

**WEEK 4** 

# **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
- A protractor and a ruler for some of the activities

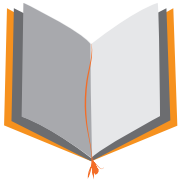





## Directions & Tips:



- 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
<b>Reading</b> 	Think about Theme	Compare and Contrast Fictional Stories	Identify the Author's Purpose	Pair the Cause and Effect	Día de los Muertos
<b>Writing</b> 	Bio Poem Template	Who Am I? African American Poets	Reading Response Letter Interactive	Graphic Organizer: Research an Influential Person	Interview Your Family About Traditions
<b>Grammar</b> 	Creating Contractions	Amazing Adjectives	Figurative Language: Alliteration Sentences	Prefix Practice: dis- non-un-	Shades of Meaning
<b>Math</b> 	Symmetrical Shapes  Symmetry: Complete the Shape	Lines, Line Segments, and Rays  Parallel and Perpendicular Lines	Basic Geometry: Anatomy of an Angle  Drawing Angles	Measuring Angles  Complementary Angles	Supplementary Angles  What's the Angle?
<b>Science, Social Studies, &amp; More</b>	Great Minds: African American Inventors	All About Circuits	Cold-Blooded Animals Word Search	Industrial Revolution: Changing the World	What's in a Flag?

# DAY 1



<b>Reading</b>	Read the story and identify the theme.
<b>Writing</b>	Use the example bio poem to help you write your own about a person of your choosing.
<b>Grammar</b>	Practice shortening and expanding phrases with contractions.
<b>Math</b>	Determine whether or not each shape is symmetrical. Use your knowledge of symmetry to complete the other half of each shape.
<b>Social Studies</b>	Learn about six African American inventors and their important ideas and creations.



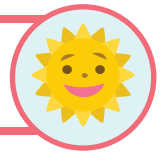


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Date: \_\_\_\_\_



# Think about Theme



In literature, the **theme** is the main idea or moral of a story. Typically, the theme of a story conveys a message or lesson about life. The theme is generally not stated outright, but rather represented by the story's characters and their actions, as well as symbols and motifs.

**Directions:** Read the story and answer the questions that follow.



## The Golden Nugget

Once upon a time many, many years ago, there lived in China two friends named Ki-wu and Pao-shu. These two young men were always together. No cross words passed between them; no unkind thoughts marred their friendship.

It was a bright, beautiful day in early spring when Ki-wu and Pao-shu set out for a stroll together, for they were tired of the city and its noises. "Let us go into the heart of the pine forest," said Ki-wu lightly. "There we can forget the cares that worry us; there we can breathe the sweetness of the flowers and lie on the moss-covered ground."

"Good!" said Pao-shu, "I, too, am tired. The forest is the place for rest." For many an hour they rambled on, talking and laughing merrily; when suddenly on passing round a clump of flower-covered bushes, they saw shining in the pathway directly in front of them a lump of gold. "Look!" said both, speaking at the same time, and pointing toward the treasure.

Ki-wu, stooping, picked up the nugget. It was nearly as large as a lemon, and was very pretty. "It is yours, my dear friend," said he, at the same time handing it to Pao-shu; "yours because you saw it first."

"No, no," answered Pao-shu, "you are wrong, my brother, for you were first to speak." Thus they joked for some minutes, each refusing to take the treasure for himself; each insisting that it belonged to the other. At last, the chunk of gold was dropped in the very spot where they had first spied it, and the two comrades went away, each happy because he loved his friend better than anything else in the world. Thus they turned their backs on any chance of quarrelling.

"It was not for gold that we left the city," exclaimed Ki-wu warmly.

"No," replied his friend, "One day in this forest is worth a thousand nuggets."

When they reached the spring they were sorry to find the place already occupied. A countryman was stretched at full length on the ground. "Wake up, fellow!" cried Pao-shu, "there is money for you near by. Up yonder path a golden apple is waiting for some man to go and pick it up." Then they described to the stranger the exact spot where the treasure was, and were delighted to see him set out in eager search.

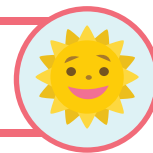
For an hour they enjoyed each other's company, talking of all the hopes and ambitions of their future, and listening to the music of the birds that hopped about on the branches overhead. At last they were startled by the angry voice of the man who had gone after the nugget. "What trick is this you have played on me, masters? Why do you make a poor man like me run his legs off for nothing on a hot day?"

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Think about Theme



"What do you mean, fellow?" asked Ki-wu, astonished. "Did you not find the gold we told you about?"

"No," he answered, in a tone of half-hidden rage, "but in its place a monster snake, which I cut in two with my blade."

"We thought we were doing you a favor. Come, Pao-shu, let us go back and have a look at this wonderful snake that has been hiding in a chunk of gold." Laughing merrily, the two companions left the countryman and turned back in search of the nugget.

"If I am not mistaken," said Ki-wu, "the gold lies beyond that fallen tree."

"Quite true; we shall soon see the dead snake."

Quickly they crossed the remaining stretch of pathway, with their eyes fixed intently on the ground. Arriving at the spot where they had left the shining treasure, what was their surprise to see, not the lump of gold, not the dead snake described by the idler, but, instead, two beautiful golden nuggets, each larger than the one they had seen at first.

Each friend picked up one of these treasures and handed it joyfully to his companion.

"At last the fairies have honored you for your unselfishness!" said Ki-wu.

"Yes," answered Pao-shu warmly, "by granting me a chance to give you the reward you deserve."

---

*Answer the questions below.*

1. What moral or lesson is illustrated in the story of the golden nugget? \_\_\_\_\_

\_\_\_\_\_

2. List two examples from the story that show the moral. \_\_\_\_\_

\_\_\_\_\_

3. Use one word to describe the moral of the story: \_\_\_\_\_ This is the **theme**.

4. Describe a time that you experienced this theme in your own life. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

# Bio Poem Template

A bio poem, short for a biographical poem, is a poem that describes a person. This poem template is written in present tense but can be used for a person who is no longer living as well.

**Directions:** Consider the bio poem example of famous jazz musician Thelonious Monk. Then use the template to write a bio poem about someone.

Thelonious  
Born in Rocky Mount, North Carolina  
Dedicated, innovative, rebellious  
Who loves playing and listening to the piano  
Who fears going through more tough times  
Who feels the importance of leaving his mark on jazz music  
Who would like to see others influenced by his work  
Monk



Write the person's first name: \_\_\_\_\_

Write this person's birthplace: \_\_\_\_\_

Write three adjectives describing the person: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Write what this person loves: \_\_\_\_\_

Write what this person fears: \_\_\_\_\_

Write what this person feels: \_\_\_\_\_

Write what this person would like to see: \_\_\_\_\_

Write this person's last name: \_\_\_\_\_

\_\_\_\_\_

Born in \_\_\_\_\_

Who loves \_\_\_\_\_

Who fears \_\_\_\_\_

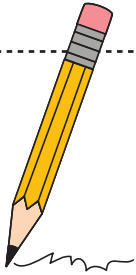
Who feels \_\_\_\_\_

Who would like to see \_\_\_\_\_

\_\_\_\_\_

Rewrite your poem on another sheet of paper and add drawings or pictures of the person.

# Creating Contractions



A **contraction** is a shortened way of saying two words. An apostrophe replaces the letters that have been taken away.

would not → wouldn't

they are → they're

**Directions:** Write the contraction for each phrase.

- |                   |                     |
|-------------------|---------------------|
| 1. are not _____  | 2. we have _____    |
| 3. was not _____  | 4. I would _____    |
| 5. they are _____ | 6. let us _____     |
| 7. they had _____ | 8. it is _____      |
| 9. she is _____   | 10. could not _____ |

**Directions:** Write the phrase that each contraction represents.

- |                    |                   |
|--------------------|-------------------|
| 1. I'm _____       | 2. who's _____    |
| 3. don't _____     | 4. doesn't _____  |
| 5. we'll _____     | 6. they're _____  |
| 7. shouldn't _____ | 8. she'll _____   |
| 9. he's _____      | 10. haven't _____ |

**If you have extra time...**

Doodle! It turns out that doodling and coloring can increase our creativity and focus.

# could've

What phrase does this contraction represent? \_\_\_\_\_

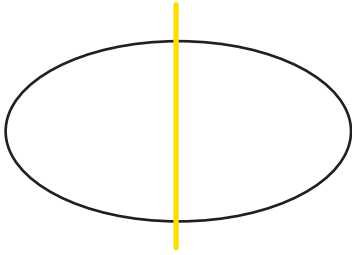
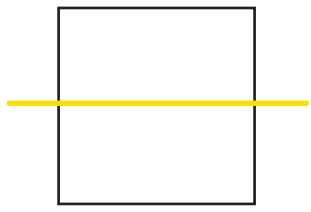
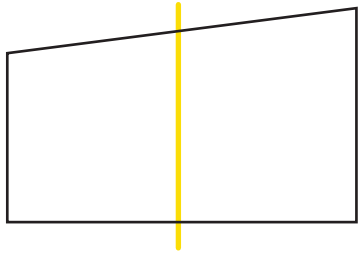
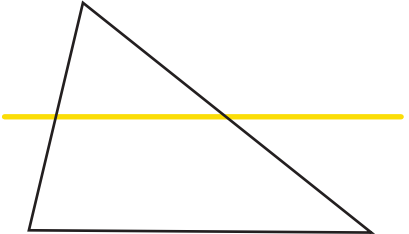
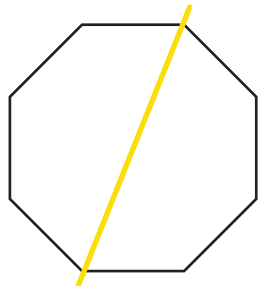
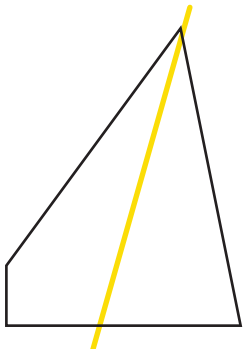
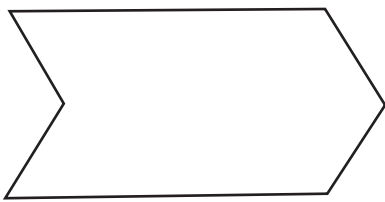
Name \_\_\_\_\_ Date \_\_\_\_\_

# Symmetrical Shapes

A symmetrical shape has two halves that look like mirror images of each other. An asymmetrical shape has two halves that do not make a mirror image.



Are these shapes symmetrical? Circle the correct answer.

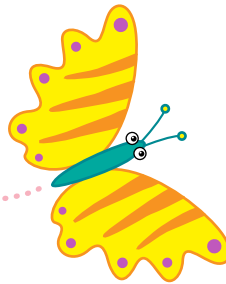
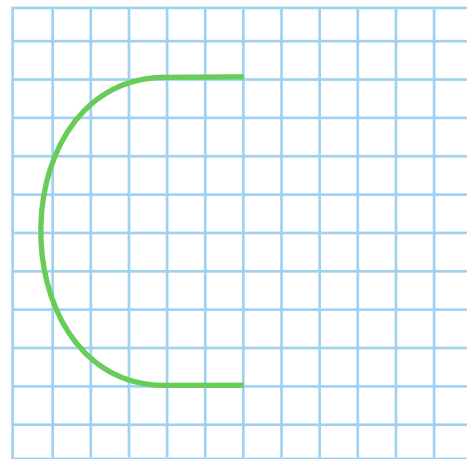
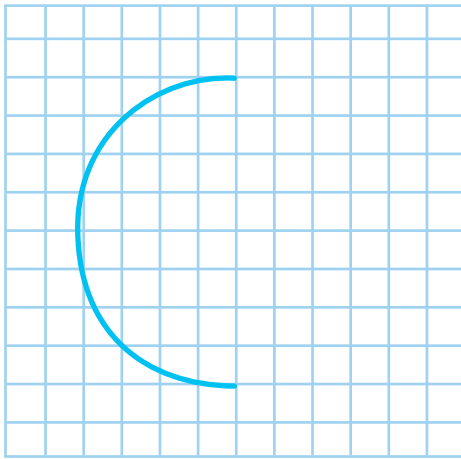
 <p>symmetrical    asymmetrical</p>	 <p>symmetrical    asymmetrical</p>	 <p>symmetrical    asymmetrical</p>
 <p>symmetrical    asymmetrical</p>	 <p>symmetrical    asymmetrical</p>	 <p>symmetrical    asymmetrical</p>
<p>Draw a line of symmetry through the shape below.</p> 	<p>Draw your own symmetrical shape!</p>	

Name \_\_\_\_\_

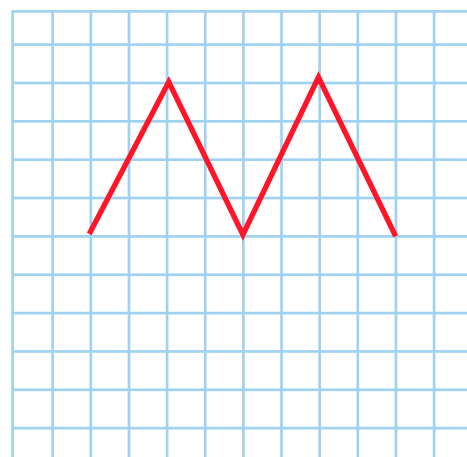
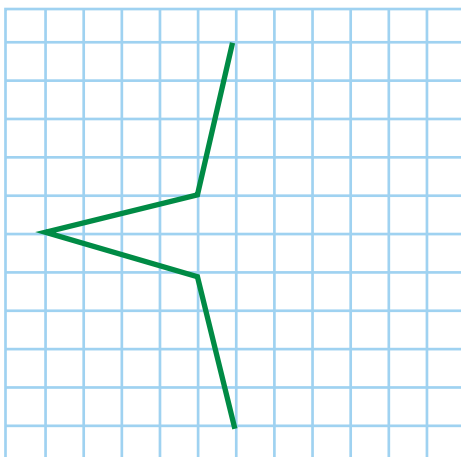
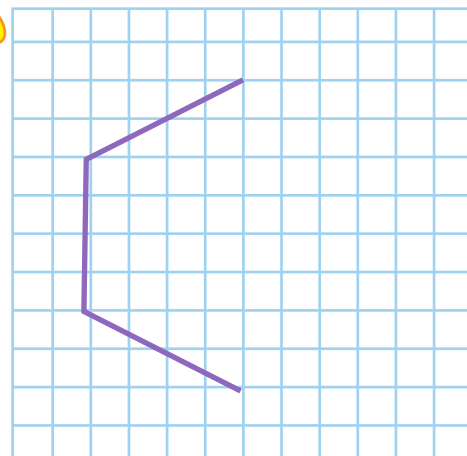
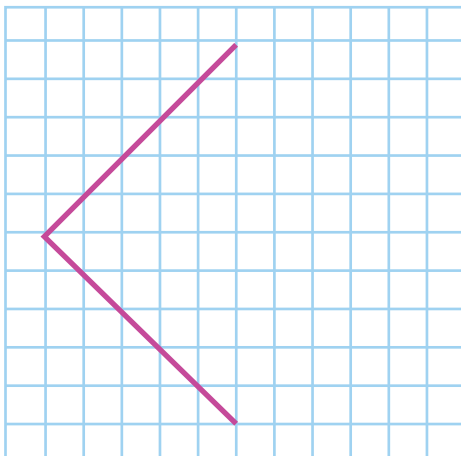
Date \_\_\_\_\_

# Symmetry: Complete the Shape

Complete the second half of each picture.



Q: Are butterfly wings symmetrical?



# Great Minds: African American Inventors

African American inventors have a large place in American history. They have contributed ideas and inventions to areas such as agriculture, mechanics, medicine, and electronics.

## Thomas Jennings

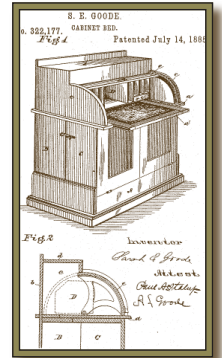
1791-1859

The first African American inventor to receive a patent, Thomas Jennings invented a way to dry-clean clothes. He was awarded a patent in 1821. He was a wealthy businessman and used the money from his business and invention for anti-slavery activities.

