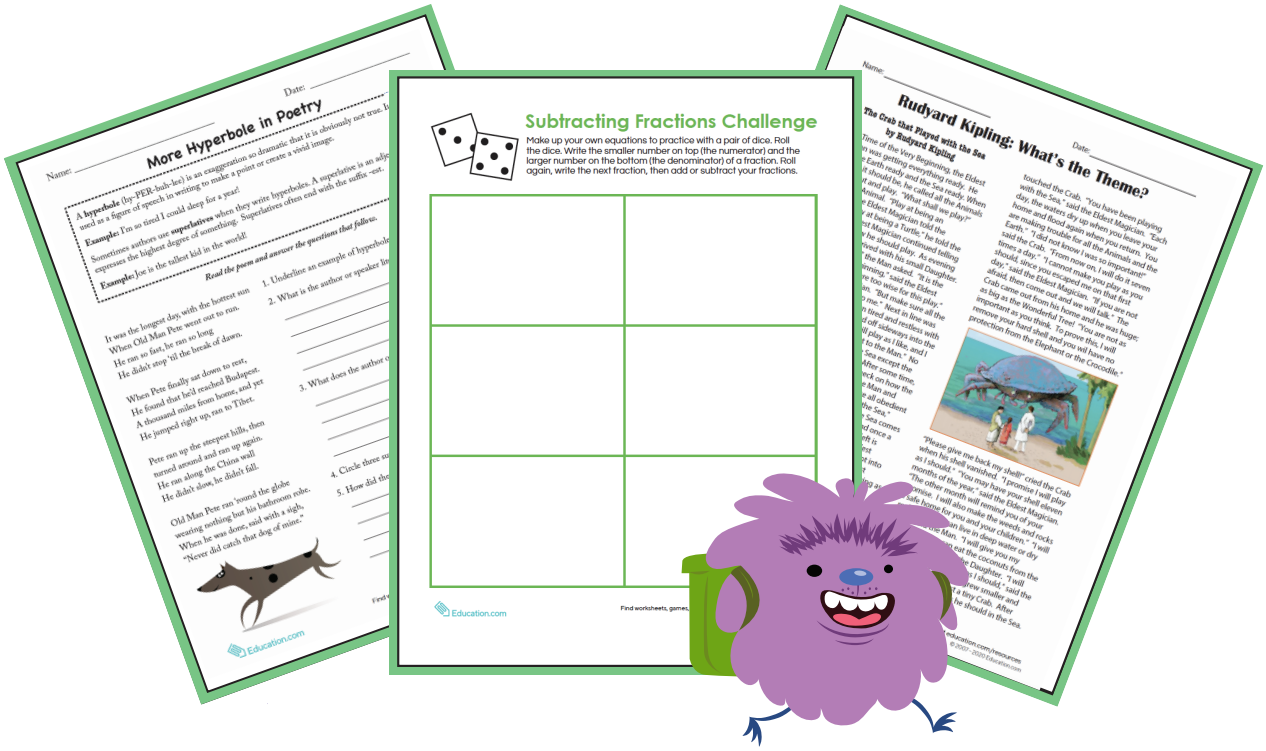
Week 5

5th Grade

Independent Study Packet

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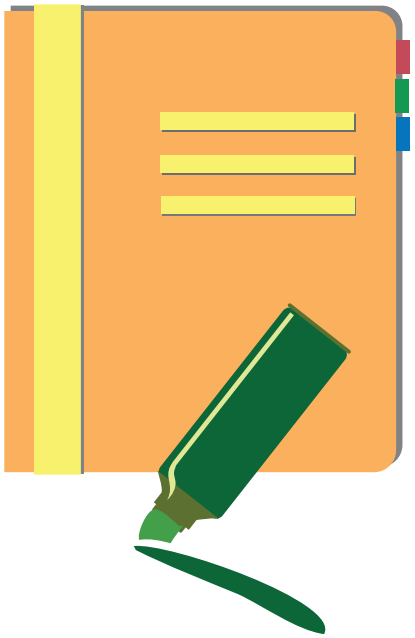


5 MORE Days of Independent Activities in Reading, Writing, Math, and Other Fun Stuff

ANSWER KEYS INCLUDED

Helpful Hints for Students and Families

Materials You Will Need:



- Pencils
- Extra paper or a notebook/journal (You may put everything into one notebook if you like.)
- Colored pencils, markers, or crayons for some of the activities
- Copy paper or poster paper
- Internet access for online research
- Dice

Directions & Tips



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

Name: _____ Date: _____

Journal Writing Task Cards #1

Write a spooky story. Start with, "On a dark December night..."	Write a silly story about a talking animal. Include dialogue in your story.	Write a story that takes place on another planet. Underline the adjectives you use to describe the setting.
Describe a small moment from your best day ever. Use descriptive language!	Describe your bedroom in detail. Underline the adjectives you use in your description.	Describe a party you attended. Include dialogue in your writing.
Write a letter to a family member who is important in your life. Include two or more examples of why they are important to you.	Write a letter to a character from your favorite book. Include specific details from the story.	Write a letter to your teacher. Start with, "Something I wish you knew about me..."
If you could only eat one meal for the rest of your life, what would it be? Use sensory language in your description!	If you were a superhero, would you rather be super strong or invisible? Explain your reasoning.	Are video games bad for kids? Write three reasons that support your opinion.

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Activity Menu

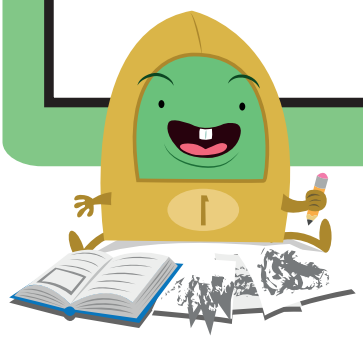
	Day 1	Day 2	Day 3	Day 4	Day 5
Reading 	Read for 20 minutes and complete the daily reading activity.				
	Book Casting Call	Inferences & Evidence	Graphic Organizer: Author's Point of View	Compare and Contrast Elements of a Story	Storyboard Summary
	Rudyard Kipling: What's the Theme?	Reading Response Letter Interactive	Reading Comprehension: Wizard of Oz	Author's Purpose Task Cards	Reading Comprehension: The Prince and the Pauper
Writing 	Choose one of the story starters and write your story on a separate piece of paper or in a writing notebook: Journal Writing Task Cards #1				
Grammar Practice ?;!	Show What You Know About Parts of Speech	Verbs: Past, Present, and Future Tense	Parts of Speech: Words that Describe	More Hyperbole in Poetry	All About Metaphors
Math 	Subtracting Fractions	Base and Volume	Multi-Step Fraction Word Problems	Coordinate Plane Word Problems	Baking with Fractions
Other Fun Stuff 	Grid Art Mystery Picture Graph: Big City Capital Crossword Five Letter Anagrams Jetpack Maze Book of Mazes Scary Stories Logic Problem				

Parent/Guardian Signature: _____

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Day 1

Independent Reading Activity	Read for 20 minutes, then complete the Book Casting Call worksheet where you assemble your favorite actors and find the perfect parts for them to play in an imaginary movie.
Reading	Work through a series of steps to identify the theme of a classic story by Rudyard Kipling, and then apply the theme to your life.
Writing	Choose one of the story starters and write your story on a separate piece of paper or in a writing notebook.
Grammar Practice	Complete a short matching activity to connect different parts of speech with their definitions. Then identify the parts of speech in a sentence.
Math	Subtract fractions by finding the lowest common denominator and then reducing the fractions to lowest terms.



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Name: _____ Date: _____

Casting Call!



Pretend you're making a movie or play of the book and you need to cast actors for it. What should the actors look like? What kind of personalities will they need to portray? Write character descriptions and cast famous actors on the lines below.

Main Character: _____

Description: _____

_____

_____

Actor: _____

Main Character: _____

Description: _____

_____

_____

Actor: _____

Supporting Character: _____

Description: _____

_____

_____

Actor: _____

Supporting Character: _____

Description: _____

_____

_____

Actor: _____

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Name: _____ Date: _____

Rudyard Kipling: What's the Theme?

