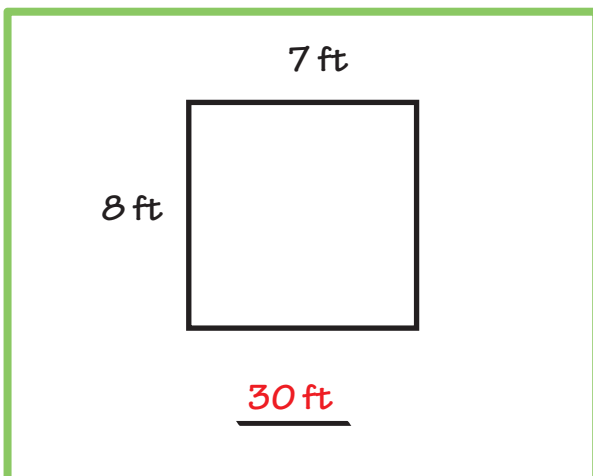
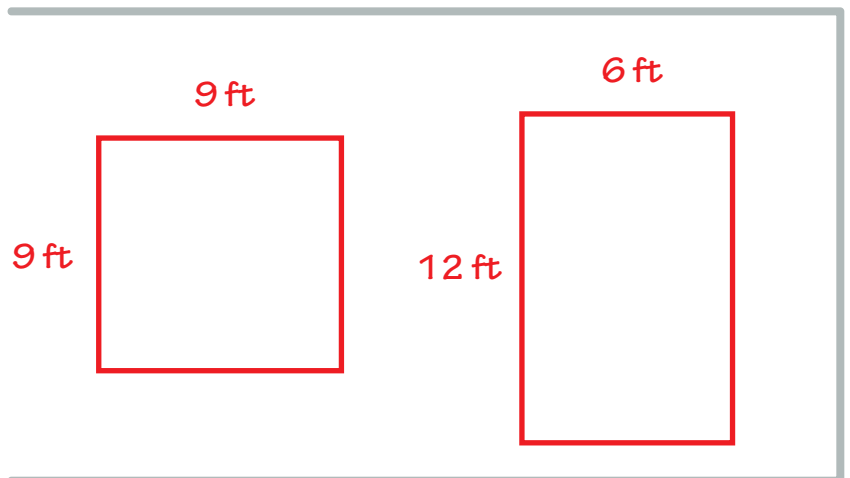
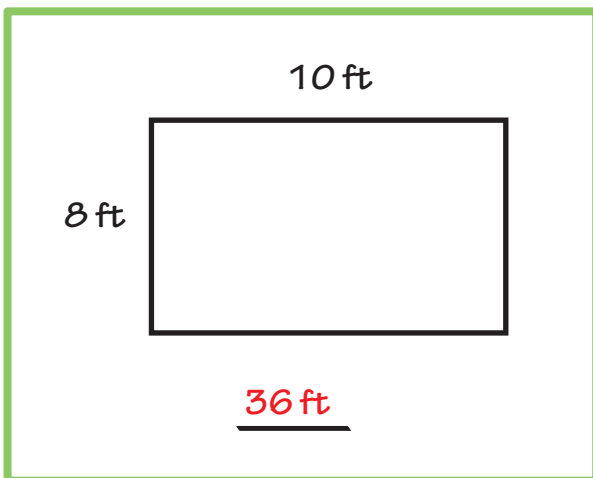
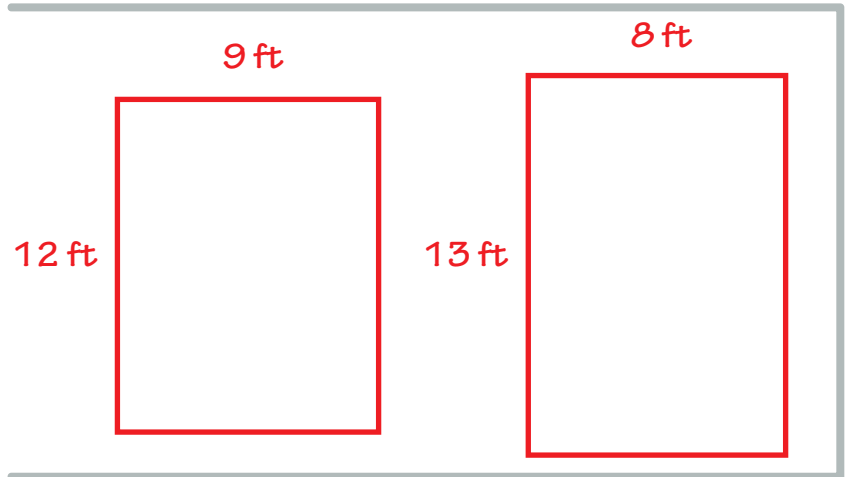
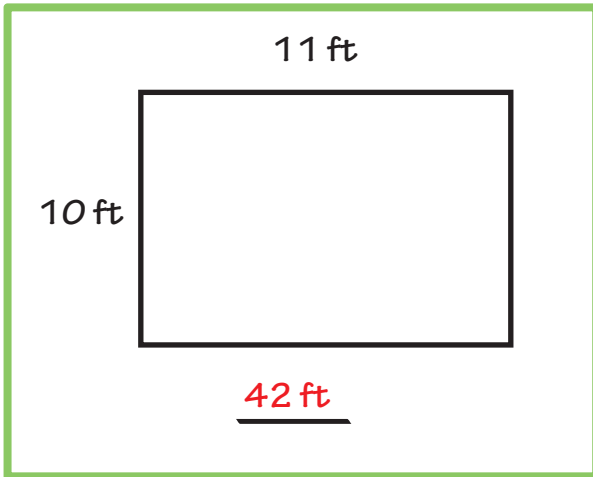
Use the descriptions above to complete each sentence. Add adverbs to give more description to each verb. The word in parentheses tells you what kind of adverb to add. The verb or adjective being described is underlined for you.