## Sarah E. Goode

about 1855 - 1905

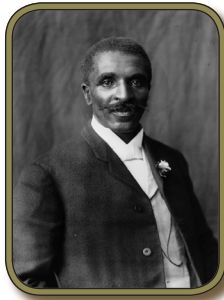
One of the first African American women to receive a patent, Sarah Goode invented a cabinet bed. The bed would fold into a desk when not being used, to save space.



## George Washington Carver

1864-1943

George Washington Carver discovered uses for farm crops, such as peanuts and sweet potatoes. He also developed new ways to improve the soil for farming.



## Frederick McKinley Jones

1893-1961

Frederick Jones invented the refrigeration truck. Over his life he received over 60 patents. He was admitted into the National Inventors Hall of Fame.

## Charles R. Drew, M.D.

1904-1950

Dr. Drew improved the ways of donating and storing blood and also developed methods for safe collection in blood banks during World War II.



## Otis Boykin

1920-1982

Otis Boykin invented over 25 electronic devices for computers, radios and guided missiles. He is best known for inventing a control unit for an artificial heart.

### Who Was It?

Who was the first African American inventor to get a patent?

\_\_\_\_\_

Who improved blood storage and donation methods?

\_\_\_\_\_

Who discovered uses for peanuts and sweet potatoes?

\_\_\_\_\_

### Find the Secret Word

Fill in the blanks to make complete words. Then use the code sentence to find the secret word.

MA \_ Y PE \_ PL \_ HA \_ E B \_ IGH \_ \_ DEAS.  
 6      12      3      9      15      8      4

\_\_\_\_\_

4      6      9      3      6      8      12      15

# DAY 2

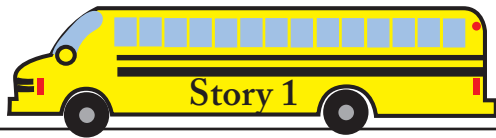
<b>Reading</b>	Compare and contrast stories from the perspective of two different characters about the day a new student starts at school.
<b>Writing</b>	Read the short descriptions and then do some research to match each African American poet with the correct description.
<b>Grammar</b>	Complete the silly story with adjectives to bring the details to life.
<b>Math</b>	Label whether each figure is a line, line segment, or ray. Practice drawing parallel and perpendicular lines.
<b>Science</b>	Learn all about electrical circuits, and use circuit diagrams to determine if the lightbulbs will turn on.





## Compare and Contrast Fictional Stories

**Directions:** Read the texts below. Pay attention to the similarities and differences between the two stories.



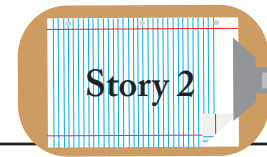
Denise got off the bus with the other kids from her neighborhood. Although she had met some really nice kids while she was at the bus stop that morning, she couldn't help feeling nervous as she began her first day at the new school. The other kids looked like they already knew everyone, and it seemed that they weren't interested in having Denise as a friend.

She found her classroom and went inside. Denise looked around and did not see a single familiar face. Normally, she had so many friends in her class and school days were her favorite. She was worried that she would not make any friends at this new school. She desperately missed her friends in her old town.

After class started, Denise felt better as she focused on her teacher's lessons. She worked hard to follow along and take notes. If she kept her mind on her schoolwork, she would learn and get good grades. That was something she could feel good about! She almost forgot about the fact that she was the new girl. But as soon as her teacher, Mrs. Anderson, directed the students to prepare for lunch and recess, Denise felt that pit in her stomach return. She would have to face the fact that she didn't know anyone.

Mrs. Anderson dropped the students off at the lunchroom. Denise followed her classmates to their assigned table, but she didn't know where to sit. She asked one of the other girls in the class if she knew where there was an empty seat, and the girl, Nina, politely helped her. Denise took her seat and began opening her lunch. At least she had a place to sit and a thoughtful classmate.

Denise and Nina chatted all through lunch. Denise almost did not finish eating her food because she was busy learning all about her new friend Nina. They decided they would hang out during recess, too. Denise was relieved that she had asked for help. Sometimes good things come even when you don't expect them!



When Nina walked into class, she noticed there was a new student. The girl looked a little nervous, but she was busy getting started on her morning work. Nina decided that she would talk to her later.

As Mrs. Anderson taught the math lesson, Nina lost focus. Instead of paying attention to the new strategy Mrs. Anderson demonstrated on the board, Nina was thinking about her first day at this new school just a few months ago. She remembered it clearly. She thought about the nerves, the fear, and the tears. Starting a new school was hard, and Nina wanted to make sure to help this new girl, Denise, feel comfortable in her new class. She couldn't wait until lunch so she could talk to her and maybe make a new friend.

When Mrs. Anderson instructed the class to line up for lunch and recess, Nina realized she had no idea what her homework assignment was. She hoped she could talk to Denise at lunch and get caught up on what she missed. She noticed that Denise had been very focused on the lesson, while Nina was not paying attention to the teacher at all.

"Excuse me," Denise said to Nina. "Do you know where there is an open seat? I'm not sure where I should sit."

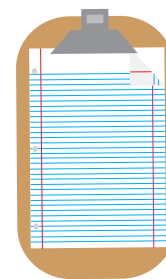
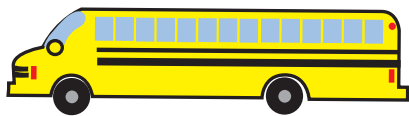
Nina happily directed Denise to the open seat next to her. Together, they sat perched on their seats and opened their lunchboxes. At first, their conversation was short, but after a few minutes the girls held a steady conversation. Nina repeatedly checked the clock to make sure they had enough time to eat. It was so much fun to meet a new friend, but it was also lunchtime and they needed to eat their food. Nina made sure to ask Denise to help her get caught up with the math that she had missed that morning.

Nina and Denise spent recess that day together. They chatted the entire time and even joined a game with the other students. Nina was so glad that she had befriended the new student. She knew how it felt to be new, and she always wanted to be kind to others who might be having a hard time.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Compare and Contrast Fictional Stories



**Directions:** Complete the chart with information from both fiction texts.

	Differences Story 1	Similarities	Differences Story 2
<b>Characters</b> What character traits do they have in common? What traits are different?			
<b>Setting</b> How is the setting from Story 1 different from Story 2? How are the settings the same?			
<b>Problem</b> How is the character's problem in Story 1 similar to the character's problem in Story 2?			
<b>Major Events</b> What parts of the plot in the stories are similar or different?			
<b>Resolution</b> What did the characters do at the end of the story to solve the problems? How are the solutions the same or different?			
<b>Theme</b> What lesson does the character learn in Story 1? How is this the same or different from the lesson learned in Story 2?			

# Who Am I? African American Poets

**Directions:** Read each description below. Then, use books and digital research tools to help you match the poet to the description. Cut and paste the poet's image and name to the correct description. Then, conduct further research using the directions below.

Research Directions:

- Research one of the poets online and/or by finding books at the library.
- Next, create a blog, piece of writing, poster, or art to teach others about what you learned.

<p>I was an author and a poet. I published several books of poetry, three books of essays, and seven autobiographies. I am best known for my seven autobiographies. The first in that series is called <i>I Know Why the Caged Bird Sings</i>. I was nominated for a Pulitzer Prize for one of my books of poetry.</p>	<p>Who am I?</p>
<p>I was born in 1872 to parents who had been formerly enslaved in Kentucky. I became one of the first influential African American poets. I also wrote novels, essays, and short stories. I focused on the topic of African American life in the late 1800s and early 1900s. I was the first African American poet to gain national recognition.</p>	<p>Who am I?</p>
<p>I was born in Topeka, Kansas, but grew up in Chicago. I wrote my first poem at the age of 7. In many of my poems, I wrote about African American life. I wrote about what life was like in cities, and I included the topics of racism and poverty. I was the first African American person to receive a Pulitzer Prize for Poetry.</p>	<p>Who am I?</p>
<p>I was a poet, and I also wrote novels, plays, and short stories. People consider me one of the leaders of the Harlem Renaissance, which was a time of great creativity of African American artists in the 1920s. I used jazz rhythms and a certain way of speaking to show the life of African American people living in the city.</p>	<p>Who am I?</p>



Gwendolyn Brooks



Maya Angelou



Langston Hughes



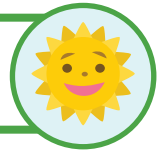
Paul Laurence Dunbar





# Amazing Adjectives

A Fill-in-the-Blank-story



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Use the adjectives in the word bank (or come up with your own adjectives) to fill in the blanks and complete the story.

## Adjective Bank

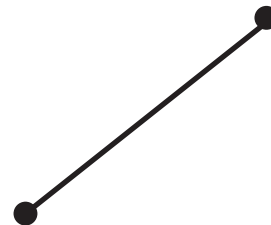
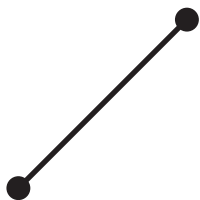
purple	creaky	heavy	goopy	four
young	muddy	perfect	stinky	feathery
open	surprised	happy	slimy	huge
wishful	proud	delicious	sunny	round
crunchy	clever	beautiful	green	yellowish
confused	slow	strange	soft	clean
tall	sad	bumpy	quiet	

One \_\_\_\_\_ day, a \_\_\_\_\_ frog hopped along a very \_\_\_\_\_ path. Suddenly, quite by accident, he came upon a \_\_\_\_\_, \_\_\_\_\_ ogre. "This is my path and no creature \_\_\_\_\_ or small will cross it!" shouted the ogre with a \_\_\_\_\_ voice. His \_\_\_\_\_ eyes stared down at the \_\_\_\_\_ frog. But the frog was not the least bit scared. He was a \_\_\_\_\_ frog, and he knew he could outwit the \_\_\_\_\_ ogre. "I will tell you a \_\_\_\_\_ riddle," croaked the frog, "and if you can solve it, I will turn around and never hop on your path again." The ogre looked \_\_\_\_\_. "But," continued the frog, "if you can't solve it, you must let me pass, for I am going to the \_\_\_\_\_ river bank, where all the most \_\_\_\_\_ bugs live." The ogre agreed. So the frog asked, "What runs, but never walks, often murmurs—never talks, has a bed but never sleeps, has a mouth but never eats?" The ogre was \_\_\_\_\_. He scratched his \_\_\_\_\_ head as he grudgingly let the frog hop past. The frog laughed to himself as he came to the \_\_\_\_\_ bank of the river and caught a \_\_\_\_\_ bug with his \_\_\_\_\_ tongue. "A river!" he said, murmuring the answer to himself and feeling \_\_\_\_\_.

# Lines, Line Segments, and Rays

A line is a path that extends in two directions with no end.  
A line segment is a path that has two fixed end points.  
A ray is a path that has one end point and extends infinitely in the other direction.

Look at the pictures below. Label them whether they are lines, line segments, or rays.



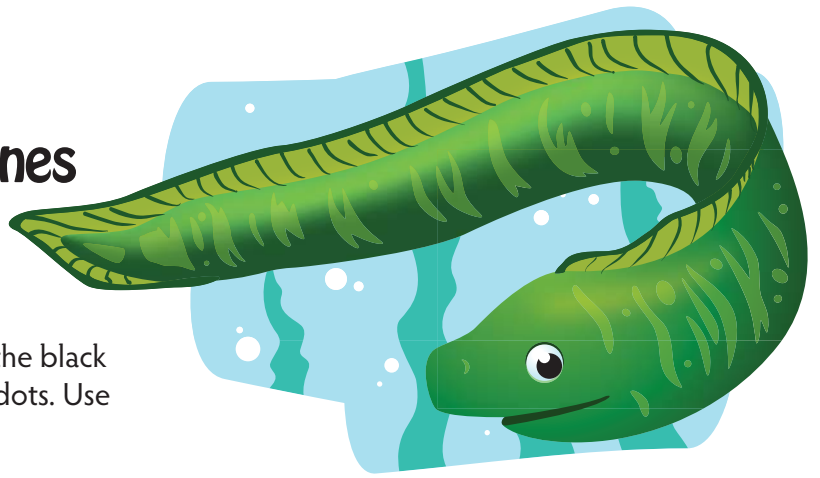
Draw a line segment here.

Draw a ray here.

Draw a line here.

# Parallel and Perpendicular lines

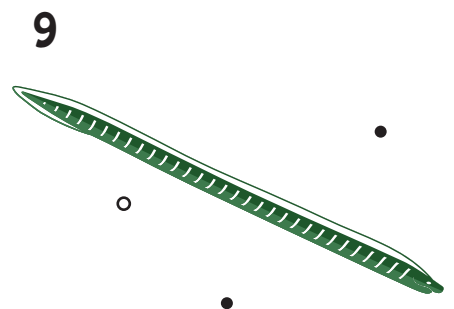
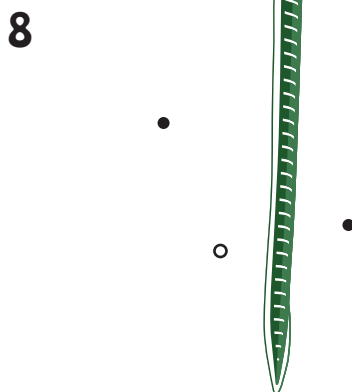
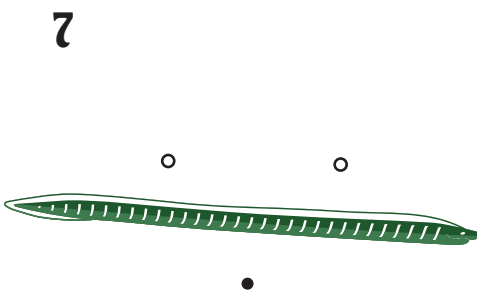
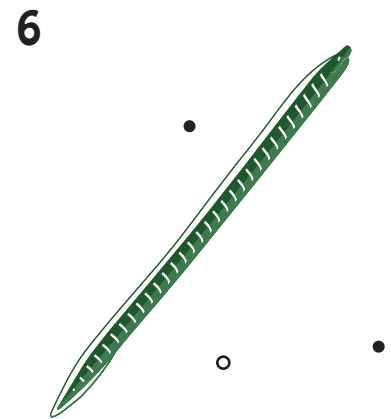
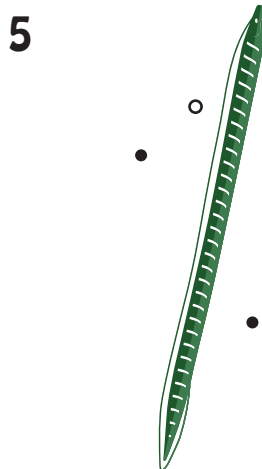
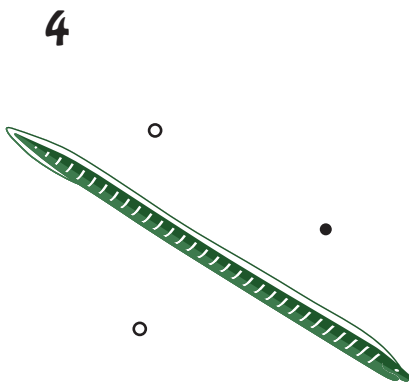
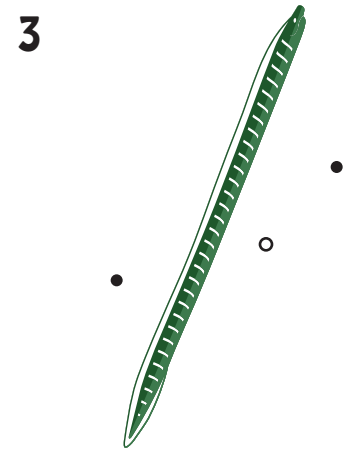
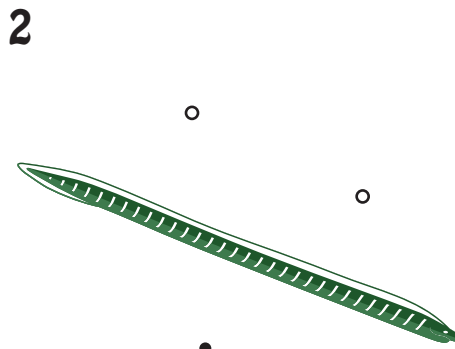
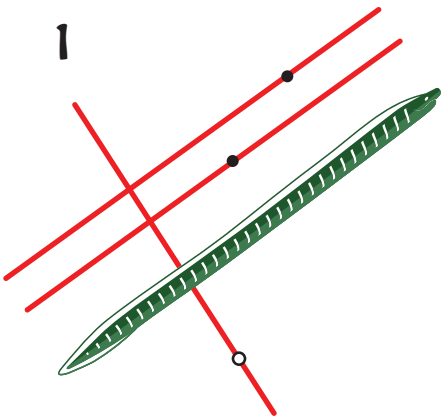
Elouisa the Eel



Elouisa the Eel needs help learning parallel and perpendicular lines. Draw parallel lines through the black dots and perpendicular lines through the white dots. Use a ruler to help you draw straight lines.