The Crab that Played with the Sea
by Rudyard Kipling

In the Time of the Very Beginning, the Eldest Magician was getting everything ready. He made the Earth ready and the Sea ready. When all was as it should be, he called all the Animals to come out and play. "What shall we play?" asked each Animal. "Play at being an Elephant," the Eldest Magician told the Elephant. "Play at being a Turtle," he told the Turtle. The Eldest Magician continued telling each Animal how he should play. As evening came, the Man arrived with his small Daughter. "What is this play?" the Man asked. "It is the play of the Very Beginning," said the Eldest Magician. "But you are too wise for this play." "Yes, I am," said the Man. "But make sure all the Animals are obedient to me." Next in line was the Crab, who had grown tired and restless with all the waiting. He scuttled off sideways into the Sea, saying to himself, "I will play as I like, and I will not have to be obedient to the Man." No one saw the Crab go into the Sea except the Daughter, who said nothing. After some time, the Eldest Magician came to check on how the world was doing. He went to the Man and asked, "How goes it with you? Are all obedient to you?" "All are obedient except the Sea," answered the Man. "Once a day the Sea comes flooding in and covers my house. And once a day the Sea runs back out. All I have left is mud." Something was wrong. The Eldest Magician, the Man, and the Daughter got into the canoe to visit each Animal. The Eldest Magician asked each one if they were playing as he told them and each one said yes. The Daughter said, "Eldest Magician, at the Very Beginning while you talked to my father, I saw the Crab go into the Sea before you could tell him how to play." "How wise you are, little child!" cried the Eldest Magician. "I know where to find him!" The Eldest Magician went directly to a large island. He reached under the Wonderful Tree with its two coconuts, and touched the Crab. "You have been playing with the Sea," said the Eldest Magician. "Each day, the waters dry up when you leave your home and flood again when you return. You are making trouble for all the Animals and the Earth." "I did not know I was so important!" said the Crab. "From now on, I will do it seven times a day." "I cannot make you play as you should, since you escaped me on that first day," said the Eldest Magician. "If you are not afraid, then come out and we will talk." The Crab came out from his home and he was huge; as big as the Wonderful Tree! "You are not as important as you think. To prove this, I will remove your hard shell and you wil have no protection from the Elephant or the Crocodile."



"Please give me back my shell!" cried the Crab when his shell vanished. "I promise I will play as I should." "You may have your shell eleven months of the year," said the Eldest Magician. "The other month will remind you of your promise. I will also make the weeds and rocks a safe home for you and your children." "I will make it so you can live in deep water or dry land," said the Man. "I will give you my scissors, so you can eat the coconuts from the Wonderful Tree," said the Daughter. "I will take all the gifts and play as I should," said the Crab. With that, the Crab grew smaller and smaller, until he was just a tiny Crab. After that, he always played as he should in the Sea.

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Name: _____ Date: _____

Rudyard Kipling: What's the Theme?

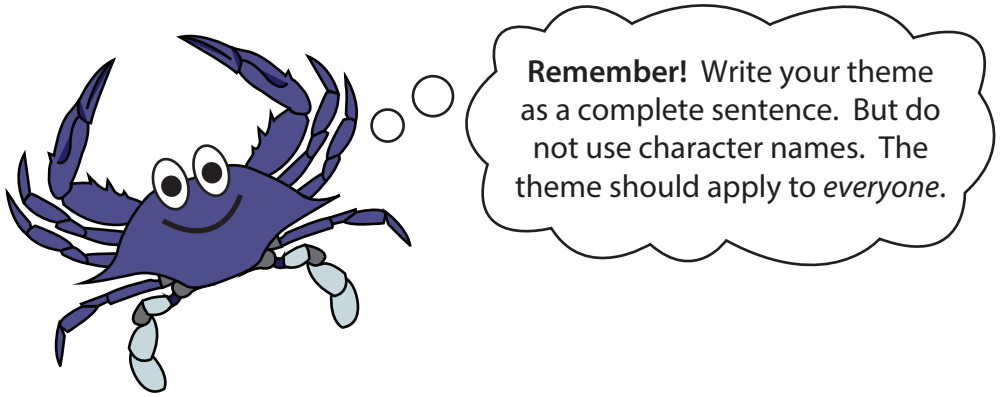
In literature, a **theme** is a central lesson that is revealed through the events in a story. The theme of a story conveys a message or lesson about life that can apply to any person, not just the story's characters. The theme is typically not stated outright, but rather revealed by the story's characters and their actions.

Directions: After reading the story, answer the questions to find the theme.

1. What **problem** did the crab face?

2. How did the crab **solve** his problem?

3. What **lesson** did the crab learn when the problem was solved?



4. Rewrite the lesson as a general statement that could apply to anyone. This is the **theme** of the story.

5. Describe a time that you experienced this theme in your own life.

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Name:_____ Date:_____

Parts of Speech

a) Draw a line to match each part of speech with its definition.

noun	a word that expresses action or a state of being
pronoun	a word that describes a verb
verb	a word used to express emotion
adjective	a person, place, thing, or idea
adverb	a word that joins words, phrases, or clauses
preposition	a word that describes a noun or a pronoun
conjunction	a word used in place of a noun
interjection	a word that expresses the relationship between a noun and another word

---

b) Choose the correct part of speech for the underlined word in each sentence below.

1. Jenny <u>ran</u> towards the apple tree. a. noun b. verb c. adjective	2. "<u>Wow</u>!" she shouted after riding the roller coaster. a. conjunction b. noun c. interjection
3 . When Carl got to <u>school</u>, it started to rain. a. conjunction b. adverb c. noun	4. After dinner, I'm going to eat <u>chocolate</u> ice cream. a. adverb b. adjective c. preposition
5 . I dropped my favorite book <u>under</u> the chair. a. preposition b. verb c. interjection	6. Cora likes ketchup, <u>but</u> she doesn't like mustard. a. interjection b. conjunction c. pronoun
7 . Owen <u>gently</u> picked up his pet snake. a. verb b. pronoun c. adverb	8. <u>We</u> all love to play basketball during recess. a. pronoun b. noun c. preposition

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Subtracting Fractions

There are three steps to subtract fractions.

$\frac{3}{4} - \frac{1}{4}$

Step 1: Make sure the denominators (the bottom numbers) are the same.

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

Step 2: Subtract the numerators (the top numbers). Write the answer over the same denominator:

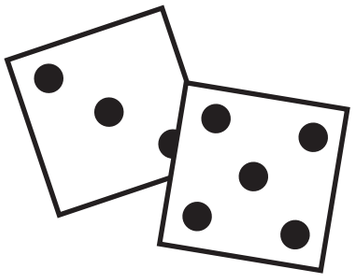
$\frac{2}{4} = \frac{1}{2}$

Step 3: Simplify the fraction.

Add and subtract the fractions below. If you can, simplify the answer.

$\frac{5}{6} - \frac{2}{15} =$	$\frac{7}{8} - \frac{5}{16} =$
$\frac{5}{7} - \frac{2}{3} =$	$\frac{11}{15} - \frac{3}{5} =$
$\frac{3}{4} - \frac{1}{5} =$	$\frac{2}{5} - \frac{4}{10} =$

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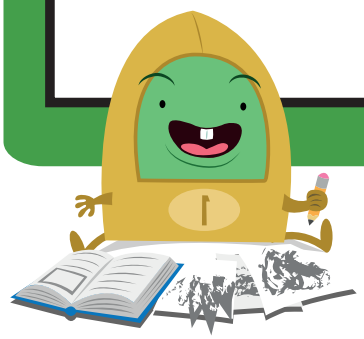
Subtracting Fractions Challenge

Make up your own equations to practice with a pair of dice. Roll the dice. Write the smaller number on top (the numerator) and the larger number on the bottom (the denominator) of a fraction. Roll again, write the next fraction, then add or subtract your fractions.

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Day 2

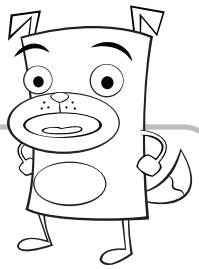
Independent Reading Activity	Organize your thoughts as you make inferences and write about a fiction or nonfiction book you read.
Reading	Look over a sample reading response letter and identify important elements you find in the letter.
Writing	Choose one of the story starters and write your story on a separate piece of paper or in a writing notebook.
Grammar Practice	You will sort, identify, and use verbs in the past, present, future, and progressive tenses.
Math	Calculate the volume of each object using the base and height, or the equation **length x width x height**.



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Name: _____ Date: _____

Inferences & Evidence



An **inference** is a conclusion you draw based on your own reasoning and evidence found in a reading passage.

As you read, take note of the inferences you are making. Then, explain your reasoning using **evidence** from the text. If you are reading a book or article, make sure to write the page number where you found the evidence.

Example: I think that the third little pig is the most patient and clever pig of the three because, on page 34, he said that he waited to build his house until he found the strongest materials available, instead of using straw or sticks.

Inference	Evidence
I think...	Because...
I think...	Because...
I think...	Because...

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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 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

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Name: _____ Date: _____

Verbs: Past, Present, and Future Tense

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

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



Example: **Run**

Past	**Present**	**Future**
She ran yesterday.	She runs past me today.	She will run tomorrow.

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

Past Progressive	**Present Progressive**	**Future Progressive**
She was running yesterday.	She is running today.	She will be running tomorrow.