1. Abby skipped happily down the hallway. (manner)
2. The cat thoroughly cleaned his dish. (degree)
3. My mom pays the bills monthly. (frequency)
4. I bring my dog here every day. (location)
5. I am extremely excited to go to the beach! (degree)
6. I am always hungry when I get home from school. (frequency)
7. I will clean my room tomorrow. (time).
8. Lately, I have been doing more reading. (time)
9. I am totally exhausted at the end of the school day. (degree)
10. Come back when you're done with choir practice. (location)

PERIMETER MATCH

Find the **perimeter** of each rectangle, then draw at least 2 rectangles that have the same perimeter.

Answers may vary



Answer Key

PERIMETER: Perfect Carnival

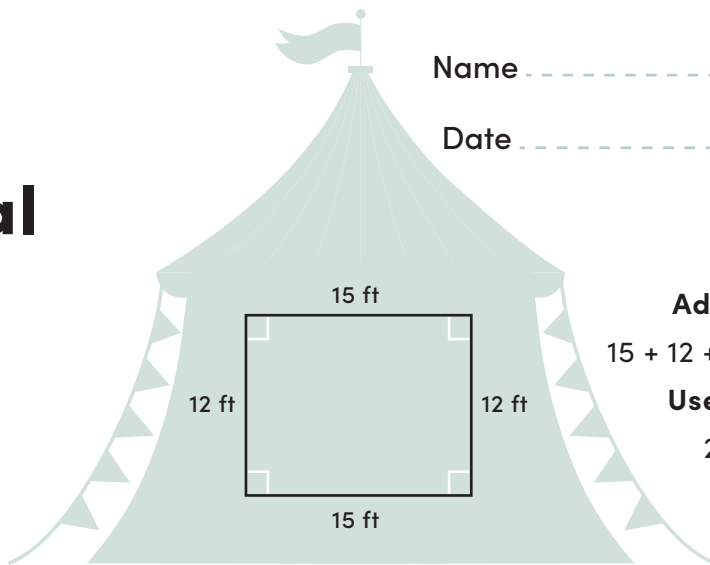
Name

Date

The perimeter is the distance around a two-dimensional shape.

Calculate perimeter of a rectangle by adding up the lengths of all the sides, or by using the perimeter equation:

$$2 \times \text{Length} + 2 \times \text{Width} = \text{Perimeter}$$



Add up the sides:

$$15 + 12 + 15 + 12 = 54 \text{ ft.}$$

Use the equation:

$$2(15) + 2(12) = P$$

$$30 + 24 = P$$

$$54 \text{ ft.} = P$$

Directions: Find the missing rectangle dimensions for each carnival booth in the table.