● Parallel

○ Perpendicular



# All About Circuits

*In this two page worksheet, you will learn about circuits, including what they look like, how they work, how to draw a diagram of them, and how to make one.*

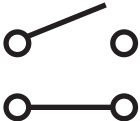
Circuits are all around us; they can be as simple as a battery connected to a lightbulb, and as complex as those found within computers. Circuits are like highways for electrons, which are particles that make up electricity. Electrons will always travel between positive and negative terminals of a power source, like a battery. Electrons will never leave “home” unless they can get back; therefore, electrons will only flow through a circuit that has a complete path between positive and negative terminals. If the electrons don't flow, then power won't flow, and anything connected to the circuit will not turn on. In addition, electrons are lazy: they will always take the path of least resistance, or the easiest route between terminals. For example, if given the choice between a path with a lightbulb or a path without, they will take the path without the lightbulb.

## Symbols used to represent circuit parts:

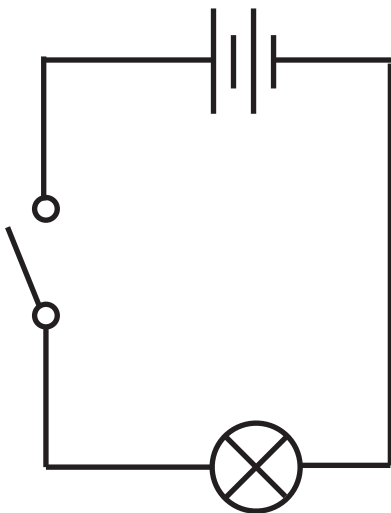
**BATTERY:** 

**WIRE:** 

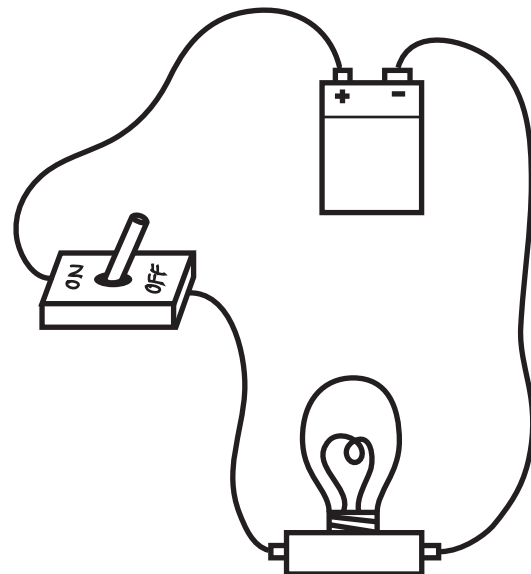
**LIGHTBULB:** 

**SWITCH:**  (OPEN)  
(CLOSED)

## Circuit Diagram:

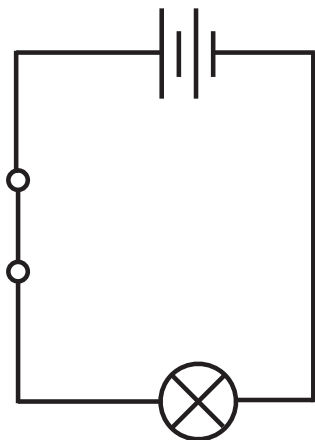


## Drawing of Circuit:

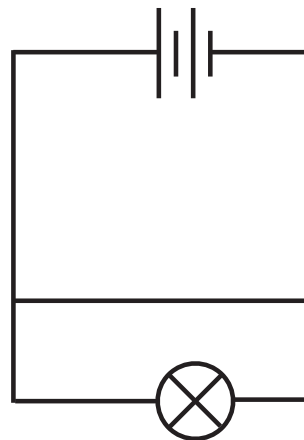


# Will the Lightbulb Turn on?

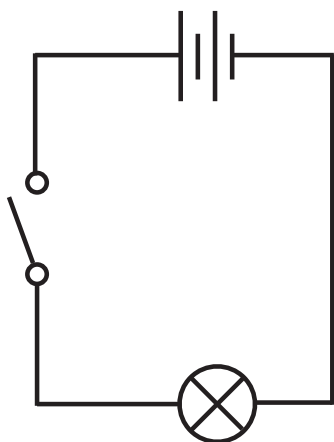
On this second page, specify whether you think the lightbulb in each circuit will be on or not. The first two circuit diagrams are examples.



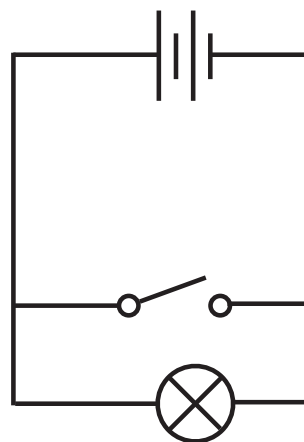
The lightbulb in this circuit will be on because the switch is closed, allowing electricity to flow through it to the lightbulb.



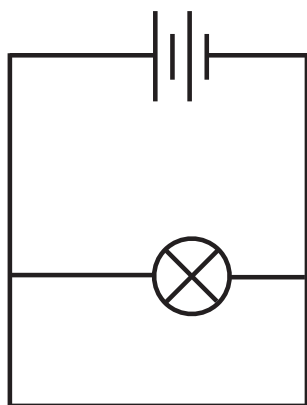
The lightbulb in this circuit will not be on because there is another wire bypassing the lightbulb, and since electricity takes the path of least resistance, it will not pass through the bulb and turn it on.



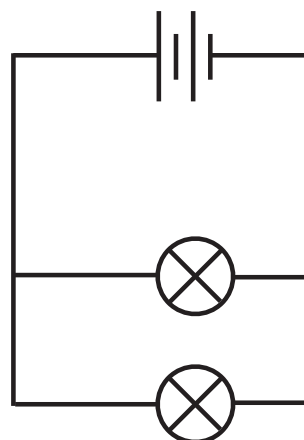
**A**



**B**



**C**



**D**

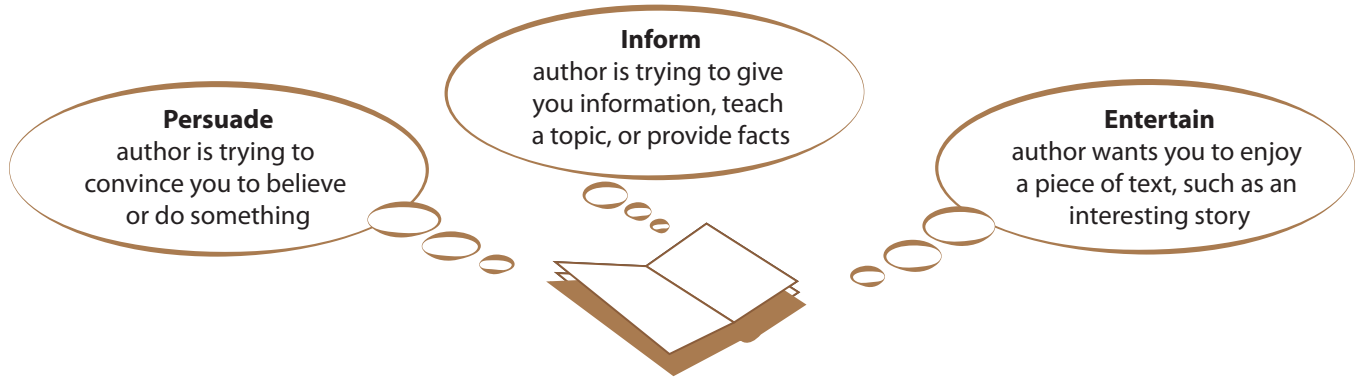


# DAY 3

<b>Reading</b>	Read a few short passages and determine what the author's likely purpose was in writing each one.
<b>Writing</b>	Code this sample reading response letter about the book <i>Bud, Not Buddy</i> .
<b>Grammar</b>	Brainstorm some words that begin with the same sound. Then use the words to write sentences with alliteration.
<b>Math</b>	Practice naming angles and telling if they are right, acute, or obtuse.  Use your knowledge of angles to draw different types of angles and shapes.
<b>Science</b>	Find the names of cold-blooded animals in this word search.



## Identify the Author's Purpose



**Directions:** While reading each passage, underline clues that tell you about the author's purpose. Then, record the author's purpose on the answer line.

<p>Erosion is the process of materials moving from their source to another location through weathering. There are several types of erosion, but the most common types are erosion by wind, water, and ice.</p> <p>Author's Purpose _____</p>	<p>Students should be assigned a computer to use throughout the school year. Among many reasons, studies show that students who attend schools that have a 1:1 computer policy do better academically.</p> <p>Author's Purpose _____</p>
<p>One warm afternoon, while walking home from school, Rosie glanced at her neighbor's house and noticed Mrs. Spencer lifting a fluffy kitten from a cardboard box. The words "Free Kittens" were written across the side of the box in large, black letters. Rosie squealed with excitement and ran home to tell her parents.</p> <p>Author's Purpose _____</p>	<p>There are 24 time zones on Earth. Coordinated Universal Time is the standard time for the entire world. Moving east, add one hour for each time zone. Moving west, subtract one for each time zone.</p> <p>Author's Purpose _____</p>
<p>Students should have at least 15 minutes of recess during a school day. After all, students shouldn't be expected to sit all day! Furthermore, students don't feel as antsy and can focus more easily after they run around and play.</p> <p>Author's Purpose _____</p>	<p>The development of a reliable steam engine in the late 1700s sparked the Industrial Revolution. Before the invention of the steam engine, machines were powered mostly by wind, water, horses, or humans.</p> <p>Author's Purpose _____</p>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Reading Response Letter Interactive

Read the letter below and complete the following tasks. You will need different colored markers.

- \_\_\_\_\_ Add commas in the greeting and closing/signature.
- \_\_\_\_\_ Underline the book genre, title, and author in BLUE.
- \_\_\_\_\_ Underline the book summary in YELLOW.
- \_\_\_\_\_ Underline the setting of the story in RED.
- \_\_\_\_\_ Circle the juicy thinking paragraph with a GREEN marker.
- \_\_\_\_\_ Underline the closing statement in PURPLE.
- \_\_\_\_\_ Underline the question for the reader in ORANGE.

Dear Ms. Franklin

I am almost done with the book *Bud, Not Buddy* by Christopher Paul Curtis. It is a Newbery Medal historical fiction novel. I'm really enjoying it so far!

This book is set during the 1930s during the Great Depression. Bud Caldwell, a 10-year-old African American boy, is the main character. He starts out at an orphanage only to get placed with a nasty foster family. He escapes that family and travels hundreds of miles on his own looking for his father.

This book is so powerful. The thing that impacted me most was his quest to belong. He really wanted to find his people—his family. There are flashbacks to moments with his mother where he felt deeply cared for and he longs to have that again. The way the author describes the scene where he thinks he finds his dad actually made me cry. I also LOVED the way the author wrote the story so that you really believe a ten-year-old is telling it. The word choice and the kinds of things Bud notices and thinks about really made this character come alive.

I can see why this book won a Newbery Medal! Have you ever read a book that made you cry?

Your student  
Anita Break

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Figurative Language: Alliteration Sentences

**Alliteration** is the use of the same beginning sound in two or more words in a phrase or sentence.

Example: My mother makes meatloaf for dinner.

\*The letter M is repeated at the beginning of more than two words in this sentence.



## Part 1

**Directions:** Brainstorm words to use in your sentences with alliteration. Record examples of alliteration in the chart below. An example has been done for you.

Sound	Example Words
Ex: m	my, mother, makes, meatloaf, merry, moon, maid, messy
1. th	
2. s	
3. n	
4. b	
5. f	

## Part 2

**Directions:** Create sentences with alliteration using the example words from the chart above.

1. Sound: th

---

2. Sound: s

---

3. Sound: n

---

4. Sound: b

---

5. Sound: f

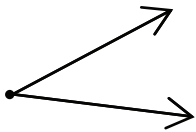
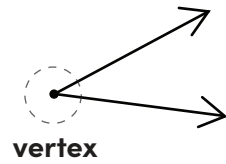
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Name: \_\_\_\_\_

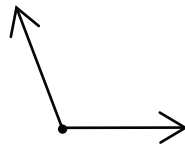
Date: \_\_\_\_\_

# Basic Geometry: Anatomy of an Angle

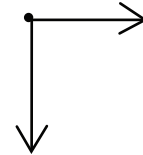
An angle is made up of two rays that share a common endpoint.  
The **vertex** of an angle is the point where the two rays meet.



An **acute** angle is less than  $90^\circ$

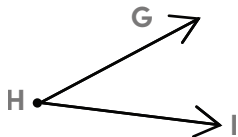


An **obtuse** angle is greater than  $90^\circ$

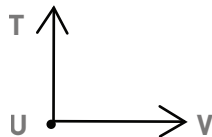


A **right** angle is  $90^\circ$

**Directions:** Look at each angle and write whether it is acute, obtuse, or right.  
Then write the letter that represents its vertex.



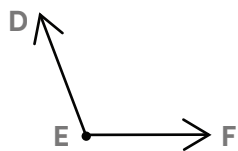
Angle: \_\_\_\_\_ Vertex: \_\_\_\_\_



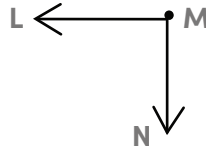
Angle: \_\_\_\_\_ Vertex: \_\_\_\_\_



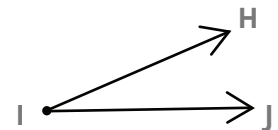
Angle: \_\_\_\_\_ Vertex: \_\_\_\_\_



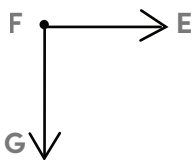
Angle: \_\_\_\_\_ Vertex: \_\_\_\_\_



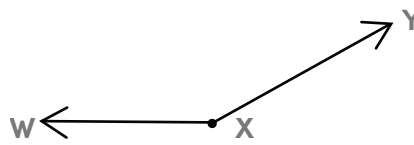
Angle: \_\_\_\_\_ Vertex: \_\_\_\_\_



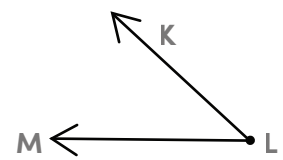
Angle: \_\_\_\_\_ Vertex: \_\_\_\_\_



Angle: \_\_\_\_\_ Vertex: \_\_\_\_\_



Angle: \_\_\_\_\_ Vertex: \_\_\_\_\_



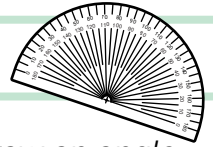
Angle: \_\_\_\_\_ Vertex: \_\_\_\_\_

1. An angle measuring less than  $90^\circ$  is called a(n) \_\_\_\_\_ angle.
2. An angle measuring exactly  $90^\circ$  is called a(n) \_\_\_\_\_ angle.
3. An angle measuring more than  $90^\circ$  is called a(n) \_\_\_\_\_ angle.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Drawing Angles



**Directions:** There are four types of angles: acute, right, obtuse, and straight. Draw an angle or shape according to the directions.

<b>Obtuse Angle</b>	<b>Acute Angle</b>
<b>Right Angle</b>	<b>Straight Angle</b>
Draw a shape that has <i>only</i> <u>right</u> angles	Draw a shape that has <i>only</i> <u>acute</u> angles
Draw a shape that has <i>both</i> an <u>obtuse</u> angle <i>and</i> an <u>acute</u> angle	Draw a shape that has <i>no</i> angles

# Cold-Blooded Animals

## Word search

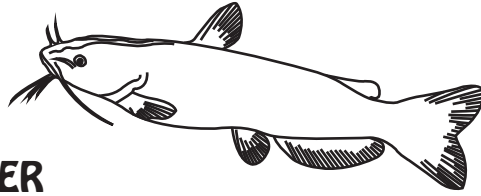
• LIZARD

• TURTLE

• SQUID

• SALAMANDER

• BULLFROG



• CATFISH

• NEWT

• IGUANA

• CHAMELEON

• LAMPREY

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

# DAY 4

<b>Reading</b>	Match the cause with the effect.
<b>Writing</b>	Research an influential person by completing the graphic organizer.
<b>Grammar</b>	Add prefixes dis-, non-, and un- to make new words. Then write a silly paragraph with those new words!
<b>Math</b>	Use a protractor to measure each of the angles. Practicing finding angle measurements in complementary angles.
<b>Science</b>	Read all about how the Industrial Revolution changed the world.






Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Pair the Cause and Effect

Cause and effect are connected events.  A <b>cause</b> is the <i>first event</i> and the <b>effect</b> is the <i>second event</i> , or resulting action, that happens after the cause.	<b>First:</b>	<b>Then:</b>
	Emilio forgot his house key at school.  	So, he went to his friend's house while he waited for his parents to come home.

**Directions:** Read the events. Draw a line connecting the cause to the effect. Then, copy them in the correct location on the T-chart.

- |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Sasha had to do school work during lunch</li> <li>2. I wanted to go back home</li> <li>3. Since I knew my friends were performing their poetry,</li> <li>4. Because the mail was late</li> <li>5. The reason I didn't go to practice is</li> </ol> | <ol style="list-style-type: none"> <li>A. Joshua didn't get his birthday card on his birthday.</li> <li>B. because she didn't bring her homework to school.</li> <li>C. I went to the auditorium to hear the show.</li> <li>D. because I needed to finish my homework.</li> <li>E. since I did not feel welcomed at the party.</li> </ol> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Cause	Effect
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Graphic Organizer: Research an Influential Person



Conduct research on an influential person. Use more than one source of evidence to fill in this graphic organizer.

Who is the person?

What year was this person born?

What experiences did this person have throughout their life?

What is an important obstacle this person overcame?

How did the person overcome the obstacle?

How does this obstacle connect to why this person is remembered?

What changes has this person made in the world that makes them influential?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Prefix Practice

## dis- non- un-

A **prefix** is a word part attached to the beginning of a word to change the meaning of that word.

Different prefixes can have the same meaning.

Prefixes that mean **not** or the **opposite of**:

**dis** + believe = disbelieve (not believe)

**non** + toxic = nontoxic (not toxic)

**un** + expected = unexpected (not expected)

**Directions:** Add the prefix **dis-**, **non-** or **un-** to each base word to form a new word. There are some questions that have more than one potential answer.

1. \_\_\_\_honest

6. \_\_\_\_qualified

2. \_\_\_\_sense

7. \_\_\_\_obey

3. \_\_\_\_infect

8. \_\_\_\_profit

4. \_\_\_\_tidy

9. \_\_\_\_graceful

5. \_\_\_\_happy

10. \_\_\_\_like

Now, write a silly paragraph where you include at least five of the words that you just created.

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# Measuring Angles

Use your protractor to measure each angle.

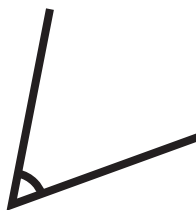
1.  This angle is \_\_\_\_\_ degrees.

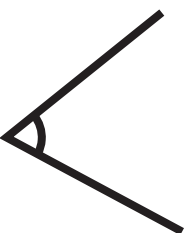
2.  This angle is \_\_\_\_\_ degrees.


3.  This angle is \_\_\_\_\_ degrees.

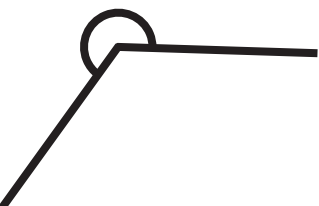
4.  This angle is \_\_\_\_\_ degrees.


5.  This angle is \_\_\_\_\_ degrees.

6.  This angle is \_\_\_\_\_ degrees.

7.  This angle is \_\_\_\_\_ degrees.

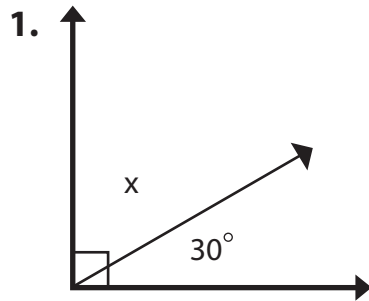
8.  This angle is \_\_\_\_\_ degrees.

9.  This angle is \_\_\_\_\_ degrees.

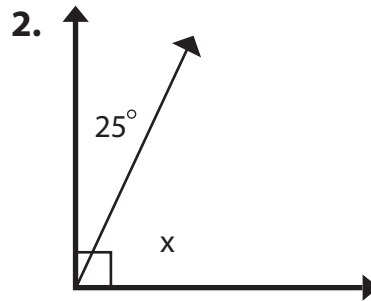
10.  This angle is \_\_\_\_\_ degrees.

# Complementary Angles

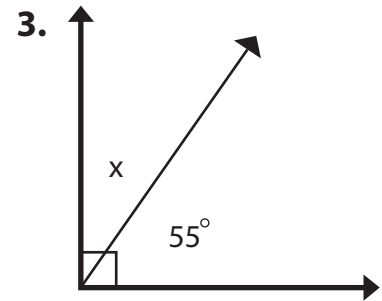
Two angles are complementary if the angles add up to 90 degrees. Solve for angle  $x$  in each problem below.



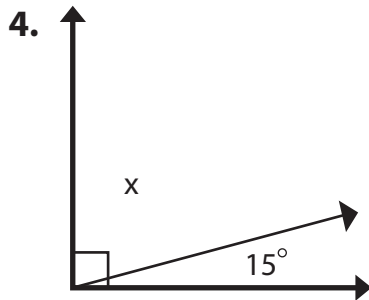
$$x = \underline{60}$$
$$(90 - 30 = 60)$$



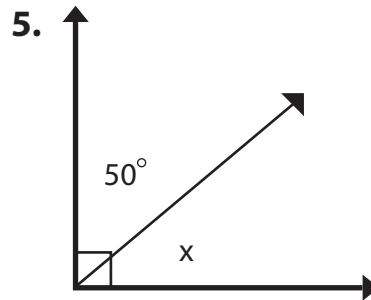
$$x = \underline{\hspace{2cm}}$$



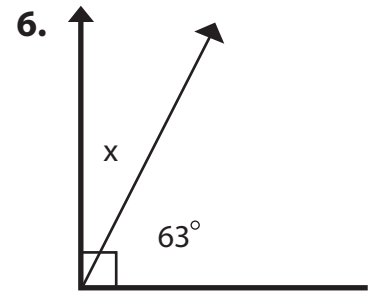
$$x = \underline{\hspace{2cm}}$$



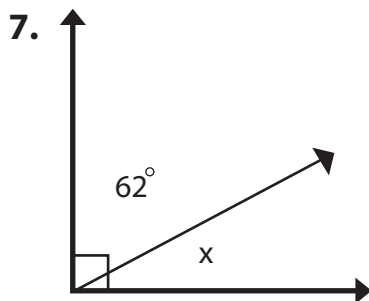
$$x = \underline{\hspace{2cm}}$$



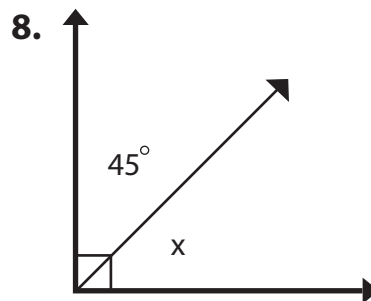
$$x = \underline{\hspace{2cm}}$$



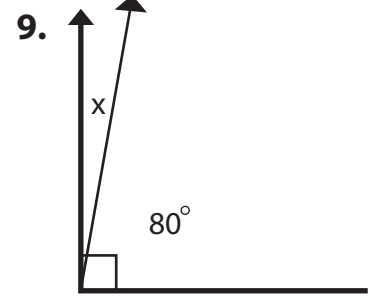
$$x = \underline{\hspace{2cm}}$$



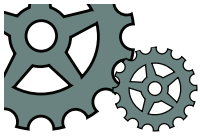
$$x = \underline{\hspace{2cm}}$$



$$x = \underline{\hspace{2cm}}$$



$$x = \underline{\hspace{2cm}}$$

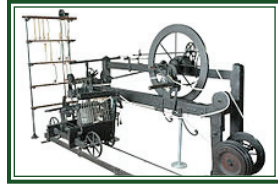


# INDUSTRIAL REVOLUTION: Changing the World

The Industrial Revolution is the name for the time when engines, machines and factories were first developed. It began in the late 1700s and continued into the late 1800s. The Industrial Revolution changed the world. It altered every part of people's lives, including where and how they worked, lived and traveled.

## Steam Engine

The development of a reliable steam engine in the late 1700s started the Industrial Revolution. Before its invention, machines were powered mostly by wind, water, horses or humans. These machines were slow and could not run all the time. The steam engine could run long hours without getting tired. It also could be placed anywhere, not just where there was a river or strong wind.



## Workers

Before the Industrial Revolution, most people worked on farms. Once the factories were built, workers were needed to operate the machines. This created jobs for men, women and children. While this was an opportunity to make money, the hours were long and the working conditions were difficult.

## Machines

Since the steam engine supplied large quantities of reliable energy, machines could be bigger, faster and produce more products.



## Factories

Large machines needed a place to operate. Businesses built factories for the machines. With many machines

in one place, the companies could make more items.



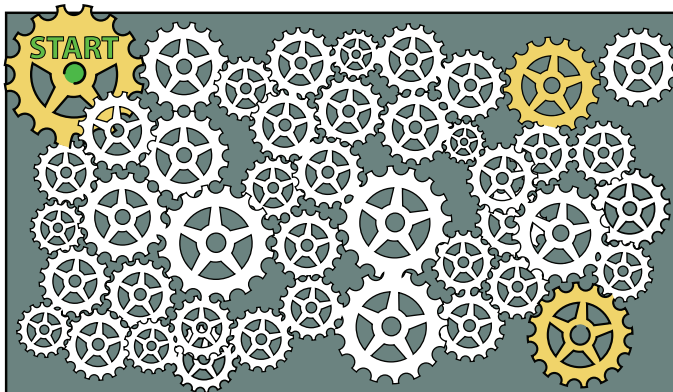
## Cities

As people moved from the farm to

work in the factories, cities grew larger and larger. Some cities were created just for factories and their workers, such as Lowell, Massachusetts.

## MAZE FUN!

Connect two golden gears. Your line must not cross through any black lines.



## Q&A

What started the Industrial Revolution?

Why did people move from farms to the cities?

Why were factories built?

Why were there more jobs?

# DAY 5



<b>Reading</b>	Find the main idea in this informational passage about the holiday of Día de los Muertos.
<b>Writing</b>	Interview your family members about different traditions you have.
<b>Grammar</b>	Sort the synonyms in order from least to most extreme. Then draw a picture or emoji that matches each word!
<b>Math</b>	Practicing finding angle measurements in supplementary angles.  Find the measurement of the missing angles.
<b>Social Studies</b>	After researching and describing the California state flag as an example, learn all about a state flag of your choice.





# Close Reading: Identifying the Main Idea

## DÍA DE LOS MUERTOS



**Directions:** Complete each of the following steps. Then, fill out the Main Idea chart on the next page.

- Underline the main idea in red.
- Underline supporting details in blue.
- Underline an interesting piece of information in purple.

### Día de los Muertos

The Day of the Dead, or Día de los Muertos, is a festive holiday in honor of loved ones who have passed away.

Although celebrated throughout Latin America, Día de los Muertos is most strongly associated with Mexico, where the tradition originated. The first day of this celebration is called All Saints' Day, while the second day is referred to as All Souls' Day. This two-day holiday takes place from November 1st through November 2nd.

During this celebration, people decorate their homes by creating altars to represent the souls of relatives who have passed on. Ofrendas are used to adorn these altars. These offerings often include flowers, pictures, candles, incense, deceased relatives' favorite foods, toys, and pan de muerto. Many people decorate the graves of their relatives with marigold flowers. Families visit the cemetery on the evening of the 1st or 2nd of November to play music and be merry as they remember their loved ones.

The joyful and unique parts of Día de los Muertos make this a fun and jovial time of the year, as families remember and celebrate the lives of their departed loved ones.

Spanish/English Translation
día...day
muerto...dead
ofrenda...offering
pan...bread



Example of an ofrenda.

Image: © Tradicional Ofrenda / Wikimedia Commons / CC BY-SA 3.0



Name \_\_\_\_\_ Date \_\_\_\_\_

## Close Reading: Identifying the Main Idea

# DÍA DE LOS MUERTOS

**Directions:** Write the main idea of this passage in a complete sentence.  
Then, record three supporting details

Main Idea

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Supporting Detail #1

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Supporting Detail #2

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Supporting Detail #3

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Name \_\_\_\_\_

Date \_\_\_\_\_



# Interview Your Family About Traditions

Traditions are the beliefs and ways of doing things that are passed down from parents to children.

Some traditions have been around for a long time, but sometimes people decide to start new traditions!

## Part 1

**Directions:** Ask a family member or other loved one to help you gather information about your family.

Choose one tradition to focus on for Questions 2-7.

1. What are some traditions we celebrate throughout the year?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

2. Who participates? \_\_\_\_\_

\_\_\_\_\_

3. What do we wear? \_\_\_\_\_

\_\_\_\_\_

4. What do we eat? \_\_\_\_\_

\_\_\_\_\_

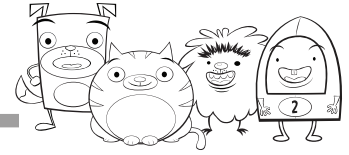
5. Where do we go? \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

# Interview Your Family About Traditions



6. What do we do? \_\_\_\_\_

\_\_\_\_\_

7. How do we decorate? \_\_\_\_\_

\_\_\_\_\_

## Part 2

**Directions:** Write a description about your favorite family tradition. Be sure to include information from each question in your interview. Remember that a good paragraph includes:

- Topic sentence
- Details
- Concluding sentence

\_\_\_\_\_

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Shades of Meaning

Many of the words we use to express our emotions have shades of meaning. For example, the words sad and miserable have similar meanings; however miserable goes beyond simple sadness—it means wretchedly or extremely unhappy.

**Directions:** Use the vocabulary in the word bank to fill in synonyms for each of the words in the boxes below. Sort the synonyms in order from least to most extreme. Then, draw a picture or an emoji that matches each word. Refer to a dictionary if you need help!

**exasperated    humiliated    enraged    furious    astonished    shocked**  
**startled    euphoric    jubilant    delighted    mortified    chagrined**

<b>happy</b>	delighted		
			

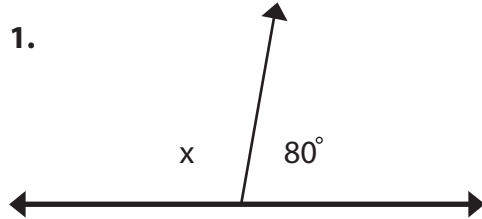
<b>mad</b>			

<b>surprised</b>			

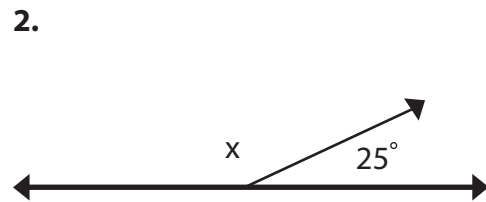
<b>embarrassed</b>			

# Supplementary Angles

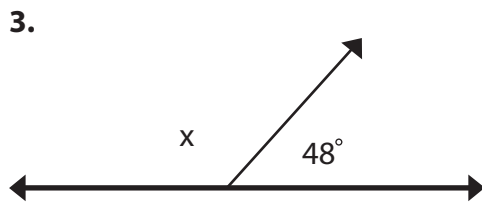
Two angles are supplementary if the angles add up to 180 degrees. Solve for angle x in each problem below.