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

Verb Bank

is playing chose will be hopping flew swung

will smile is trying flies was kicking

will fly slid hopped will be jumping will swing

kicks looks will choose is smiling

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

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Name: _____ Date: _____

Verbs: Past, Present, and Future Tense

Directions: *Write each word in the correct verb tense.*

	Past	Present	Future
sit			
pop			
scream			
hear			
build			
buy			

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

1. Mom _____ to the store yesterday.
(go)

2. Tomorrow, I _____ an essay in class.
(write)

3. Ken _____ an original song at the talent show last week.
(sing)

4. Now I am _____ to you.
(listen)

5. Patricia _____ to Malaysia next month.
(travel)

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

1. Yesterday I <u>will be</u> at home. _____

2. Kai is <u>had</u> a sandwich right now. _____

3. Ben <u>is kicking</u> the ball earlier. _____

4. Tomorrow the librarian <u>read</u> a book. _____

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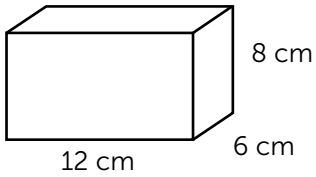
Base and Volume

Sometimes the length and width have already been multiplied together for you. When this happens, it is called the **base**. When you know the value of the base, all you have to do is multiply the base times the height to find the volume of the object.

base = length x width
volume = base x height

Directions: *Find the volume of each object using the base and height.*

Example:

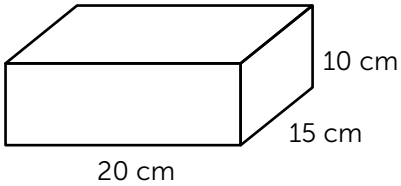


base = 12 x 6, so the base is **72 cm²**

To find the volume, multiple the base times the height.

V = base x height **V** = 72 x 8 **V** = **576 cm³**

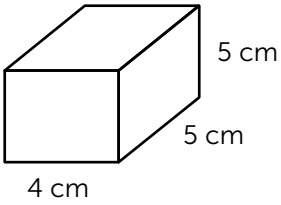
1.



base = 300 cm²

_____ x _____ = _____
(base) (height) (volume)

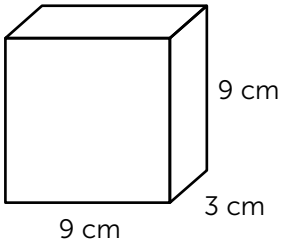
2.



base = 20 cm²

_____ x _____ = _____
(base) (height) (volume)

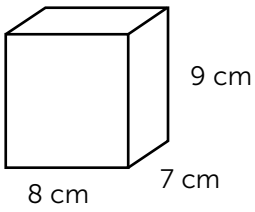
3.



base = 27 cm²

_____ x _____ = _____
(base) (height) (volume)

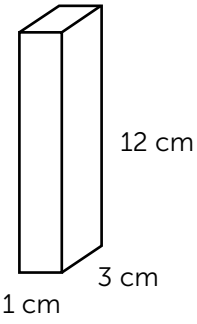
4.



base = 56 cm²

_____ x _____ = _____
(base) (height) (volume)

5.



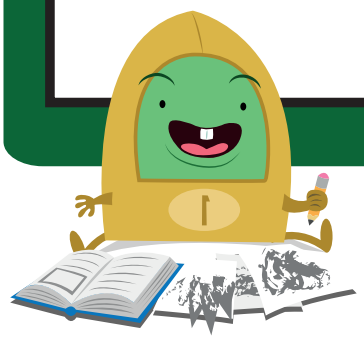
base = 3 cm²

_____ x _____ = _____
(base) (height) (volume)

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Day 3

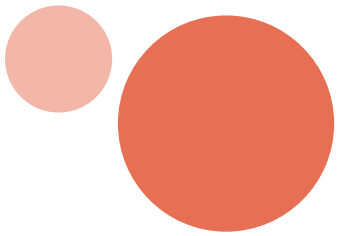
Independent Reading Activity	Read an informative text for 20 minutes and then complete this graphic organizer while you identify the author's point of view.
Reading	Read an excerpt from *The Wizard of Oz* and answer the questions that follow.
Writing	Choose one of the story starters and write your story on a separate piece of paper or in a writing notebook.
Grammar Practice	Identify adjectives and adverbs, as well as the nouns and verbs they are describing.
Math	Practice solving multi-step, mixed operations word problems that include fractions.



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GRAPHIC ORGANIZER: AUTHOR'S POINT OF VIEW



DIRECTIONS: Use the graphic organizer to organize information about the author's point of view in a text.

AUTHOR'S POINT OF VIEW	
REASON / EVIDENCE	**REASON / EVIDENCE**
REASON / EVIDENCE	**REASON / EVIDENCE**

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The Wonderful Wizard of Oz

by L. Frank Baum



"There's a cyclone coming, Em," Uncle Henry called to his wife. "I'll go look after the stock." Then he ran toward the sheds where the cows and horses were kept.

Aunt Em dropped her work and came to the door. One glance told her of the danger close at hand.

"Quick, Dorothy!" she screamed. "Run for the cellar!"

Toto jumped out of Dorothy's arms and hid under the bed, and the girl started to get him. Aunt Em, badly frightened, threw open the trap door in the floor and climbed down the ladder into the small, dark hole. Dorothy caught Toto at last and started to follow her aunt. When she was halfway across the room there came a great shriek from the wind, and the house shook so hard that she lost her footing and sat down suddenly upon the floor.

Then a strange thing happened. The house whirled around two or three times and rose slowly through the air. Dorothy felt as if she were going up in a balloon.

In the middle of a cyclone the air is generally still, but the great pressure of the wind on every side of the house raised it up higher and higher, until it was at the very top of the cyclone; and there it remained and was carried miles and miles away as easily as you could carry a feather.

It was very dark, and the wind howled horribly around her, but Dorothy found she was riding quite easily. She felt as if she were being rocked gently, like a baby in a cradle.

Toto did not like it. He ran about the room, now here, now there, barking loudly; but Dorothy sat quite still on the floor and waited to see what would happen.

Who Was It?

Circle the correct answer.

1. Who went to check the cows and horses?
   - A. Dorothy
   - B. Toto
   - C. Uncle Henry
   - D. Auntie Em

2. Who hid under the bed?
   - A. Dorothy
   - B. Toto
   - C. Uncle Henry
   - D. Auntie Em

3. Who sat still on the floor?
   - A. Dorothy
   - B. Toto
   - C. Uncle Henry
   - D. Auntie Em

Sequence of Events

The events of the story are mixed up. Put them in the correct order.

Toto ran around the room barking. _____

The house rose into the air. _____

Uncle Henry saw the cyclone. _____

The cyclone hit the house. _____

Dorothy caught Toto. _____

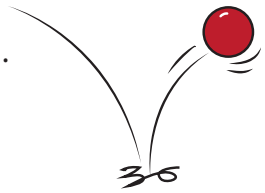
Auntie Em went into the cellar. _____

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Parts of Speech: Words that Describe

adjective + noun



An **adjective** is a word that describes a noun (a person, place, thing, or idea).

Example: The ball bounced. (noun)

What kind of ball? → The red ball bounced. (adjective)

Remember: An adjective can be placed before the noun. → The red ball bounced.

Or after the noun. → The ball is red.

Directions: Make your own adjective bank. Think about words that describe *shape, size, color, number, feel, taste, sound,* or *smell.*

red	_____	_____
small	_____	_____
bumpy	_____	_____
stinky	_____	_____
loud	_____	_____
many	_____	_____

Directions: Circle an adjective in each sentence. Then, underline the noun it is describing.

1. The old doctor leaves at 5:00 pm.
2. The purple balloon blew quickly through the air.
3. Julia is the tallest girl in our class.
4. Our class is awesome.
5. The tired dog sleeps by the window.
6. Yesterday, I wore a blue, striped shirt.
7. The oldest tree in California is over 5,000 years old.
8. My teacher is so nice.
9. My big, mean cat jumped out of my arms.
10. The gray bunny hopped excitedly through the meadow.

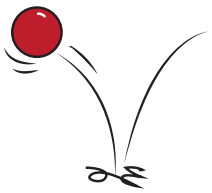
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Name _____ Date _____

Parts of Speech: Words that Describe

adverb + verb

An **adverb** is a word (or phrase) that describes a verb (an action or state of being). Adverbs can describe how, when, or where an action takes place.



Example: The ball bounced. (verb)

How did the ball bounce? → The ball bounced quickly.

When did the ball bounce? → The ball bounced all day.

Where did the ball bounce? → The ball bounced on the floor.

Directions: Circle an adverb in each sentence. Then, underline the verb it is describing.

a. "How" Adverbs

1. The gray bunny hopped excitedly through the meadow.
2. My wagon rolled smoothly over the sidewalk.
3. Henry quickly jumped into the pool.

b. "When" Adverbs

1. The old doctor leaves at 5:00 pm.
2. Kendra likes to run every day.
3. On Monday, they will be painting.

c. "Where" Adverbs

1. Mom walked outside to get some fresh air.
2. The tired dog sleeps by the window.
3. We aren't allowed to yell inside the house.

Directions: Choose an adverb to complete each sentence.

1. Peter dances _____.
2. The sun will rise _____.
3. I knocked _____ before entering the room.
4. You should _____ ride a bucking bronco.
5. We like to swim _____.