Booth	Dimensions	Perimeter
Basketball Dunk	14 ft. + 10 ft. + 10 ft. + <u>14ft.</u>	48 ft.
Ring Toss	4 ft. + 4 ft. + <u>4ft.</u> + <u>4ft.</u>	16 ft.
Wii Dance	2 ft. + 10 ft. + 10 ft. + <u>2ft.</u>	24 ft.
Bag Toss	9 ft. + 3 ft. + <u>3ft.</u> + <u>9ft.</u>	24 ft.

Booth	Dimensions	Perimeter
Video Games	6 ft. + <u>4ft.</u> + 6 ft. + <u>4ft.</u>	20 ft.
Board Games	5 ft. + <u>7ft.</u> + <u>5ft.</u> + 7 ft.	24 ft.
Water Balloon Toss	3 ft. + 3 ft. + <u>9ft.</u> + <u>9ft.</u>	24 ft.
<u>will vary</u>	8 ft. + <u>8ft.</u> + 9 ft. + <u>9ft.</u>	34 ft.

Directions: Choose the booths for your carnival and use their dimensions to draw the space you'll need for each. Each box in the grid measures 1 foot. Leave at least 2 feet in between each booth.

Student answers will vary, but can look something like this:

WHAT IS LIGHTNING?

The flash you see when lightning strikes is a discharge of static electricity between a cloud and the ground. Moving air in a cloud causes ice and water droplets to rub together and build up an electrical charge. The whole cloud builds up with electric charge, with the positive charges at the top of the cloud and the negative charges at the bottom.

Since opposite charges attract, the negative charge at the bottom of the cloud seeks out the positive charge at the ground in the form of a bolt. At the same time, positive electrical charges build up in objects on the ground. In less than a second, the charge reaching down from the clouds meets up with the charge coming up from the ground, and lightning flashes.

FIND THE WORDS LISTED BELOW

STATIC

CHARGE

POSITIVE

NEGATIVE

VOLTS

BOLT

DISCHARGE

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

DID YOU KNOW?

A bolt of lightning can carry up to one million volts of electricity, with a temperature of up to 54,000° F.

TO FIND OUT

how far away a storm is, count the seconds between a flash of lightning and a thunder clap. It is thought that every five seconds equals a distance of one mile.

BOOM!

Tuskegee Airmen: American Heroes



Tuskegee Airmen with a fighter plane



War bond poster showing a Tuskegee Airman

The Tuskegee Airmen were the first African American pilots to fly for the U.S. military. When they were formed in 1941, military rules did not allow white pilots and African American pilots to serve in the same unit. The Tuskegee Airmen were created as a separate unit, which began training at an air field in Tuskegee, Alabama. The Tuskegee Airmen were also known as “Red Tails” because they painted the tails of their planes red.

There were almost 1,000 Tuskegee Airmen. About 450 of the pilots flew in over 300 overseas missions during World War II. Many of the pilots received medals and decorations, including the Bronze Star, the Distinguished Flying Cross, and the Purple Heart. Because of their bravery and skill, they helped change the rules to allow African American and white soldiers to serve together in the military.



Tuskegee Airmen in Italy in 1945

Q&A

Where did the pilots begin training?

Tuskegee, Alabama

What war did the pilots fly in?

World War II

How many Tuskegee Airmen flew overseas?

about 450

Why were they known as Red Tails?

They painted the plane tails red.

Secret Code Phrase

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

R	E	D	T	A	I	L	S
18	5	4	20	1	9	12	19

Secret code

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

PRONOUNS & POINT OF VIEW

A **pronoun** is a word that replaces a noun or a noun phrase. They 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 <i>A character is telling the story. The character is in the story and is experiencing the action.</i>	Third Person Point of View <i>A narrator is telling the story. The narrator is <u>not</u> in the story, but is telling what is happening.</i>
<div style="display: flex; justify-content: space-around;"> I we </div> <div style="display: flex; justify-content: space-around;"> me our </div> <div style="display: flex; justify-content: space-around;"> my us </div> <div style="display: flex; justify-content: space-around;"> myself ourselves </div>	<div style="display: flex; justify-content: space-around;"> him/her they </div> <div style="display: flex; justify-content: space-around;"> he/she their </div> <div style="display: flex; justify-content: space-around;"> his/hers them </div> <div style="display: flex; justify-content: space-around;"> it/its themselves </div>

Directions: Circle the pronoun in each sentence. Then tell whether it is written in the first person or third person point of view.