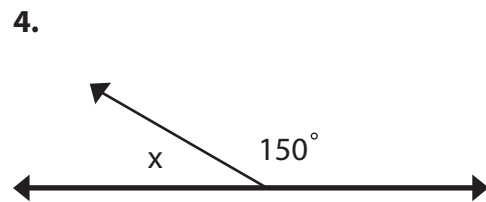
$$x = \underline{100}$$
$$180 - 80 = 100$$



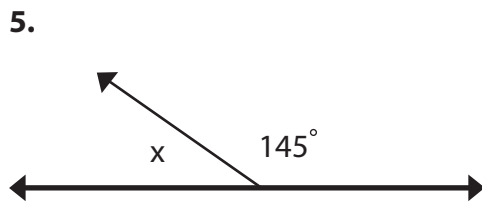
$$x = \underline{\hspace{2cm}}$$



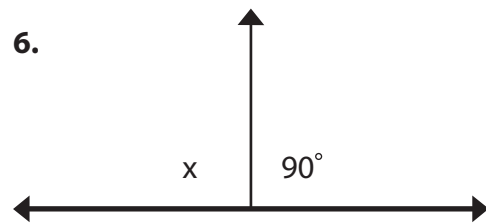
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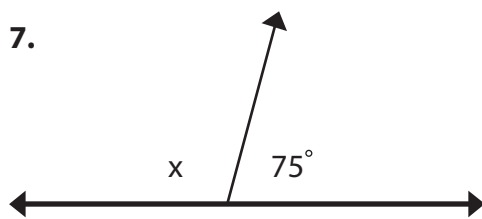
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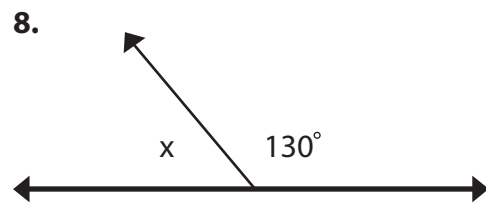
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$$x = \underline{\hspace{2cm}}$$



$$x = \underline{\hspace{2cm}}$$

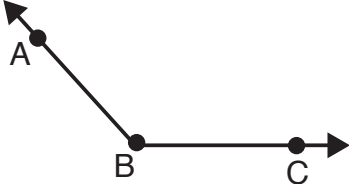
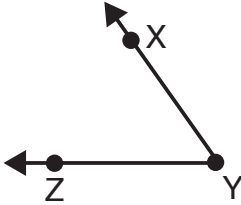
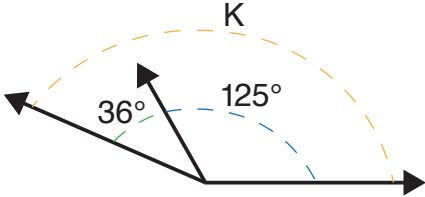
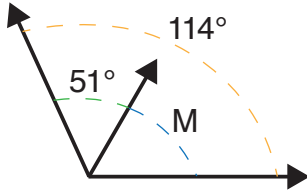
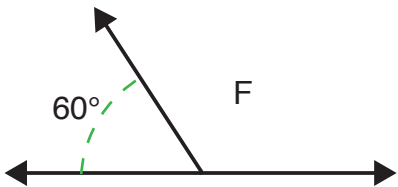
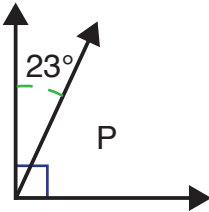
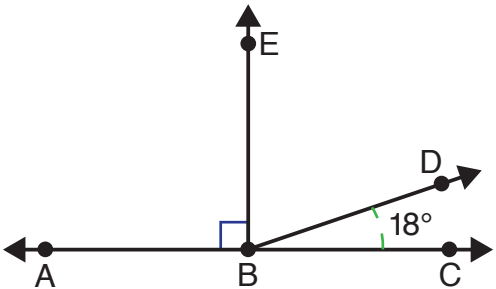


$$x = \underline{\hspace{2cm}}$$

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# What's the Angle?

<p>Which estimate best represents <math>\angle ABC</math>?</p>  <p>a) <math>90^\circ</math>                      b) <math>110^\circ</math> c) <math>29^\circ</math>                        d) <math>75^\circ</math></p>	<p>Which estimate best represents <math>\angle XYZ</math>?</p>  <p>a) <math>90^\circ</math>                      b) <math>110^\circ</math> c) <math>29^\circ</math>                        d) <math>75^\circ</math></p>
<p>Find the missing angle.</p>  <p><math>\angle K = \underline{\hspace{2cm}}</math></p>	<p>Find the missing angle.</p>  <p><math>\angle M = \underline{\hspace{2cm}}</math></p>
<p>Find the missing angle.</p>  <p><math>\angle F = \underline{\hspace{2cm}}</math></p>	<p>Find the missing angle.</p>  <p><math>\angle P = \underline{\hspace{2cm}}</math></p>
<p>1. Name a right angle. _____</p> <p>2. What is the measurement of <math>\angle EBD</math>? _____</p> <p>3. What is the measurement of <math>\angle ABD</math>? _____</p> 	

Name \_\_\_\_\_

Date \_\_\_\_\_

# What's in a Flag?

In addition to the American flag, each of the 50 states has its own flag with unique pictures, symbols, and colors. Research the California flag and describe when it was created, what the symbols and colors mean, and how it has changed over the years. Then, research a state flag of your choice. Describe and illustrate the flag below.



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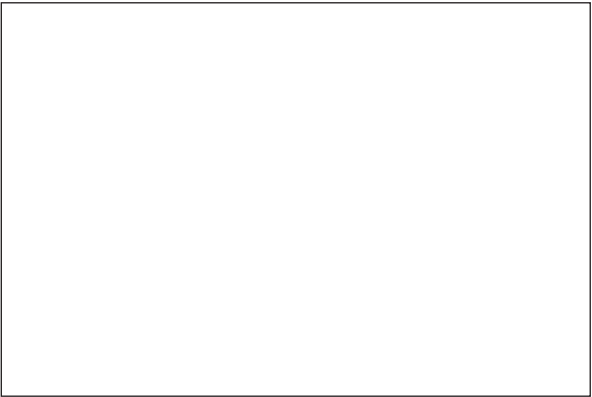
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**WEEK 4**



**FALL**  
**REVIEW PACKET**

**ANSWER**  
**KEYS**

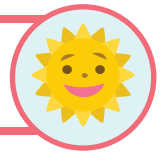


Use these answer keys  
to check your work!





# Think about Theme



"What do you mean, fellow?" asked Ki-wu, astonished. "Did you not find the gold we told you about?"

"No," he answered, in a tone of half-hidden rage, "but in its place a monster snake, which I cut in two with my blade."

"We thought we were doing you a favor. Come, Pao-shu, let us go back and have a look at this wonderful snake that has been hiding in a chunk of gold." Laughing merrily, the two companions left the countryman and turned back in search of the nugget.

"If I am not mistaken," said Ki-wu, "the gold lies beyond that fallen tree."

"Quite true; we shall soon see the dead snake."

Quickly they crossed the remaining stretch of pathway, with their eyes fixed intently on the ground. Arriving at the spot where they had left the shining treasure, what was their surprise to see, not the lump of gold, not the dead snake described by the idler, but, instead, two beautiful golden nuggets, each larger than the one they had seen at first.

Each friend picked up one of these treasures and handed it joyfully to his companion.

"At last the fairies have honored you for your unselfishness!" said Ki-wu.

"Yes," answered Pao-shu warmly, "by granting me a chance to give you the reward you deserve."

**POSSIBLE ANSWERS**  
(Answers will vary)

*Answer the questions below.*

1. What moral or lesson is illustrated in the story of the golden nugget? \_\_\_\_\_

**One will be rewarded for generosity OR friendship is worth more than gold**

2. List two examples from the story that show the moral.

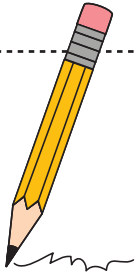
- Both friends preferred one another's company to quarreling over gold
- The friends found gold where others found a snake
- They found two gold nuggets after showing generosity to one another and a stranger

3. Use one word to describe the moral of the story: Generosity OR friendship This is the **theme**.

4. Describe a time that you experienced this theme in your own life. \_\_\_\_\_

**Answers will vary.**

# Creating Contractions



A **contraction** is a shortened way of saying two words. An apostrophe replaces the letters that have been taken away.

would not → wouldn't

they are → they're

**Directions:** Write the contraction for each phrase.

- |             |                |               |                 |
|-------------|----------------|---------------|-----------------|
| 1. are not  | <u>aren't</u>  | 2. we have    | <u>we've</u>    |
| 3. was not  | <u>wasn't</u>  | 4. I would    | <u>I'd</u>      |
| 5. they are | <u>they're</u> | 6. let us     | <u>let's</u>    |
| 7. they had | <u>they'd</u>  | 8. it is      | <u>it's</u>     |
| 9. she is   | <u>she's</u>   | 10. could not | <u>couldn't</u> |

**Directions:** Write the phrase that each contraction represents.

- |              |                        |             |                          |
|--------------|------------------------|-------------|--------------------------|
| 1. I'm       | <u>I am</u>            | 2. who's    | <u>who has or who is</u> |
| 3. don't     | <u>do not</u>          | 4. doesn't  | <u>does not</u>          |
| 5. we'll     | <u>we will</u>         | 6. they're  | <u>they are</u>          |
| 7. shouldn't | <u>should not</u>      | 8. she'll   | <u>she will</u>          |
| 9. he's      | <u>he is or he has</u> | 10. haven't | <u>have not</u>          |

**If you have extra time...**

Doodle! It turns out that doodling and coloring can increase our creativity and focus.

could've

What phrase does this contraction represent? could have

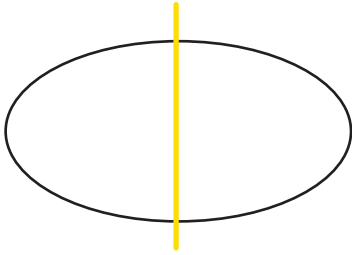
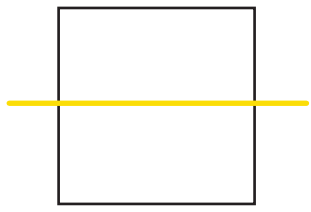
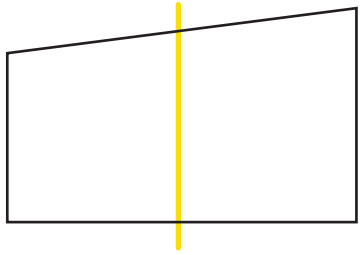
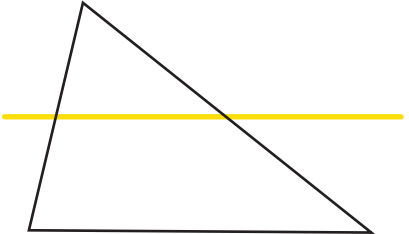
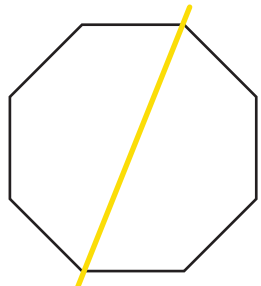
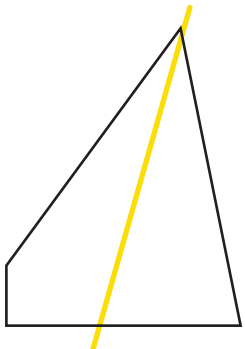
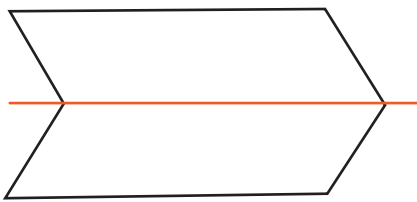
# Symmetrical Shapes

A symmetrical shape has two halves that look like mirror images of each other. An asymmetrical shape has two halves that do not make a mirror image.



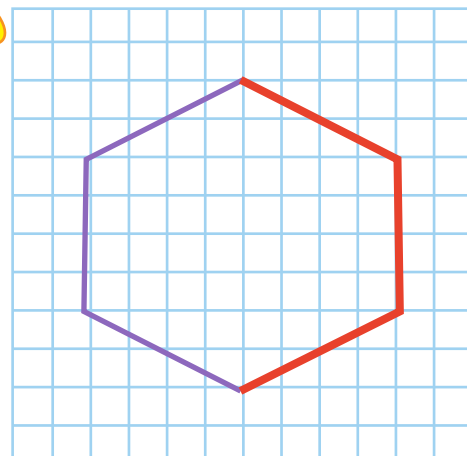
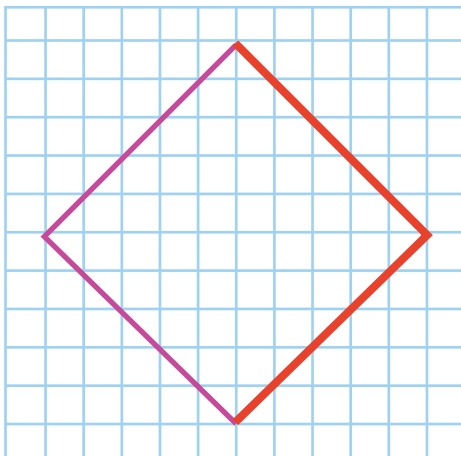
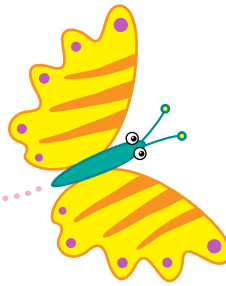
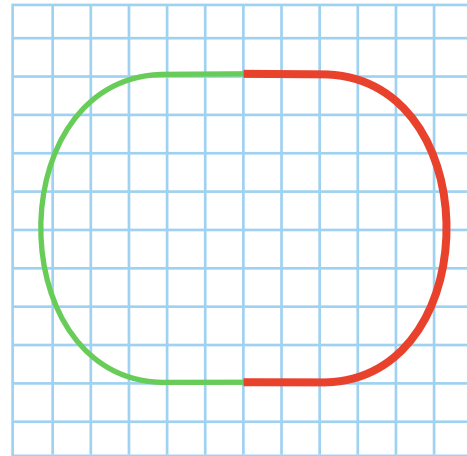
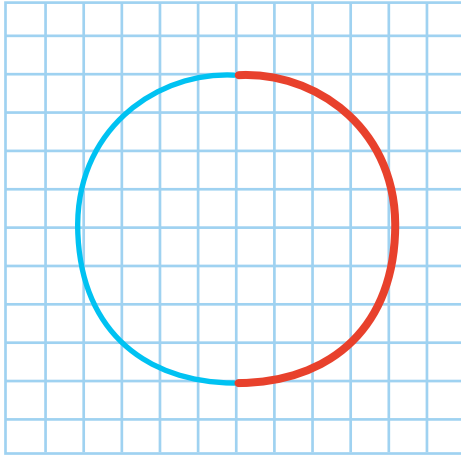
Answer Key

Are these shapes symmetrical? Circle the correct answer.

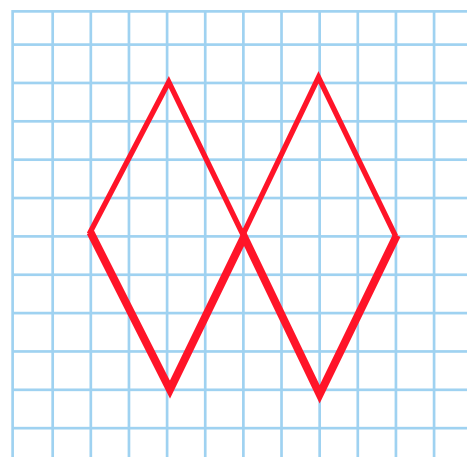
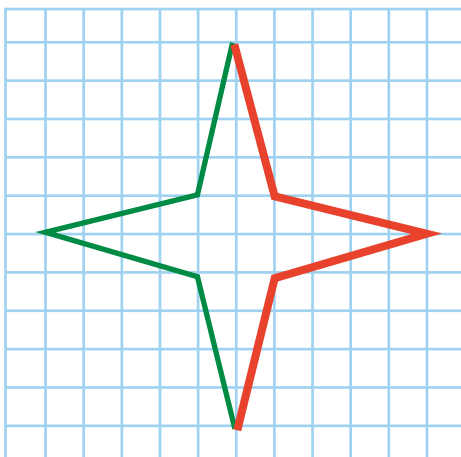
 <p><input checked="" type="radio"/> symmetrical <input type="radio"/> asymmetrical</p>	 <p><input checked="" type="radio"/> symmetrical <input type="radio"/> asymmetrical</p>	 <p>symmetrical <input checked="" type="radio"/> asymmetrical</p>
 <p>symmetrical <input checked="" type="radio"/> asymmetrical</p>	 <p><input checked="" type="radio"/> symmetrical <input type="radio"/> asymmetrical</p>	 <p>symmetrical <input checked="" type="radio"/> asymmetrical</p>
<p>Draw a line of symmetry through the shape below.</p> 		<p>Draw your own symmetrical shape!</p> <p>Answers will vary.</p>

# Symmetry: Complete the Shape

Complete the second half of each picture.