Adverb Bank

politely

on Saturdays

over the mountains

gracefully

never

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Name _____ Date _____

Multi-Step Fraction Word Problems



Directions: The school had a food drive. Answer the following questions about the drive.

1. Goods for the drive were stored in bins. The vegetable bin was $\frac{1}{2}$ full, the soup bin was $\frac{3}{4}$ full, and the pasta bin was $\frac{5}{6}$ full. Altogether, how many bins will the goods fill?

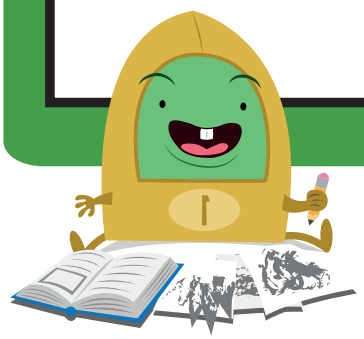
2. Mrs. Perez's class donated 99 different products for the food drive. One-ninth of it was vegetables, $\frac{2}{3}$ pasta, and $\frac{2}{9}$ was soup. How much of each product did they donate?

3. The fifth grade class donation consisted of $\frac{1}{5}$ pasta boxes and $\frac{6}{15}$ cans of soup. What fraction of their total donation was vegetables?

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Day 4

Independent Reading Activity	Read two fictional stories and then use this graphic organizer to compare and contrast the two stories.
Reading	Read eight short passages and then decide if the author in each of the passages is trying to persuade, inform, or entertain you. Record your answers on the task cards.
Writing	Choose one of the story starters and write your story on a separate piece of paper or in a writing notebook.
Grammar Practice	Read a silly poem and identify hyperboles and superlatives, words that end in -est, throughout the poem. Then explain the literal and nonliteral ideas in the poem.
Math	Use the coordinate plane to answer real-world word problems that include finding and plotting coordinates.



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Name: _____ Date: _____

Compare and Contrast Elements of a Story

Compare and contrast the elements of two different stories. Record similarities in the shaded section.

Story #1: _____ **Story #2:** _____

Characters		
Setting		

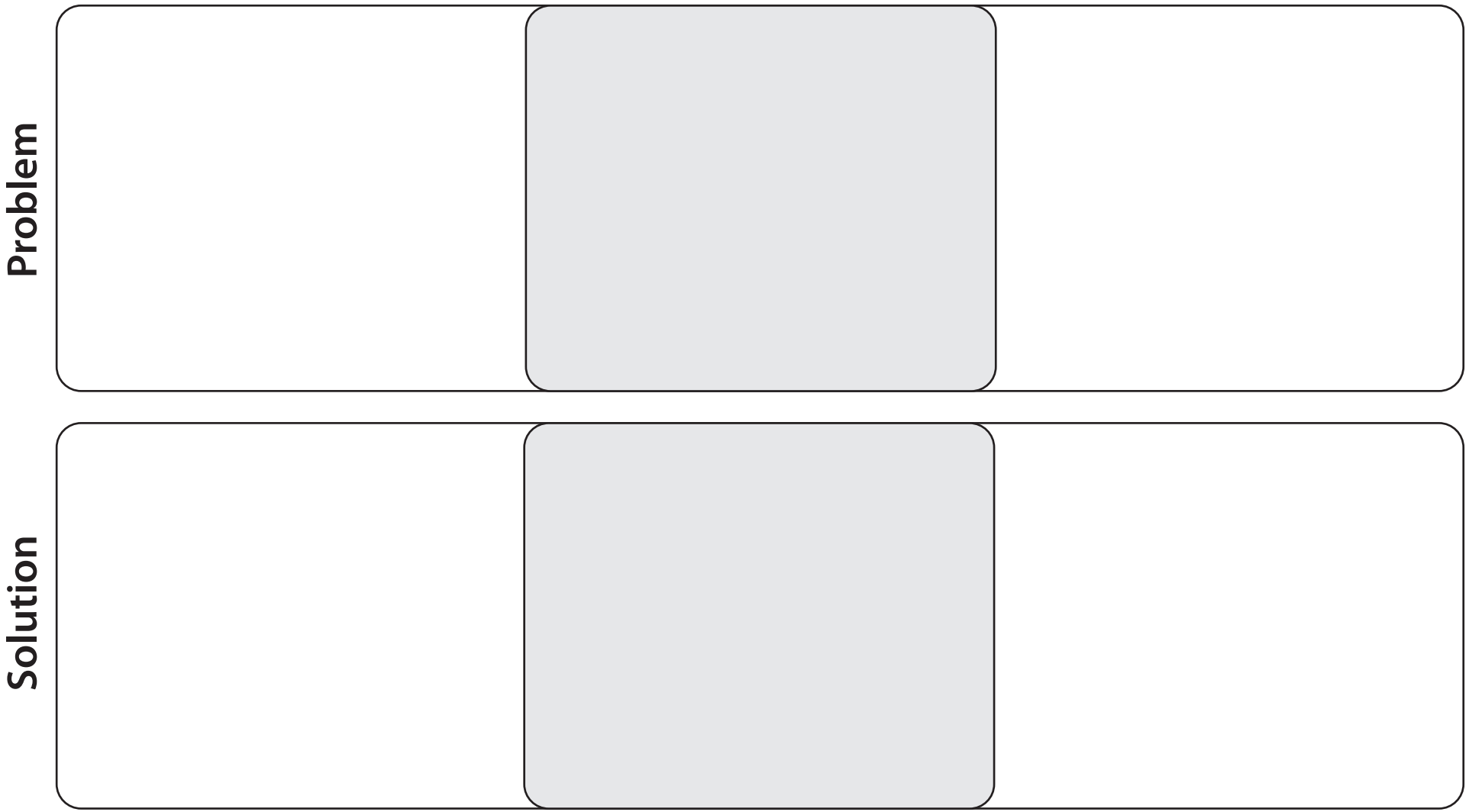
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Compare and Contrast Elements of a Story

Compare and contrast the elements of two different stories. Record similarities in the shaded section.

Story #1: _____ **Story #2:** _____



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Name: Date:

AUTHOR'S PURPOSE: Task Cards

Authors have three main purposes for writing:
PERSUADE - the author wants you to believe or do something.
INFORM - the author wants to tell or teach you something.
ENTERTAIN - the author wants to tell a story that you will enjoy.

*Remember the word **PIE**!
It is a trick to remember the three main reasons why authors write a piece of text.

Directions: Read the passages and answer the question on your answer document.

1 Halloween is the best holiday of the year! Everyone should go out and get a costume. If you can't find one to buy, make one. Halloween is better than the other holidays because you get to trick-or-treat with your friends.

What is the author's purpose?

2 Sarita was excited to get out of the car. She had been waiting for today for weeks and it was finally here. She skipped as she went up the walkway to the house, and her mom opened the door. Suddenly, everyone shouted, "Surprise!"

What is the author's purpose?

3 Have you seen the dancing show on tv? It is very entertaining. You should watch it because you will see new dance moves. You will like the music, too. Sometimes I like to get up and dance while the show is on. The show is really good and you will enjoy it!

What is the author's purpose?

4 The United States has five branches of the military. The Army, Navy, Air Force, Coast Guard, and Marines are the five branches. Each branch serves an important role for the country. The country relies on the people who serve in order to protect freedom.

What is the author's purpose?

5 Birthdays are celebrated around the world. In the United States, people celebrate with cake and candles. Many other places celebrate with singing songs. In Mexico, a birthday is celebrated with a piñata filled with candy. A person uses a broomstick to hit the piñata. Each of these birthday traditions is a fun celebration!

What is the author's purpose?

6 Rio and Marcus sat in the backseat of the car as their dad drove. The car traveled quickly on the highway and it seemed like they had been in the car for hours. Suddenly, their dad started singing loudly and dancing. He turned the music up and the boys cracked up. They laughed so hard and their faces turned bright red.

What is the author's purpose?

7 Smoking is a bad habit. Smoking costs Americans thousands of dollars a year. It also causes major health problems. There are over 4,800 chemicals found in one cigarette. Smoking is a habit that people can choose to quit, but it takes a lot of effort.

What is the author's purpose?

8 Hurry! This house will not be available for long. It has four huge bedrooms, a beautiful kitchen, and an awesome playroom. The best part of this house is that there is a pool in the backyard. Did I mention that the backyard is massive, too? Hurry! Buy it before someone else does!

What is the author's purpose?

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Name: Date:

AUTHOR'S PURPOSE: Task Cards

	Author's Purpose	Text Evidence
1		*How do you know?*
2		*How do you know?*
3		*How do you know?*
4		*How do you know?*

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Name: Date:

AUTHOR'S PURPOSE: Task Cards

	Author's Purpose	Text Evidence
5		*How do you know?*
6		*How do you know?*
7		*How do you know?*
8		*How do you know?*

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Name: _____ Date: _____

More Hyperbole in Poetry

A **hyperbole** (hy-PER-buh-lee) is an exaggeration so dramatic that it is obviously not true. It is used as a figure of speech in writing to make a point or create a vivid image.