Circle One

- | | | |
|---|---------------------|---------------------|
| 1. Yesterday, Paul and I went to the park. | first person | third person |
| 2. José is washing his car. | first person | third person |
| 3. Our favorite band is playing next. | first person | third person |
| 4. We are so excited to go to the zoo. | first person | third person |
| 5. Ms. Turner is walking her dog. | first person | third person |
| 6. Tina and Mai are helping their teacher. | first person | third person |

Directions: Use first person or third person pronouns to complete each sentence.

	 Zenon	 Jojo	 Fifth Graders
First Person	_____ I _____ love to paint.	My/our soccer team is playing in the finals.	_____ We _____ can't agree which book to read.
Third Person	_____ He _____ is a great artist.	_____ She _____ helped the team win the game.	_____ They _____ are reading about vampires.

Rectangle Mania: Practice Finding Area

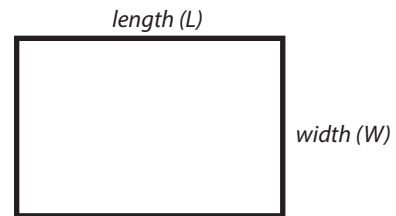
Fill in the missing information to find the area of each rectangle.



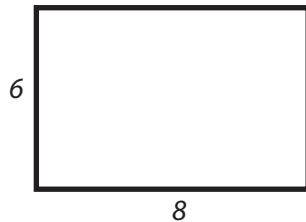
Review:

Rectangle Area = width x length

*Width is the shortest side of a rectangle.
Length is the longest side of a rectangle.*



Example:

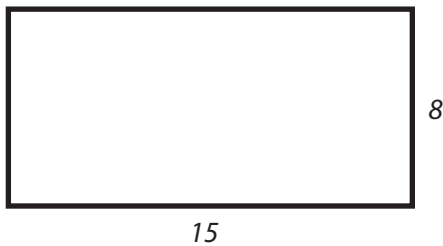


$$\text{Length} = \underline{8} \text{ ft.}$$

$$\text{Width} = \underline{6} \text{ ft.}$$

$$\begin{aligned} \text{Area} &= 8 \times 6 \\ &= \underline{48} \text{ sq. ft.} \end{aligned}$$

1

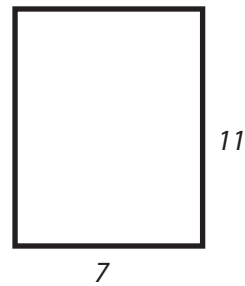


$$\text{Length} = \underline{15} \text{ ft.}$$

$$\text{Width} = \underline{8} \text{ ft.}$$

$$\begin{aligned} \text{Area} &= 15 \times 8 \\ &= \underline{120} \text{ sq. ft.} \end{aligned}$$

2



$$\text{Length} = \underline{11} \text{ ft.}$$

$$\text{Width} = \underline{7} \text{ ft.}$$

$$\begin{aligned} \text{Area} &= 11 \times 7 \\ &= \underline{77} \text{ sq. ft.} \end{aligned}$$

3

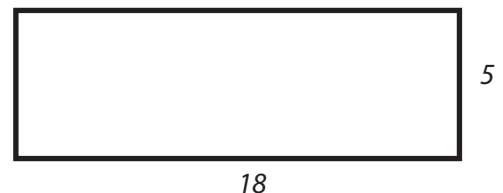


$$\text{Length} = \underline{12} \text{ ft.}$$

$$\text{Width} = \underline{10} \text{ ft.}$$

$$\begin{aligned} \text{Area} &= 12 \times 10 \\ &= \underline{120} \text{ sq. ft.} \end{aligned}$$