Q: Are butterfly wings symmetrical?



# Great Minds: African American Inventors

African American inventors have a large place in American history. They have contributed ideas and inventions to areas such as agriculture, mechanics, medicine, and electronics.

## Thomas Jennings

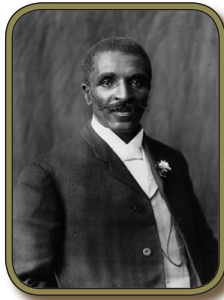
1791-1859

The first African American inventor to receive a patent, Thomas Jennings invented a way to dry-clean clothes. He was awarded a patent in 1821. He was a wealthy businessman and used the money from his business and invention for anti-slavery activities.

## George Washington Carver

1864-1943

George Washington Carver discovered uses for farm crops, such as peanuts and sweet potatoes. He also developed new ways to improve the soil for farming.



## Otis Boykin

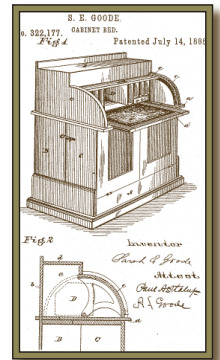
1920-1982

Otis Boykin invented over 25 electronic devices for computers, radios and guided missiles. He is best known for inventing a control unit for an artificial heart.

## Sarah E. Goode

about 1855 - 1905

One of the first African American women to receive a patent, Sarah Goode invented a cabinet bed. The bed would fold into a desk when not being used, to save space.



## Frederick McKinley Jones

1893-1961

Frederick Jones invented the refrigeration truck. Over his life he received over 60 patents. He was admitted into the National Inventors Hall of Fame.

## Charles R. Drew, M.D.

1904-1950

Dr. Drew improved the ways of donating and storing blood and also developed methods for safe collection in blood banks during World War II.



### Who Was It?

Who was the first African American inventor to get a patent?

**Thomas Jennings**

Who improved blood storage and donation methods?

**Charles R. Drew, M.D.**

Who discovered uses for peanuts and sweet potatoes?

**George Washington Carver**

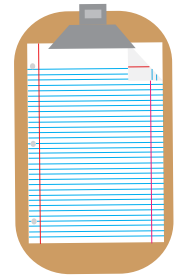
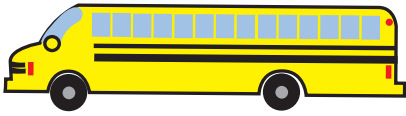
### Find the Secret Word

Fill in the blanks to make complete words. Then use the code sentence to find the secret word.

MA \_ Y PE \_ PL \_ HA \_ E B \_ IGH \_ \_ DEAS.  
6 12 3 9 15 8 4

**MANY PEOPLE HAVE BRIGHT IDEAS.**

I \_ N \_ V \_ E \_ N \_ T \_ O \_ R  
4 6 9 3 6 8 12 15

**Answer Key****Compare and Contrast  
Fictional Stories**

**Directions:** Complete the chart with information from both fiction texts.





	<b>Differences Story 1</b>	<b>Similarities</b>	<b>Differences Story 2</b>
<b>Characters</b> What character traits do they have in common? What traits are different?	Denise was nervous about her first day of school.	The girls were both friendly. They both wanted to have friends. Both girls felt nervous on their first days at a new school.	Nina was excited to make the new girl her friend. She was the kind of girl who wanted others to feel happy and comfortable.
<b>Setting</b> How is the setting from Story 1 different from Story 2? How are the settings the same?		The setting was at the school in both stories.	
<b>Problem</b> How is the character's problem in Story 1 similar to the character's problem in Story 2?	Denise's problem was that it was her first day at the new school.		Nina's problem was that she tries to figure out how to make the new girl her friend and she missed the math lesson.
<b>Major Events</b> What parts of the plot in the stories are similar or different?	Denise focused on the math lesson instead of worrying about being the new girl.	Denise and Nina both enjoyed meeting each other and talking at lunch.	Nina focused on making Denise her friend instead of worrying about the math lesson.
<b>Resolution</b> What did the characters do at the end of the story to solve the problems? How are the solutions the same or different?	Denise asked a girl in her class to help her find a seat at lunch.	Both girls asked for help.	Nina asked the new girl for help to get caught up with the math that she missed.
<b>Theme</b> What lesson does the character learn in Story 1? How is this the same or different from the lesson learned in Story 2?	Denise learned that sometimes good things come when you least expect it.	Both girls learned a lesson by becoming friends with each other.	Nina learned that it is important to be kind to others who might be going through a hard time.

# Who Am I? African American Poets

**Directions:** Read each description below. Then, use books and digital research tools to help you match the poet to the description. Cut and paste the poet's image and name to the correct description. Then, conduct further research using the directions below.

Research Directions:

- Research one of the poets online and/or by finding books at the library.
- Next, create a blog, piece of writing, poster, or art to teach others about what you learned.

<p>I was an author and a poet. I published several books of poetry, three books of essays, and seven autobiographies. I am best known for my seven autobiographies. The first in that series is called <i>I Know Why the Caged Bird Sings</i>. I was nominated for a Pulitzer Prize for one of my books of poetry.</p>	<p>Maya Angelou</p> 
<p>I was born in 1872 to parents who had been formerly enslaved in Kentucky. I became one of the first influential African American poets. I also wrote novels, essays, and short stories. I focused on the topic of African American life in the late 1800s and early 1900s. I was the first African American poet to gain national recognition.</p>	<p>Paul Laurence Dunbar</p> 
<p>I was born in Topeka, Kansas, but grew up in Chicago. I wrote my first poem at the age of 7. In many of my poems, I wrote about African American life. I wrote about what life was like in cities, and I included the topics of racism and poverty. I was the first African American person to receive a Pulitzer Prize for Poetry.</p>	<p>Gwendolyn Brooks</p> 
<p>I was a poet, and I also wrote novels, plays, and short stories. People consider me one of the leaders of the Harlem Renaissance, which was a time of great creativity of African American artists in the 1920s. I used jazz rhythms and a certain way of speaking to show the life of African American people living in the city.</p>	<p>Langston Hughes</p> 



Gwendolyn Brooks



Maya Angelou



Langston Hughes



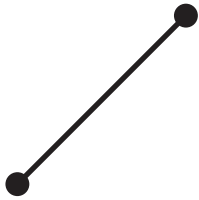
Paul Laurence Dunbar



# Lines, Line Segments, and Rays

A line is a path that extends in two directions with no end.  
A line segment is a path that has two fixed end points.  
A ray is a path that has one end point and extends infinitely in the other direction.

Look at the pictures below. Label them whether they are lines, line segments, or rays.



**Line Segment**



**Ray**



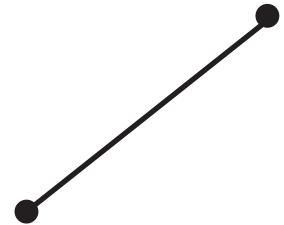
**Line**



**Ray**

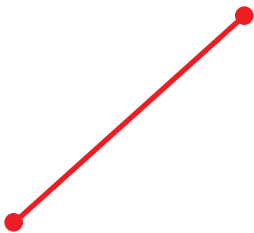


**Line**

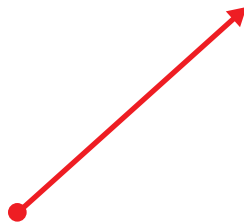


**Line Segment**

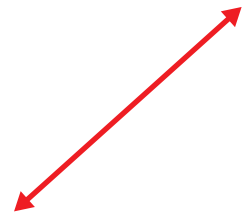
Draw a line segment here.



Draw a ray here.



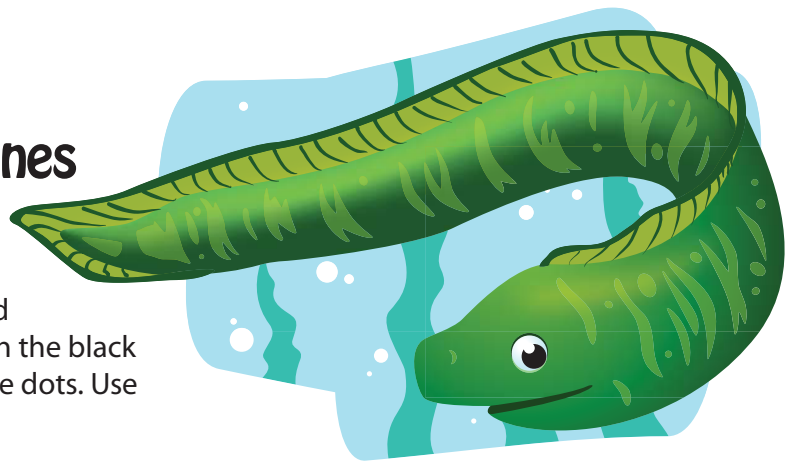
Draw a line here.





# Parallel and Perpendicular lines

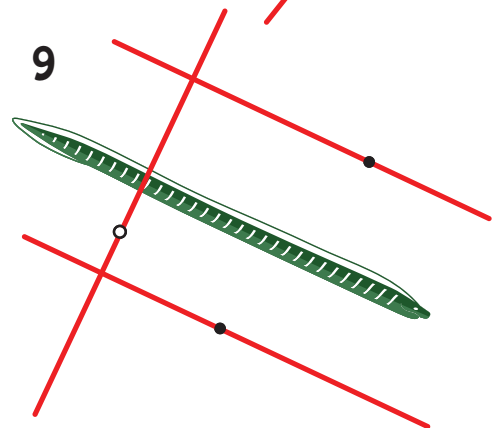
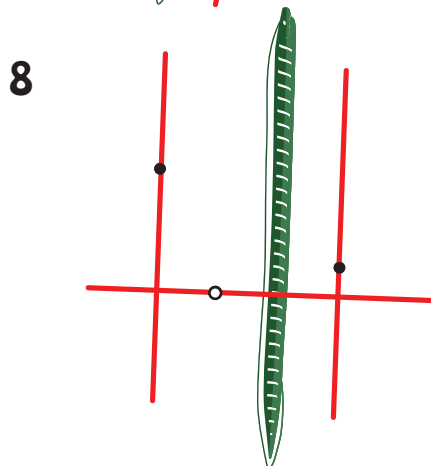
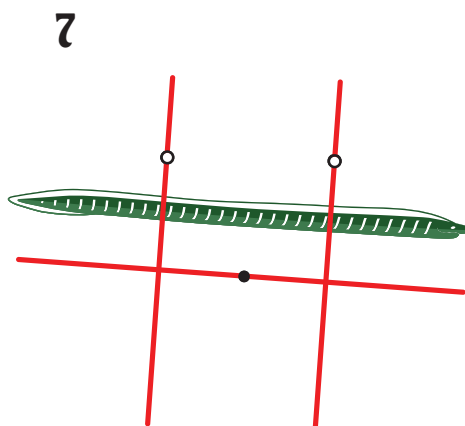
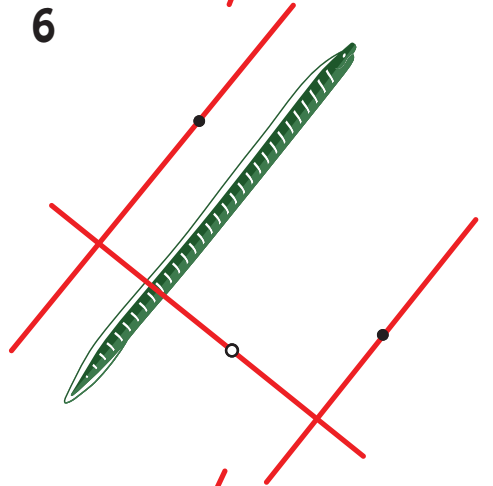
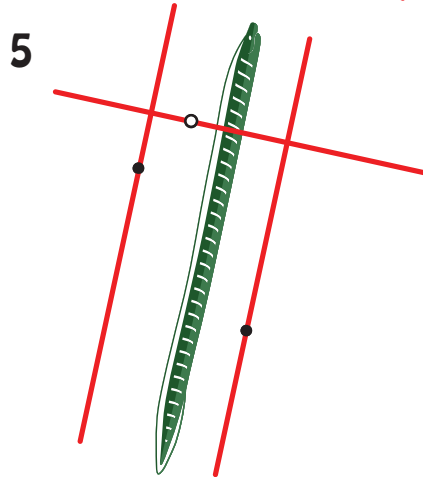
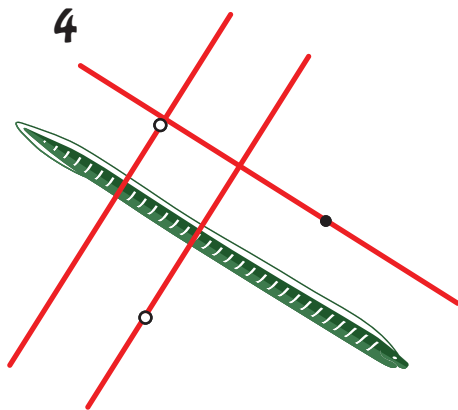
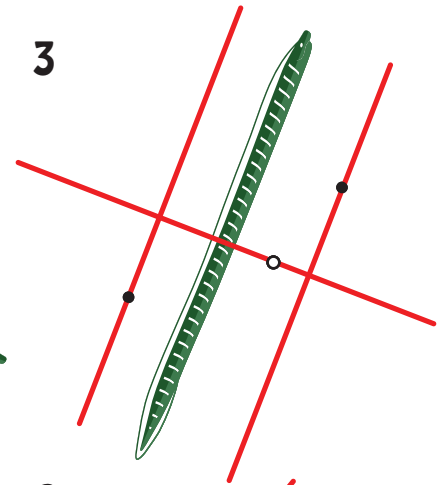
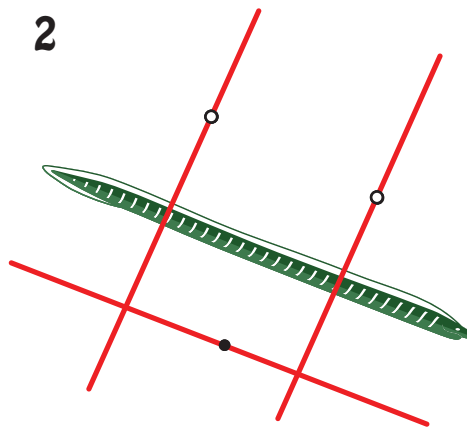
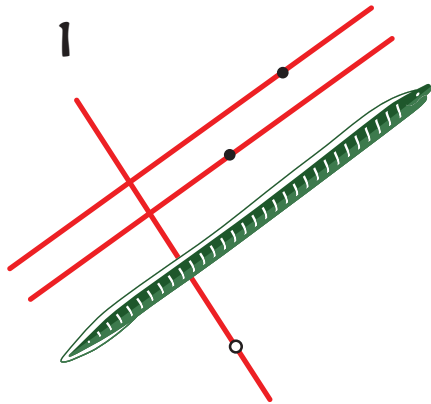
Elouisa the Eel



Elouisa the Eel needs help learning parallel and perpendicular lines. Draw parallel lines through the black dots and perpendicular lines through the white dots. Use a ruler to help you draw straight lines.

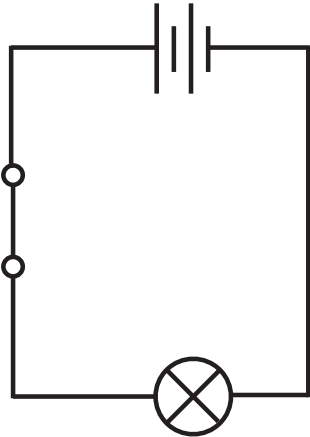
● Parallel

○ Perpendicular

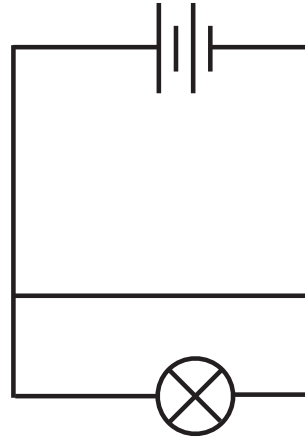


# Will the Lightbulb Turn on?

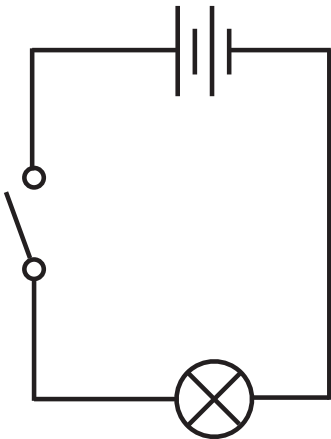
On this second page, specify whether you think the lightbulb in each circuit will be on or not. The first two circuit diagrams are examples.