Example: I'm so tired I could sleep for a year!

Sometimes authors use **superlatives** when they write hyperboles. A superlative is an adjective that expresses the highest degree of something. Superlatives often end with the suffix -est.

Example: Joe is the tallest kid in the world!

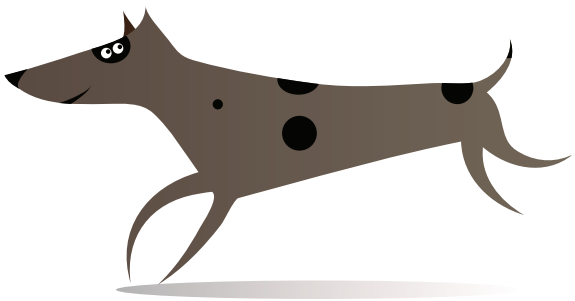
Read the poem and answer the questions that follow.

It was the longest day, with the hottest sun
When Old Man Pete went out to run.
He ran so fast, he ran so long
He didn't stop 'til the break of dawn.

When Pete finally sat down to rest,
He found that he'd reached Budapest.
A thousand miles from home, and yet
He jumped right up, ran to Tibet.

Pete ran up the steepest hills, then
turned around and ran up again.
He ran along the China wall
He didn't slow, he didn't fall.

Old Man Pete ran 'round the globe
wearing nothing but his bathroom robe.
When he was done, said with a sigh,
"Never did catch that dog of mine."



1. Underline an example of hyperbole in the poem.
2. What is the author or speaker literally saying?

_____

_____

_____

_____

3. What does the author or speaker actually mean?

_____

_____

_____

_____

4. Circle three superlatives.
5. How did the author use superlatives to create hyperbole?

_____

_____

_____

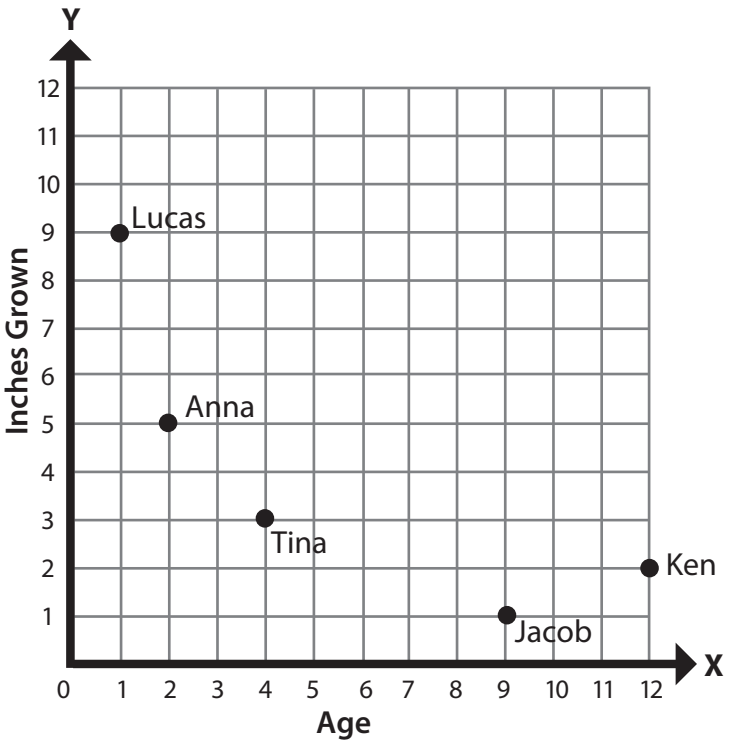
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Coordinate Plane Word Problems

Dr. Rios has collected data about her patients' growth. The points show the age and the number of inches grown since each person's last birthday.



1. Who has grown the most since their last birthday?

_____

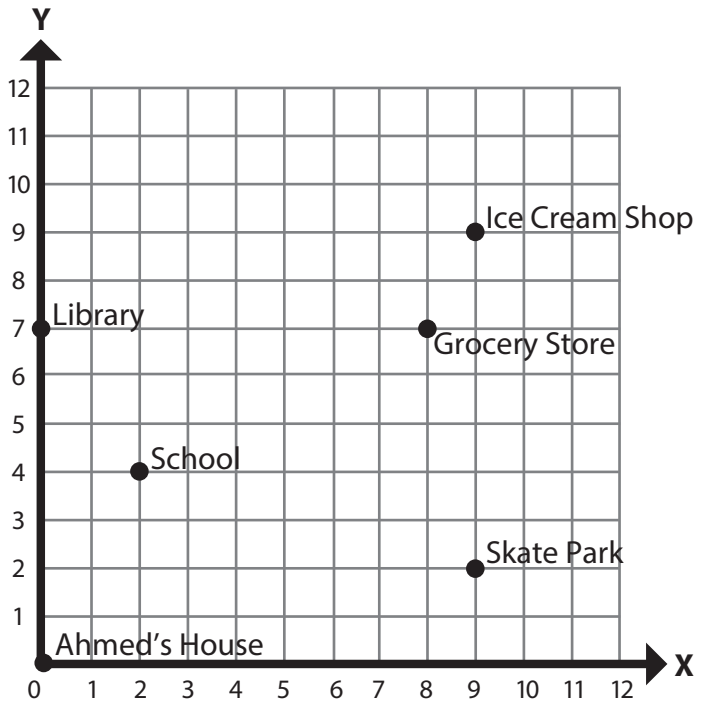
2. What is the total number of inches grown?

_____

3. How many more inches did Tina grow than Jacob?

_____

Ahmed wanted to make a map of his neighborhood, so he graphed the locations of several places he likes to visit.



1. There is a video game store halfway between the library and the grocery store. At what coordinates should Ahmed graph the video game store?

_____

2. What is the farthest place from Ahmed's house?

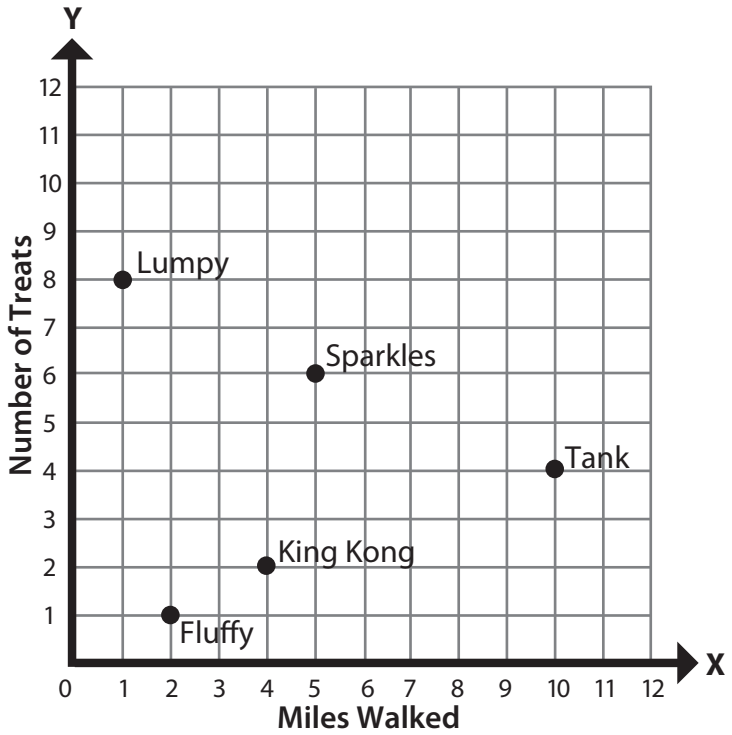
_____

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Name: _____ Date: _____

Coordinate Plane Word Problems

Paloma is starting a dog walking business, so she has to keep track of all the dogs she walks. The points show how many miles each dog walked and how many treats they ate on their walk.



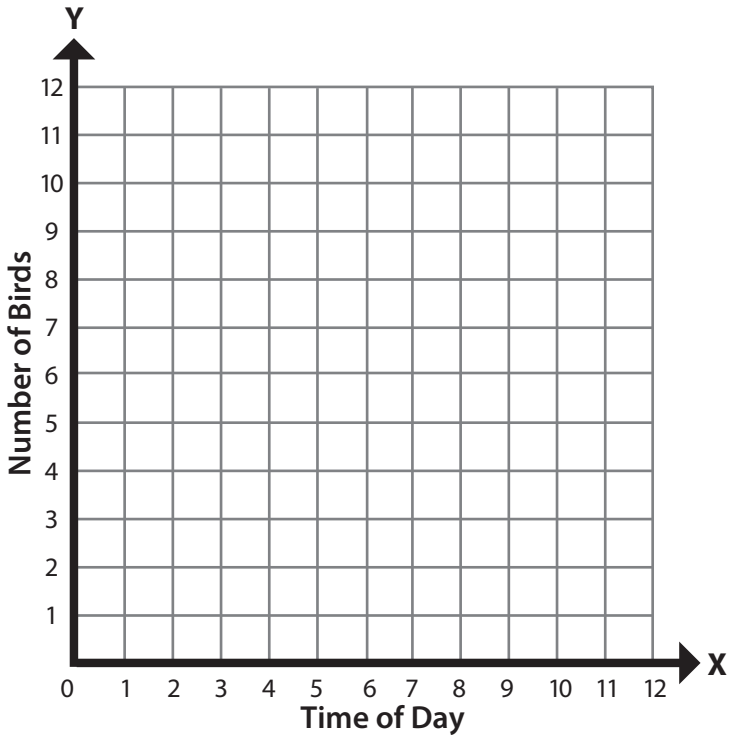
1. Paloma walked Mr. Snuffles today. He walked 2 miles farther than King Kong, and he ate 3 treats fewer than Lumpy. Plot Mr. Snuffles' walk on the coordinate plane.