4



$$\text{Length} = \underline{18} \text{ ft.}$$

$$\text{Width} = \underline{5} \text{ ft.}$$

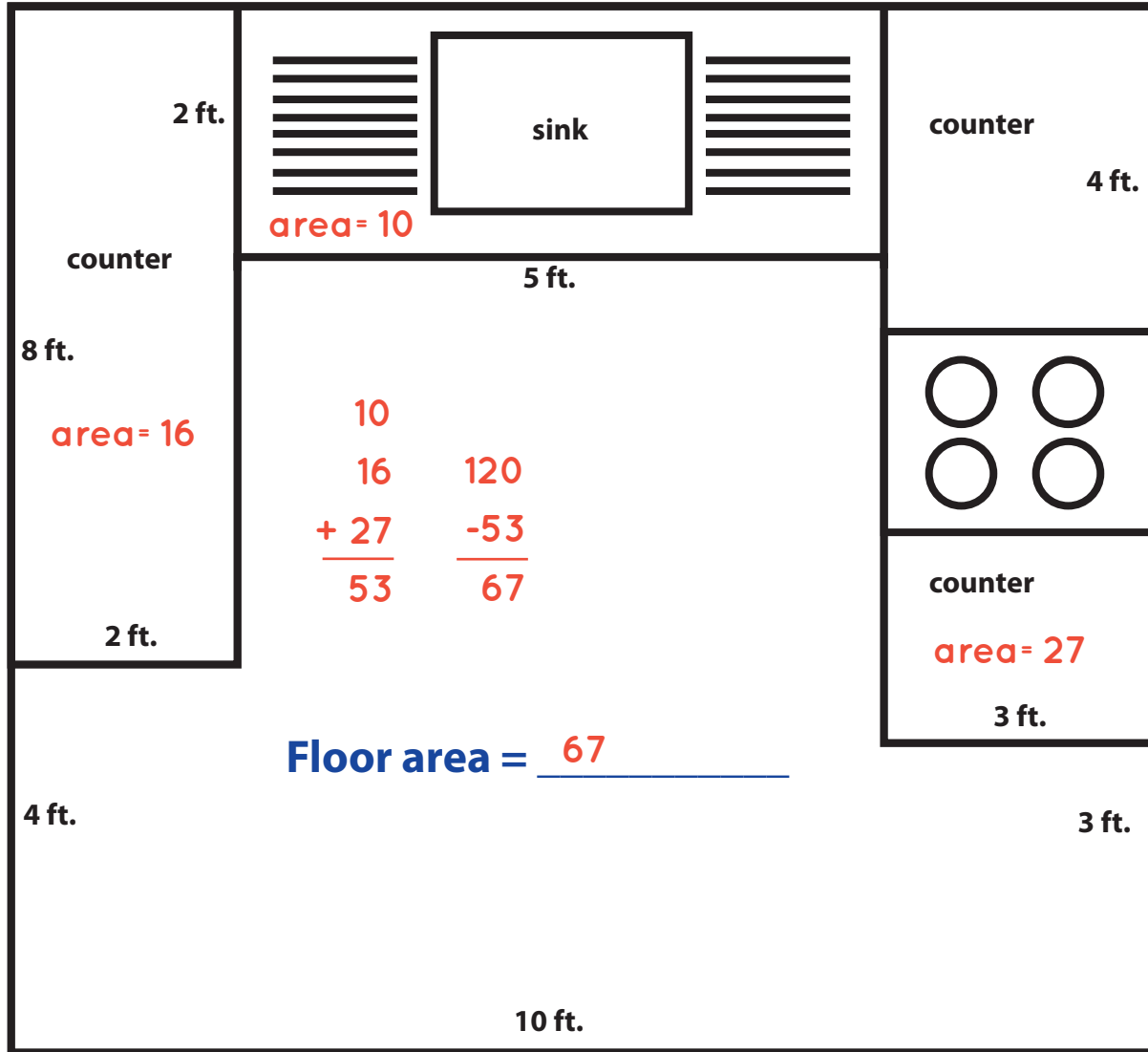
$$\begin{aligned} \text{Area} &= 18 \times 5 \\ &= \underline{90} \text{ sq. ft.} \end{aligned}$$

Answer Key

Kitchen Renovation: Calculating Area

Help Aunt Marie renovate her kitchen.
Help her compare the cost of three different types of flooring.

Don't forget to subtract the area of the counters and oven. Review: Area = Length x Width



Challenge!

Each floor material costs a different amount. Which one's total is closest to \$450?

Marble
\$469

\$7 per sq.ft.

Granite
\$402

\$6 per sq.ft.

Wood
\$335

\$5 per sq.ft.