The lightbulb in this circuit will be on because the switch is closed, allowing electricity to flow through it to the lightbulb.

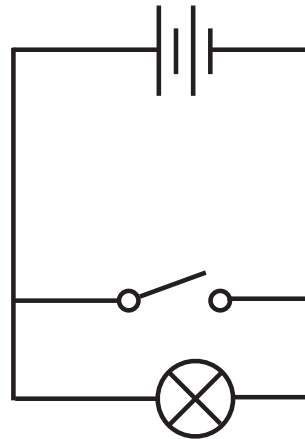


The lightbulb in this circuit will not be on because there is another wire bypassing the lightbulb, and since electricity takes the path of least resistance, it will not pass through the bulb and turn it on.



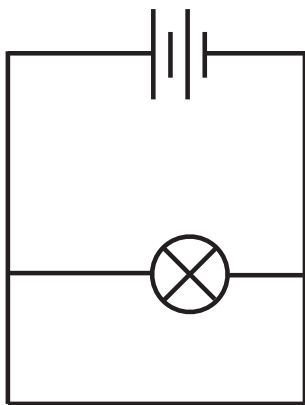
**A**

No



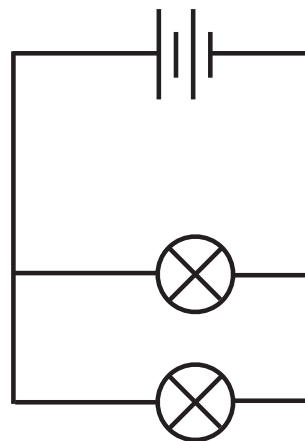
**B**

Yes



**C**

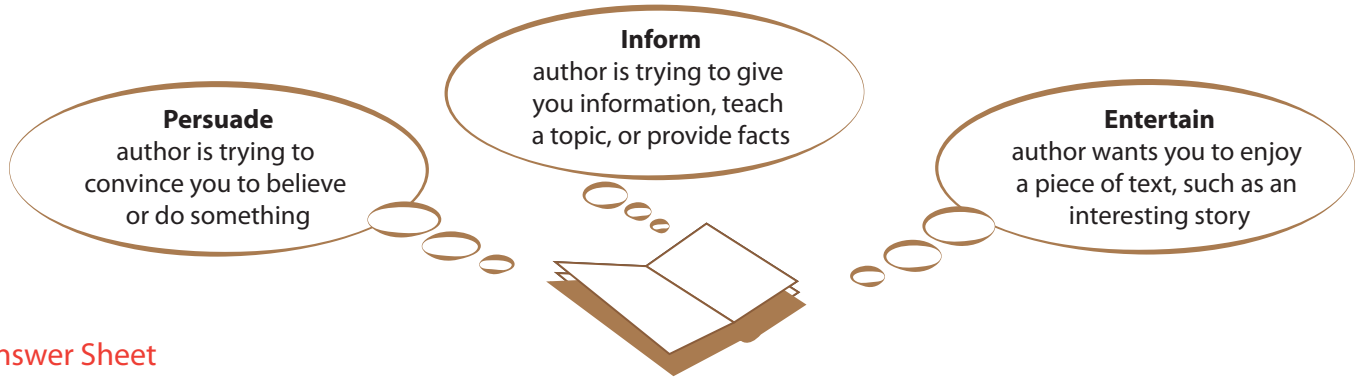
No



**D**

Yes

## Identify the Author's Purpose



### Answer Sheet

**Directions:** While reading each passage, underline clues that tell you about the author's purpose. Then, record the author's purpose on the answer line.

<p>Erosion is the process of materials moving from their source to another location through weathering. There are several types of erosion, but the most common types are erosion by wind, water, and ice.</p> <p>Author's Purpose <u>Inform</u></p>	<p>Students should be assigned a computer to use throughout the school year. Among many reasons, studies show that students who attend schools that have a 1:1 computer policy do better academically.</p> <p>Author's Purpose <u>Persuade</u></p>
<p>One warm afternoon, while walking home from school, Rosie glanced at her neighbor's house and noticed Mrs. Spencer lifting a fluffy kitten from a cardboard box. The words "Free Kittens" were written across the side of the box in large, black letters. Rosie squealed with excitement and ran home to tell her parents.</p> <p>Author's Purpose <u>Entertain</u></p>	<p>There are 24 time zones on Earth. Coordinated Universal Time is the standard time for the entire world. Moving east, add one hour for each time zone. Moving west, subtract one for each time zone.</p> <p>Author's Purpose <u>Inform</u></p>
<p>Students should have at least 15 minutes of recess during a school day. After all, students shouldn't be expected to sit all day! Furthermore, students don't feel as antsy and can focus more easily after they run around and play.</p> <p>Author's Purpose <u>Persuade</u></p>	<p>The development of a reliable steam engine in the late 1700s sparked the Industrial Revolution. Before the invention of the steam engine, machines were powered mostly by wind, water, horses, or humans.</p> <p>Author's Purpose <u>Inform</u></p>

## Reading Response Letter Interactive

Read the letter below and complete the following tasks. You will need different colored markers.

- \_\_\_\_\_ Add commas in the greeting and closing/signature.
- \_\_\_\_\_ Underline the book genre, title, and author in BLUE.
- \_\_\_\_\_ Underline the book summary in YELLOW.
- \_\_\_\_\_ Underline the setting of the story in RED.
- \_\_\_\_\_ Circle the juicy thinking paragraph with a GREEN marker.
- \_\_\_\_\_ Underline the closing statement in PURPLE.
- \_\_\_\_\_ Underline the question for the reader in ORANGE.

Dear Ms. Franklin,

I am almost done with the book Bud, Not Buddy by Christopher Paul Curtis. It is a Newbery Medal historical fiction novel. I'm really enjoying it so far!

This book is set during the 1930s during the Great Depression. Bud Caldwell, a 10-year-old African American boy, is the main character. He starts out at an orphanage only to get placed with a nasty foster family. He escapes that family and travels hundreds of miles on his own looking for his father.

This books is so powerful. The thing that impacted me most was his quest to belong. He really wanted to find his people—his family. There are flashbacks to moments with his mother where he felt deeply cared for and he longs to have that again. The way the author describes the scene where he thinks he finds his dad actually made me cry. I also LOVED the way the author wrote the story so that you really believe a ten-year-old is telling it. The word choice and the kinds of things Bud notices and thinks about really made this character come alive.

I can see why this book won a Newbery Medal! Have you ever read a book that made you cry?

Your student,  
Anita Break

# Figurative Language: Alliteration Sentences

**Alliteration** is the use of the same beginning sound in two or more words in a phrase or sentence.

Example: My mother makes meatloaf for dinner.

\*The letter M is repeated at the beginning of more than two words in this sentence.

**Part 1** Student answers will vary, but may include:

**Directions:** Brainstorm words to use in your sentences with alliteration. Record examples of alliteration in the chart below. An example has been done for you.



Sound	Example Words
Ex: m	my, mother, makes, meatloaf, merry, moon, maid, messy
1. th	three, the, thermometer, this, they, then, than, that, them, throw, thing, thigh
2. s	silly, sun, son, soon, some, stay, stuck, still, stall, straight, slimy, sea, sand
3. n	note, next, nope, net, neat, night, noon, nest, nifty, noisy, niece, needy, never
4. b	believe, banana, bed, basketball, baseball, boom, barn, bit, bun, bus, bush, bond
5. f	fluffy, fund, firm, friend, family, fun, Friday, feed, fort, farm, fearful, flash, full

**Part 2** Student answers will vary

**Directions:** Create sentences with alliteration using the example words from the chart above.

1. Sound: th

---

2. Sound: s

---

3. Sound: n

---

4. Sound: b

---

5. Sound: f

---

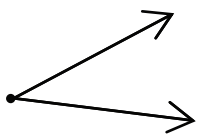
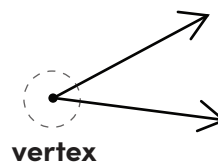
Name: \_\_\_\_\_

Date: \_\_\_\_\_

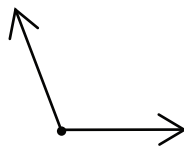
## Answer Key

# Basic Geometry: Anatomy of an Angle

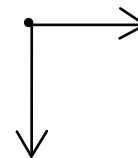
An angle is made up of two rays that share a common endpoint.  
The **vertex** of an angle is the point where the two rays meet.



An **acute** angle is less than  $90^\circ$

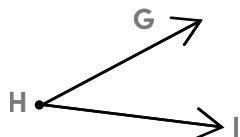


An **obtuse** angle is greater than  $90^\circ$

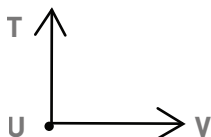


A **right** angle is  $90^\circ$

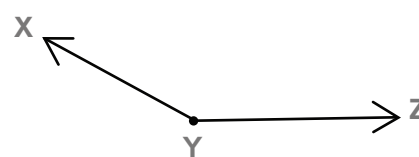
**Directions:** Look at each angle and write whether it is acute, obtuse, or right.  
Then write the letter that represents its vertex.



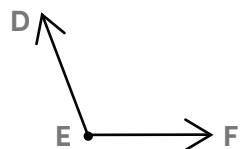
Angle: **acute** Vertex: **H**



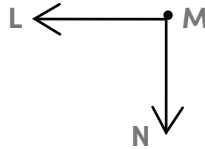
Angle: **right** Vertex: **U**



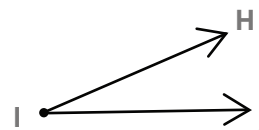
Angle: **obtuse** Vertex: **Y**



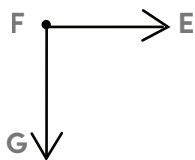
Angle: **obtuse** Vertex: **E**



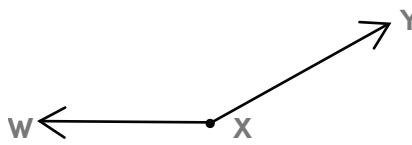
Angle: **right** Vertex: **M**



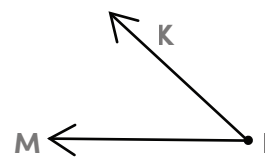
Angle: **acute** Vertex: **I**



Angle: **right** Vertex: **F**



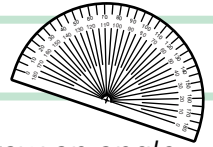
Angle: **obtuse** Vertex: **X**



Angle: **acute** Vertex: **L**


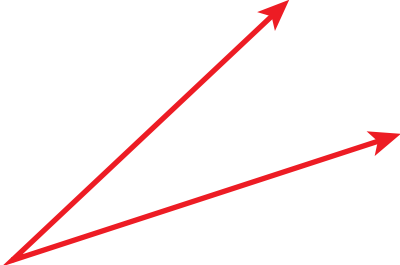
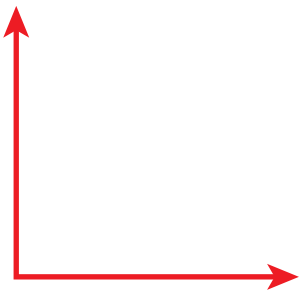


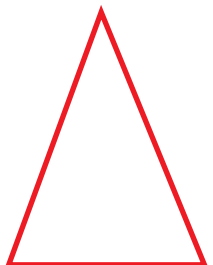

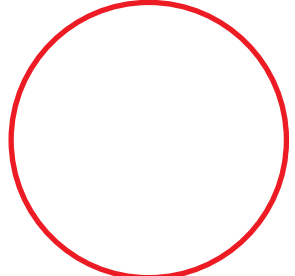
1. An angle measuring less than  $90^\circ$  is called a(n) **acute** angle.
2. An angle measuring exactly  $90^\circ$  is called a(n) **right** angle.
3. An angle measuring more than  $90^\circ$  is called a(n) **obtuse** angle.

# Drawing Angles



**Directions:** There are four types of angles: acute, right, obtuse, and straight. Draw an angle or shape according to the directions.

## Sample Answers

<p><b>Obtuse Angle</b></p> 	<p><b>Acute Angle</b></p> 
<p><b>Right Angle</b></p> 	<p><b>Straight Angle</b></p> 
<p>Draw a shape that has <i>only</i> <u>right</u> angles</p> 	<p>Draw a shape that has <i>only</i> <u>acute</u> angles</p> 
<p>Draw a shape that has <i>both</i> an <u>obtuse</u> angle <i>and</i> an <u>acute</u> angle</p> 	<p>Draw a shape that has <i>no</i> angles</p> 

# Cold-Blooded Animals

## Word search

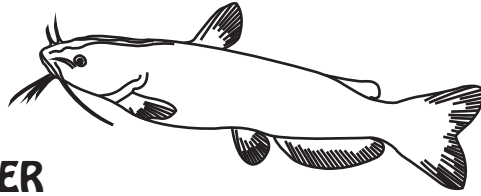
• LIZARD

• TURTLE

• SQUID

• SALAMANDER

• BULLFROG



• CATFISH

• NEWT

• IGUANA

• CHAMELEON

• LAMPREY

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




Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Answer Key**

## Pair the Cause and Effect

<p>Cause and effect are connected events.</p> <p>A <b>cause</b> is the <i>first event</i> and the <b>effect</b> is the <i>second event</i>, or resulting action, that happens after the cause.</p>	<b>First:</b>	<b>Then:</b>
	<p>Emilio forgot his house key at school.</p> <div style="text-align: center; margin-top: 10px;">  </div>	<p>So, he went to his friend's house while he waited for his parents to come home.</p>

**Directions:** Read the events. Draw a line connecting the cause to the effect. Then, copy them in the correct location on the T-chart.

- |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Sasha had to do school work during lunch</li> <li>2. I wanted to go back home</li> <li>3. Since I knew my friends were performing their poetry,</li> <li>4. Because the mail was late</li> <li>5. The reason I didn't go to practice is</li> </ol> | <ol style="list-style-type: none"> <li>A. Joshua didn't get his birthday card on his birthday.</li> <li>B. because she didn't bring her homework to school.</li> <li>C. I went to the auditorium to hear the show.</li> <li>D. because I needed to finish my homework.</li> <li>E. since I did not feel welcomed at the party.</li> </ol> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Cause	Effect
<ol style="list-style-type: none"> <li>1. (B) because she didn't bring her homework to school.</li> <li>2. (E) since I did not feel welcomed at the party.</li> <li>3. Since I knew my friends were performing their poetry,</li> <li>4. Because the mail was late</li> <li>5. (D) because I needed to finish my homework.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sasha had to do school work during lunch</li> <li>2. I wanted to go back home</li> <li>3. (C) I went to the auditorium to hear the show.</li> <li>4. (A) Joshua didn't get his birthday card on his birthday.</li> <li>5. The reason I didn't go to practice is</li> </ol>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Prefix Practice

## dis- non- un-

A **prefix** is a word part attached to the beginning of a word to change the meaning of that word.

Different prefixes can have the same meaning.

Prefixes that mean **not** or the **opposite of**:

**dis** + believe = disbelieve (not believe)

**non** + toxic = nontoxic (not toxic)

**un** + expected = unexpected (not expected)

**Directions:** Add the prefix **dis-**, **non-** or **un-** to each base word to form a new word. There are some questions that have more than one potential answer.

1. dishonest

2. nonsense

3. disinfect

4. untidy

5. unhappy

6. disqualified or unqualified

7. disobey

8. nonprofit

9. disgraceful or ungraceful

10. unlike or dislike

Now, write a silly paragraph where you include at least five of the words that you just created.