_____

2. How many treats did all the dogs eat in total?

_____

Leroy is on a camping trip and he is recording information about the different birds he sees. Each ordered pair shows the number of birds he has seen and the time of day he spotted them.



1. Plot each point on the coordinate plane.
   Blackbirds (8, 3)
   Kestrels (11, 6)
   Woodpeckers (7, 2)
   Osprey (12, 1)

2. An hour after he spotted the blackbirds, Leroy saw four times as many swallows as he did ospreys. What ordered pair would represent the swallows on his coordinate plane?

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Day 5

Independent Reading Activity	Read for 20 minutes, then complete this storyboard where you will identify the main events in the beginning, middle, and end of a fiction text.
Reading	Read this passage from Mark Twain's classic "The Prince and the Pauper," and complete vocabulary and comprehension exercises.
Writing	Choose one of the story starters and write your story on a separate piece of paper or in a writing notebook.
Grammar Practice	Learn what makes up a metaphor, and then practice writing some metaphors. There is a simple word search to help you remember key vocabulary words about metaphors.
Math	Practice finding common denominators and subtracting fractions to determine how much of each ingredient is needed to complete a recipe. Use the added challenge to practice dividing fractions and whole numbers.



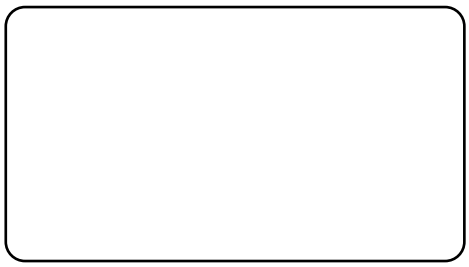
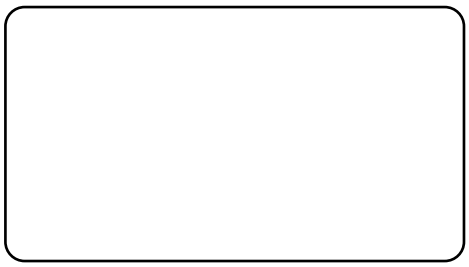
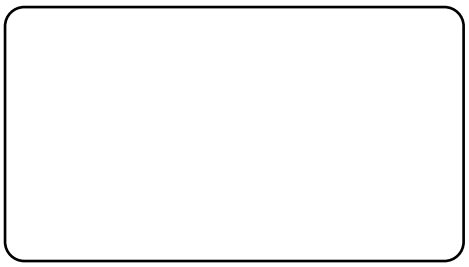
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Storyboard Summary

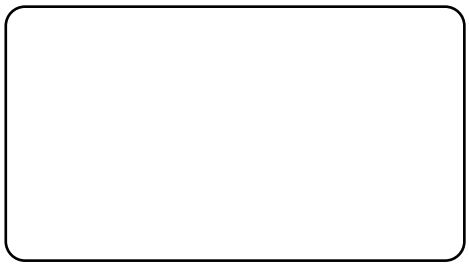
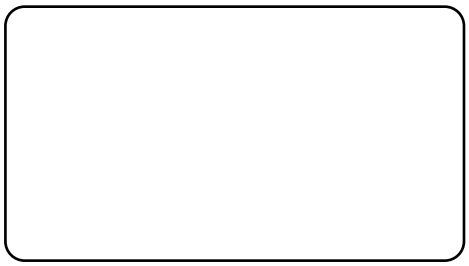
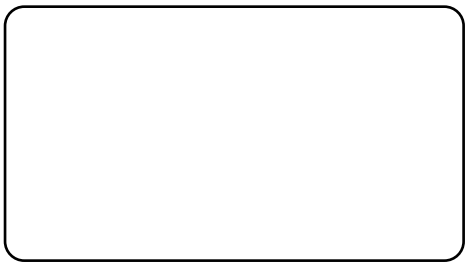
Name: _____ Date: _____

Use this storyboard to draw three important scenes that happen in the beginning, middle, and end of the story. Below each drawing, write one or two sentences to describe the scene.

BEGINNING

MIDDLE

END





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The PRINCE and the PAUPER

by Mark Twain

Chapter I. The Birth of the Prince and the Pauper

In the ancient city of London, on a certain autumn day in the second quarter of the sixteenth century, a boy was born to a poor family of the name of Canty, who did not want him. On the same day another English child was born to a rich family of the name of Tudor, who did want him. All England wanted him too. England had so longed for him, and hoped for him, and prayed God for him, that, now that he was really come, the people went nearly mad for joy. Mere acquaintances hugged and kissed each other and cried. Everybody took a holiday, and high and low, rich and poor, feasted and danced and sang, and got very mellow; and they kept this up for days and nights together. By day, London was a sight to see, with banners waving from every balcony and housetop, and splendid pageants marching along. By night, it was again a sight to see, with its great bonfires at every corner, and its troops of revellers making merry around them. There was no talk in all England but of the new baby, Edward Tudor, Prince of Wales, who lay lapped in silks and satins, unconscious of all this fuss, and not knowing that great lords and ladies were tending him and watching over him—and not caring, either. But there was no talk about the other baby, Tom Canty, lapped in his poor rags, except among the family of paupers whom he had just come to trouble with his presence.





Vocabulary Matching

Find the correct meaning of each word and write the letter in the blank.

____	pauper	A. large fire for a celebration
____	mere	B. wrapped
____	acquaintances	C. poor person
____	mellow	D. not knowing or unaware
____	pageants	E. extreme activity
____	bonfires	F. mild and relaxed
____	revellers	G. public entertainment; parades and shows
____	lapped	H. people who are celebrating
____	unconscious	I. someone known but not closely
____	fuss	J. nothing more than

Quick Quiz

1. What was the name of the prince?

   _____

2. What was the name of the poor boy?

   _____

3. What country are the boys born in?

   _____

4. Why did the country celebrate?

   _____

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METAPHOR

A metaphor is the comparison of two things that are usually very different, but alike in at least one way. Writers use metaphors to describe something and let the reader discover the way the things are alike.

Example: Her hair was a waterfall of gold.

The writer is comparing two things: hair and a waterfall. There are many ways hair is different from a waterfall. Hair is made up of solid strands, while a waterfall is made up of liquid drops. There are ways that they are similar. Hair sometimes moves or shines like a waterfall. This metaphor puts a picture in the reader's mind. It tells more than simply saying "Her hair was shiny."

How Are They Alike?

In the following sentence write the two things being compared and one way they are alike.

My sister is a bear in the morning.

1. _____ 2. _____

One way they are alike:_____

_____

The clouds were marshmallows in the sky.

1. _____ 2. _____

One way they are alike:_____

_____

The tree's branches were arms, grabbing at Dorothy.

1. _____ 2. _____

One way they are alike:_____

_____

Make a Metaphor

One word in the sentence is underlined. Write a word in the blank that will make the sentence a metaphor. Remember, the two things must be different in most ways, but alike in at least one way.

The flowers were _____ in the garden.

His eyes were _____ when he was scared.

My sweet cat is a _____ at night.

Word Search

Circle each of the words on the list in the puzzle. Words can go up, down, backwards or diagonally.

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

WORDS

METAPHOR
ALIKE
DIFFERENT
COMPARE
WORDS
WRITER
PICTURE

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Cupcakes Challenge: Practice Fractions

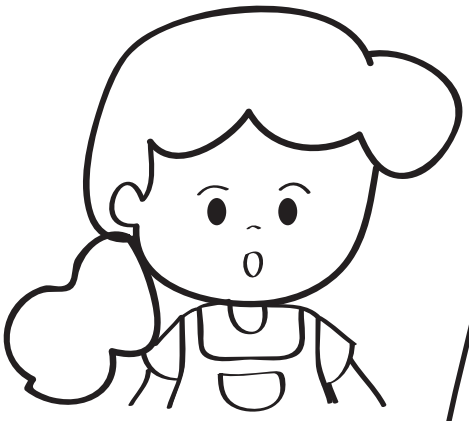
Aunt Marie needs help ÿguring out how much of each ingredient she will need to buy in order to make this cupcake recipe. Can you help her?

Recipe			She has...		She needs...
All purpose ˜our	$4\frac{1}{3}$	cups	$\frac{2}{3}$	cup	
Sugar	$3\frac{3}{4}$	cups	$\frac{6}{8}$	cup	
Baking powder	4	teaspoons	$\frac{6}{5}$	teaspoons	
Milk	2	cups	$1\frac{1}{6}$	cups	
Vanilla	6	teaspoons	$2\frac{3}{6}$	teaspoons	
Eggs	2		0		



More challenge!

This recipe is for 12 people. If Aunt Marie wanted to cut the recipe in half, how much of each ingredient would it call for?



All purpose ˜our

Sugar

Baking powder

Milk

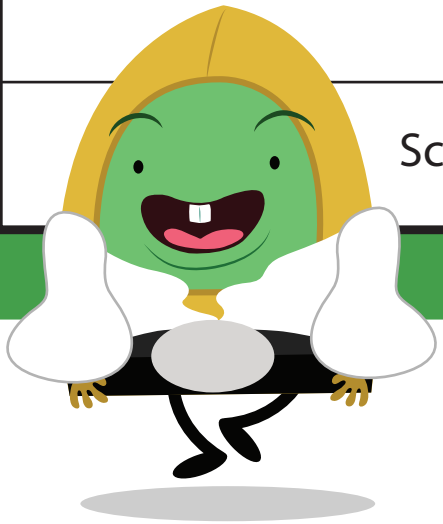
Vanilla

Eggs

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Other Fun Stuff

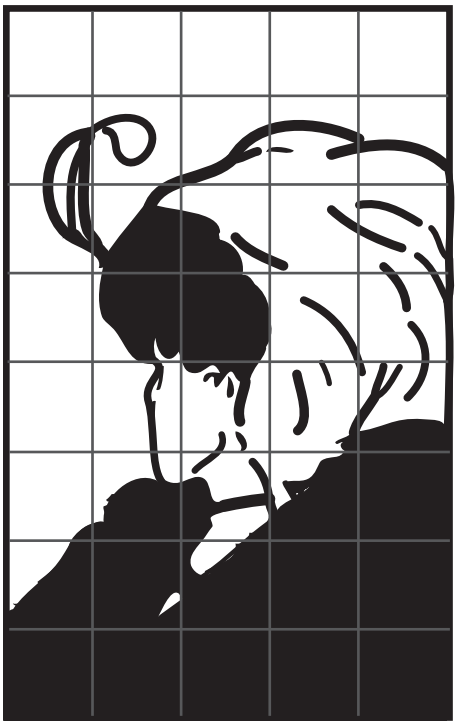
Grid Art
Mystery Picture Graph: Big City
Capital Crossword
Five Letter Anagrams
Jetpack Maze
Book of Mazes
Scary Stories Logic Problem



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GRID ART

The Grid Method is a way to reproduce a drawing that you'd like to draw! Challenge your math skills here by enlarging the drawing in a 1:2 ratio. Figure out how to section out your grid and then carefully observe and translate your drawing over!



My Wife & my Mother-in-Law
by W.E. Hill.
- is a famous visual illusion of a young woman and an old crone. Can you spot them?

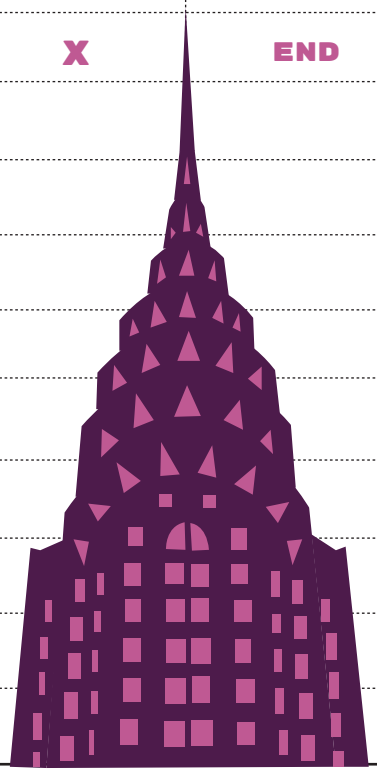
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Name _____ Date _____

DRAWING ON THE GRID
BIG CITY

Instructions: Draw an unbroken line between each point listed on the grid on the following page. When you see an **X**, lift up your pencil and start a new line.

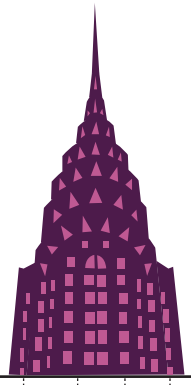
X, Y	X, Y	X, Y	X, Y	X, Y	X, Y
START ↓	15, 21	15, 23	10, 1	1, 5	22, 3
16, 30	13, 21	14, 23	10, 5	3, 5	23, 3
16, 27	13, 7	14, 21	12, 5	3, 4	23, 5
15, 24	X	X	X	6, 4	25, 5
17, 24	17, 21	17, 23	22, 1	6, 6	25, 3
16, 27	19, 21	18, 23	22, 5	7, 7	27, 5
X	19, 7	18, 21	20, 5	8, 6	29, 3
15, 24	X	X	X	8, 3	29, 5
15, 9		13, 9	17, 1	10, 3	30, 5
17, 9		12, 9	17, 7	X	END
17, 24		12, 1	20, 7		
X		X	X		
		19, 9	15, 1		
		20, 9	15, 7		
		20, 1	12, 7		
		X	X		



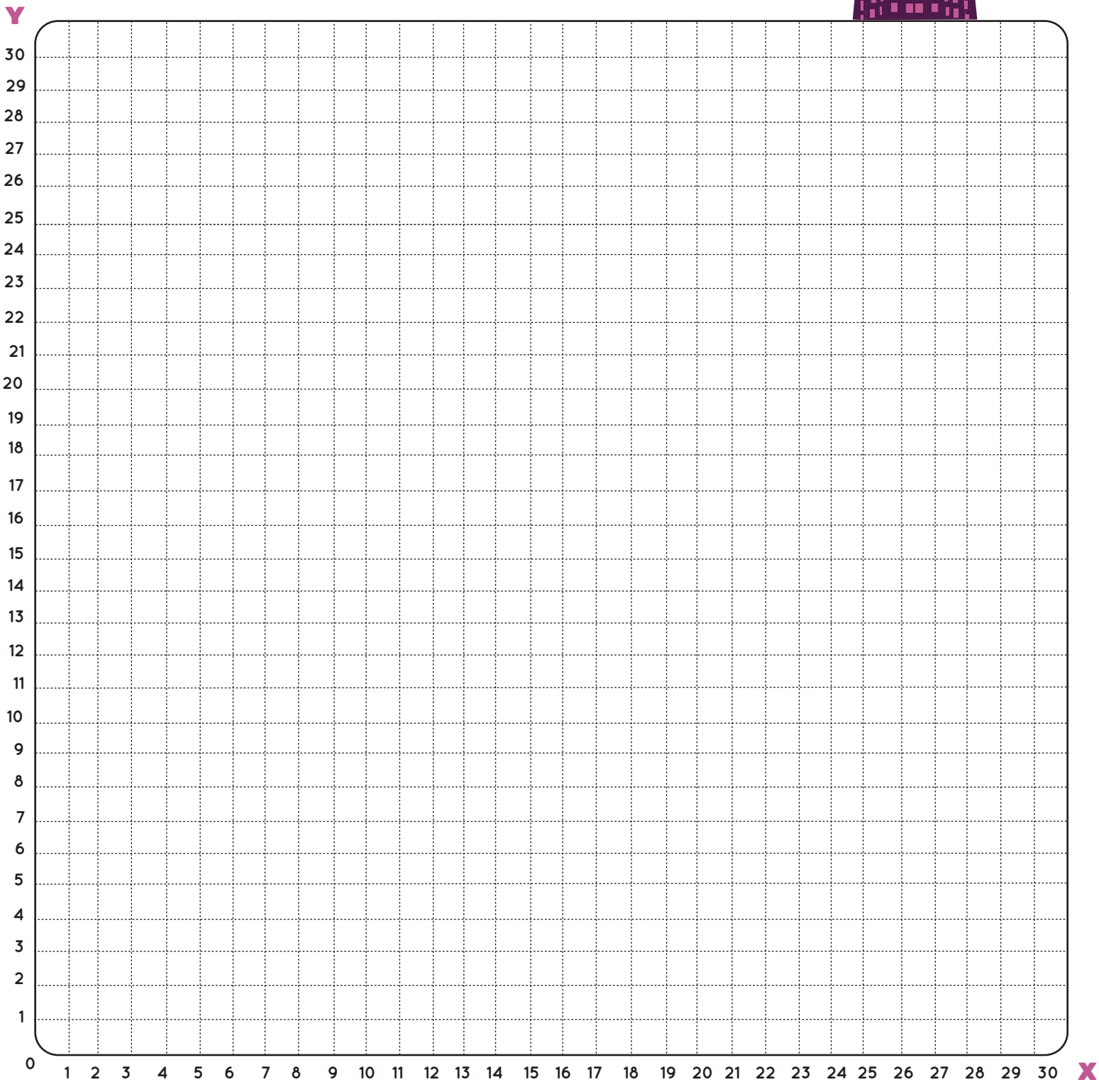
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DRAWING ON THE GRID