**Answers will vary**

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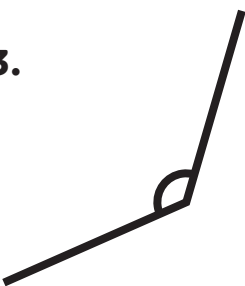
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# Measuring Angles


Use your protractor to measure each angle.

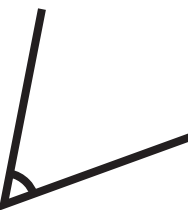
1.  This angle is 90 degrees.

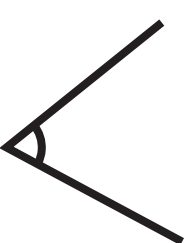
2.  This angle is 45 degrees.


3.  This angle is 130 degrees.

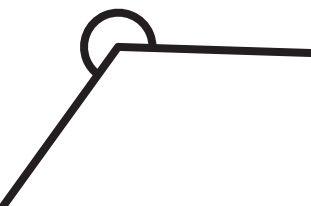
4.  This angle is 75 degrees.

5.  This angle is 20 degrees.

6.  This angle is 59 degrees.

7.  This angle is 67 degrees.

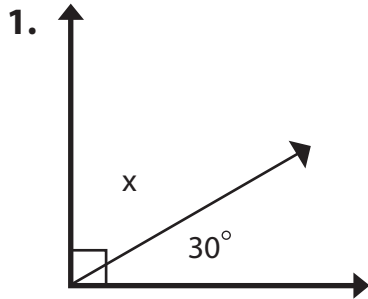
8.  This angle is 210 degrees.

9.  This angle is 236 degrees.

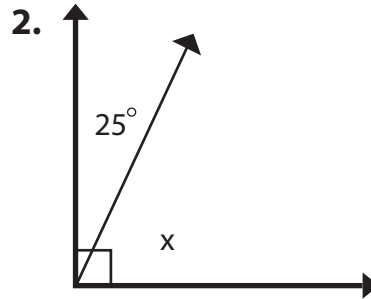
10.  This angle is 30 degrees.

# Complementary Angles

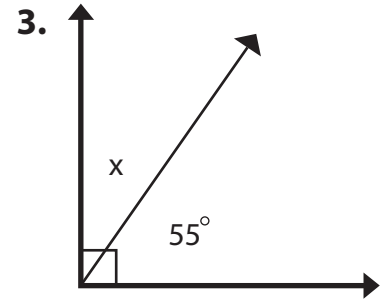
Two angles are complementary if the angles add up to 90 degrees. Solve for angle x in each problem below.



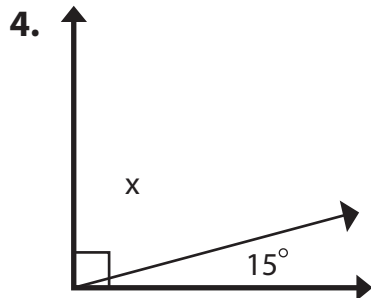
$$x = \underline{60}$$
$$(90 - 30 = 60)$$



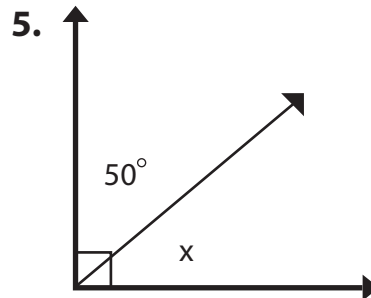
$$x = \underline{65}$$



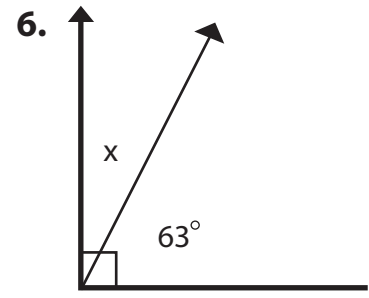
$$x = \underline{35}$$



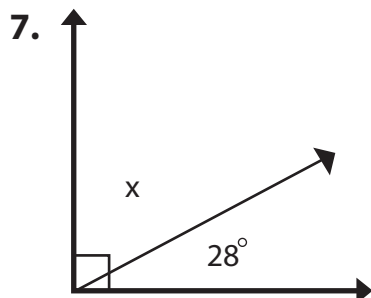
$$x = \underline{75}$$



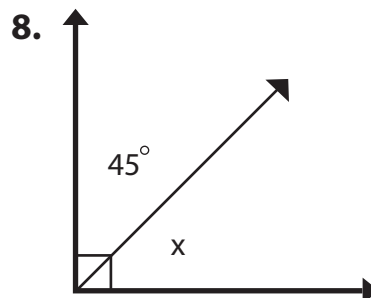
$$x = \underline{40}$$



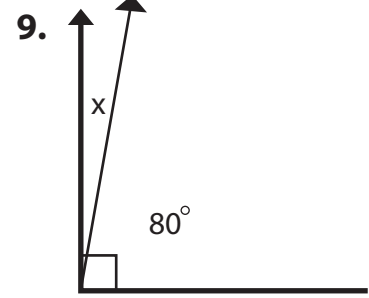
$$x = \underline{27}$$



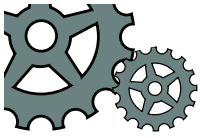
$$x = \underline{62}$$



$$x = \underline{45}$$



$$x = \underline{10}$$

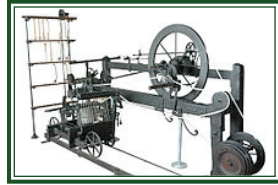


# INDUSTRIAL REVOLUTION: Changing the World

The Industrial Revolution is the name for the time when engines, machines and factories were first developed. It began in the late 1700s and continued into the late 1800s. The Industrial Revolution changed the world. It altered every part of people's lives, including where and how they worked, lived and traveled.

## Steam Engine

The development of a reliable steam engine in the late 1700s started the Industrial Revolution. Before its invention, machines were powered mostly by wind, water, horses or humans. These machines were slow and could not run all the time. The steam engine could run long hours without getting tired. It also could be placed anywhere, not just where there was a river or strong wind.



## Workers

Before the Industrial Revolution, most people worked on farms. Once the factories were built, workers were needed to operate the machines. This created jobs for men, women and children. While this was an opportunity to make money, the hours were long and the working conditions were difficult.

## Machines

Since the steam engine supplied large quantities of reliable energy, machines could be bigger, faster and produce more products.



## Factories

Large machines needed a place to operate. Businesses built factories for the machines. With many machines

in one place, the companies could make more items.



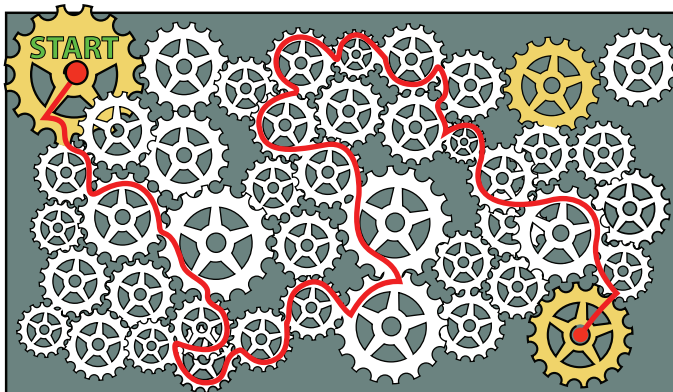
## Cities

As people moved from the farm to

work in the factories, cities grew larger and larger. Some cities were created just for factories and their workers, such as Lowell, Massachusetts.

## MAZE FUN!

Connect two golden gears. Your line must not cross through any black lines.



## Q&A

What started the Industrial Revolution?

**The steam engine**

Why did people move from farms to the cities?

**For jobs in factories**

Why were factories built?

**To hold large machines to make more products.**

Why were there more jobs?

**Workers were needed to operate the machines.**



## Close Reading: Identifying the Main Idea

# DÍA DE LOS MUERTOS



**Directions:** Complete each of the following steps. Then, fill out the Main Idea chart on the next page.

- Underline the main idea in red.
- Underline supporting details in blue.
- Underline an interesting piece of information in purple.

Please note: Purple underline answers will vary.

## Día de los Muertos

The Day of the Dead, or Día de los Muertos, is a festive holiday in honor of loved ones who have passed away.

Although celebrated throughout Latin America, Día de los Muertos is most strongly associated with Mexico, where the tradition originated. The first day of this celebration is called All Saints' Day, while the second day is referred to as All Souls' Day. This two-day holiday takes place from November 1st through November 2nd.

During this celebration, people decorate their homes by creating altars to represent the souls of relatives who have passed on. Ofrendas are used to adorn these altars. These offerings often include flowers, pictures, candles, incense, deceased relatives' favorite foods, toys, and pan de muerto. Many people decorate the graves of their relatives with marigold flowers. Families visit the cemetery on the evening of the 1st or 2nd of November to play music and be merry as they remember their loved ones.

The joyful and unique parts of Día de los Muertos make this a fun and jovial time of the year, as families remember and celebrate the lives of their departed loved ones.

### Spanish/English Translation

día...day  
muerto...dead  
ofrenda...offering  
pan...bread



Example of an ofrenda.

Name Answer Key Date \_\_\_\_\_

Please note: Students' answers will vary.  
These are examples of how students might respond.

## Close Reading: Identifying the Main Idea

# DÍA DE LOS MUERTOS

**Directions:** Write the main idea of this passage in a complete sentence.  
Then, record three supporting details

### Main Idea

The Day of the Dead is a holiday in honor  
of loved ones who have passed away.



### Supporting Detail #1

The first day of  
celebration is  
called All Saints' Day.



### Supporting Detail #2

People decorate their  
homes to represent  
relatives who have  
passed away.



### Supporting Detail #3

Families celebrate and  
remember the lives  
of their departed  
loved ones.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Answer Key**  
**Pictures will vary**

# Shades of Meaning

Many of the words we use to express our emotions have shades of meaning. For example, the words sad and miserable have similar meanings; however miserable goes beyond simple sadness—it means wretchedly or extremely unhappy.

**Directions:** Use the vocabulary in the word bank to fill in synonyms for each of the words in the boxes below. Sort the synonyms in order from least to most extreme. Then, draw a picture or an emoji that matches each word. Refer to a dictionary if you need help!

**exasperated    humiliated    enraged    furious    astonished    shocked**  
**startled    euphoric    jubilant    delighted    mortified    chagrined**

happy	delighted	<b>jubilant</b>	<b>euphoric</b>
			

mad	<b>exasperated</b>	<b>furious</b>	<b>enraged</b>

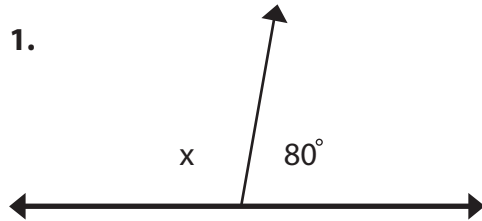
surprised	<b>startled</b>	<b>shocked</b>	<b>astonished</b>

embarrassed	<b>chagrined</b>	<b>humiliated</b>	<b>mortified</b>

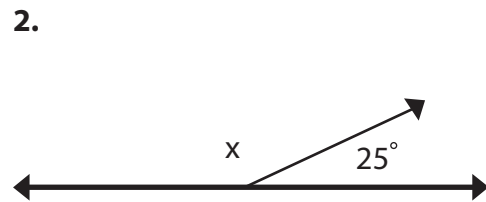


# Supplementary Angles

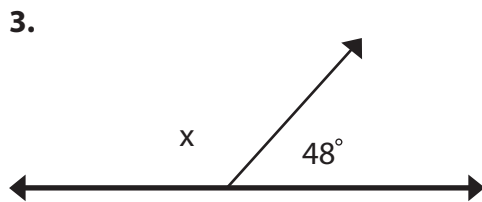
Two angles are supplementary if the angles add up to 180 degrees. Solve for angle  $x$  in each problem below.



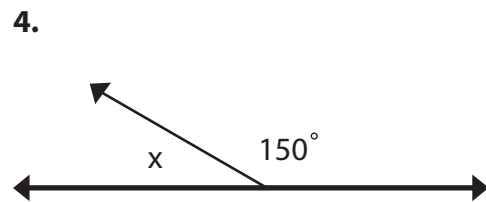
$$x = \underline{100}$$
$$180 - 80 = 100$$



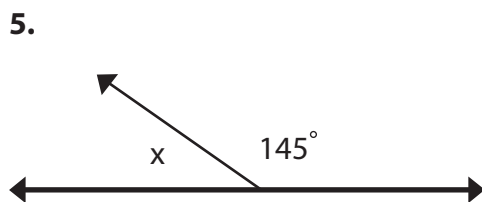
$$x = \underline{155}$$



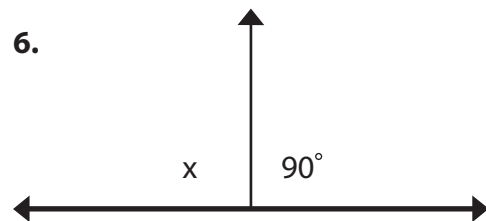
$$x = \underline{132}$$



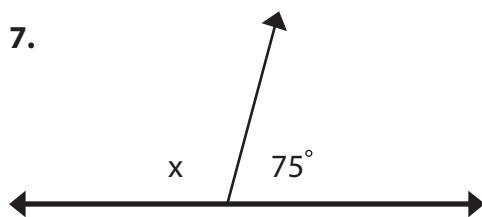
$$x = \underline{30}$$



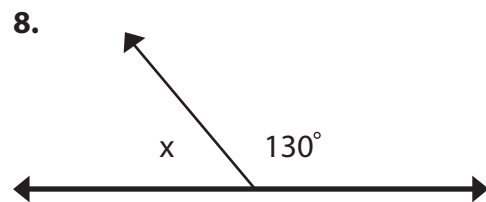
$$x = \underline{35}$$



$$x = \underline{90}$$

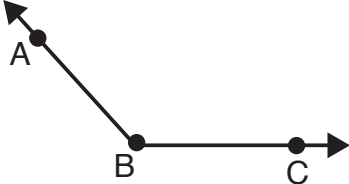
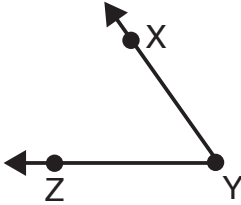
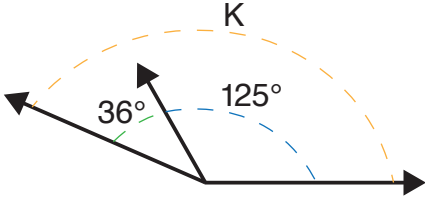
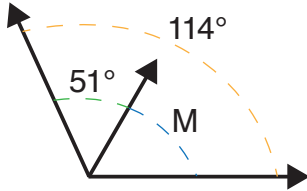
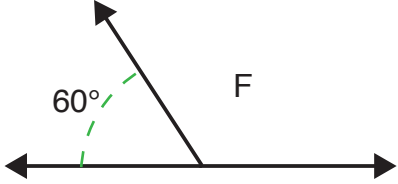
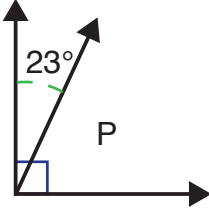


$$x = \underline{105}$$



$$x = \underline{50}$$

## What's the Angle?

<p>Which estimate best represents <math>\angle ABC</math>?</p>  <p>a) <math>90^\circ</math>      <b>b) <math>110^\circ</math></b>  c) <math>29^\circ</math>      d) <math>75^\circ</math></p>	<p>Which estimate best represents <math>\angle XYZ</math>?</p>  <p>a) <math>90^\circ</math>      b) <math>110^\circ</math>  c) <math>29^\circ</math>      <b>d) <math>75^\circ</math></b></p>
<p>Find the missing angle.</p>  <p><math>\angle K = \underline{161^\circ}</math></p>	<p>Find the missing angle.</p>  <p><math>\angle M = \underline{63^\circ}</math></p>
<p>Find the missing angle.</p>  <p><math>\angle F = \underline{120^\circ}</math></p>	<p>Find the missing angle.</p>  <p><math>\angle P = \underline{67^\circ}</math></p>
<p>1. Name a right angle. <u><math>\angle ABE</math> or <math>\angle EBC</math></u></p> <p>2. What is the measurement of <math>\angle EBD</math>? <u><math>72^\circ</math></u></p> <p>3. What is the measurement of <math>\angle ABD</math>? <u><math>162^\circ</math></u></p> 