BIG CITY

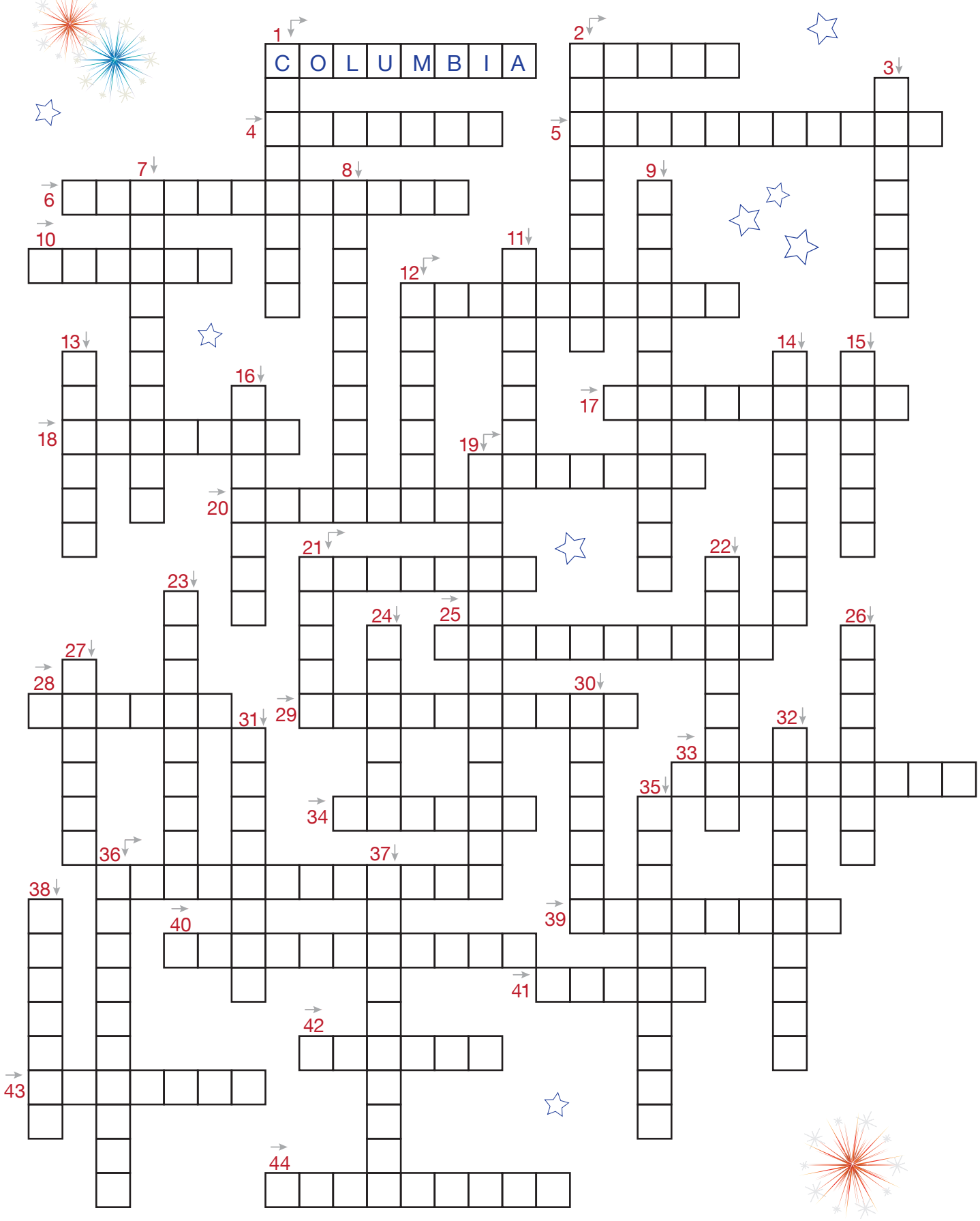


Instructions: Draw an unbroken line between each point listed on the x and y coordinates on the previous page. What image emerges?



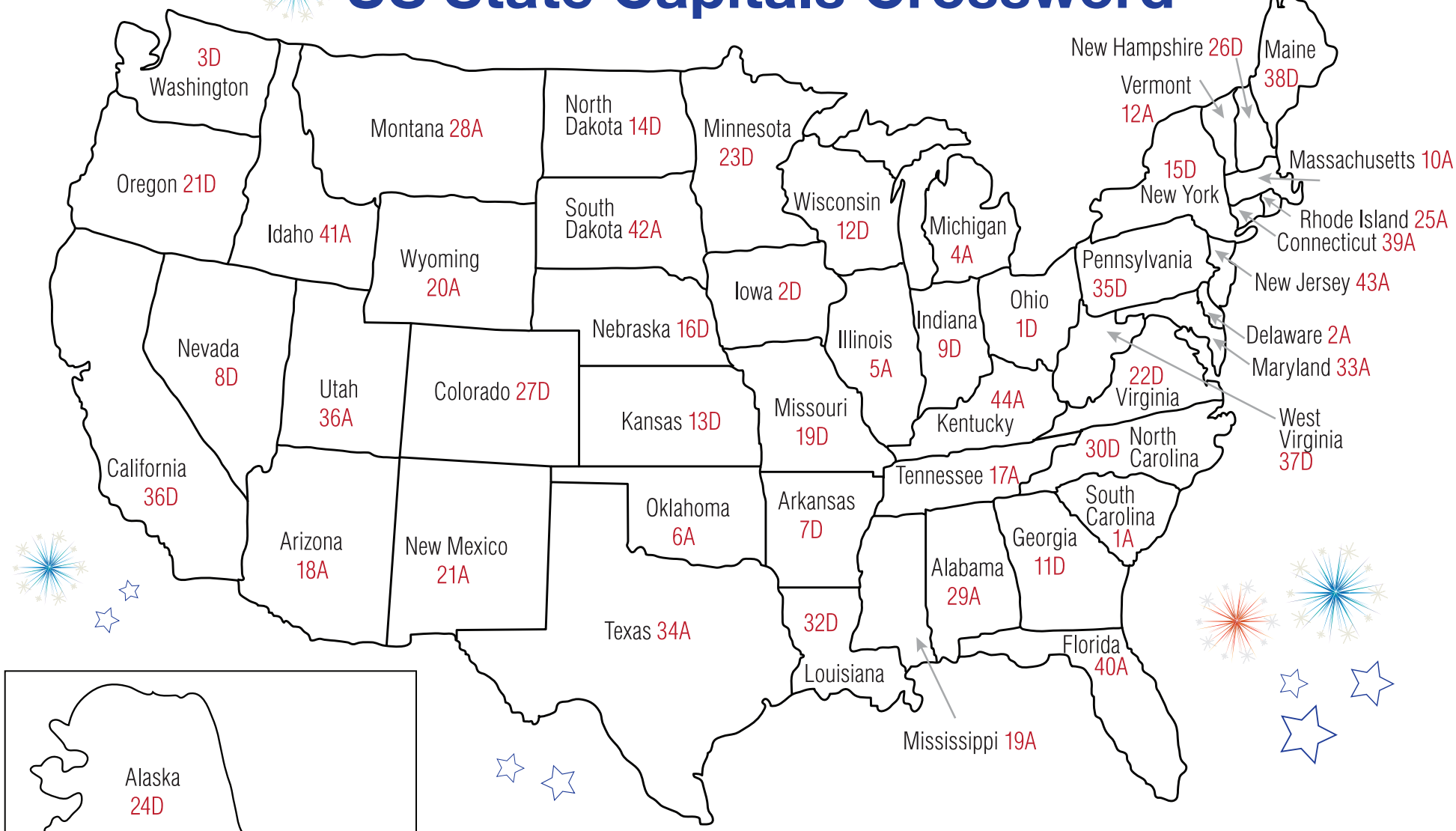
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US State Capitals Crossword



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US State Capitals Crossword



Use this map of the United States to fill in the capitals of each state in the crossword puzzle.

HINT: A stands for Across, D stands for Down. So, 1A is 1 Across. The first one has been done for you.

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More Anagrams Galore

Fill in the correct letters to complete the anagram of the word given.

H E A R T E _ _ T _	A L E R T _ A T _ _	B R E A K B _ K _ _	C R A T E _ _ A _ E
T A C O S C _ _ _ T	E L B O W B _ L _ _	S M I L E _ _ I _ E	B R E A D _ E _ R _
H O R S E S _ _ R _	L E A S T _ _ E A _	P L A T E P E _ _ _	S K A T E S _ _ A _

Can you create an anagram for the word given?

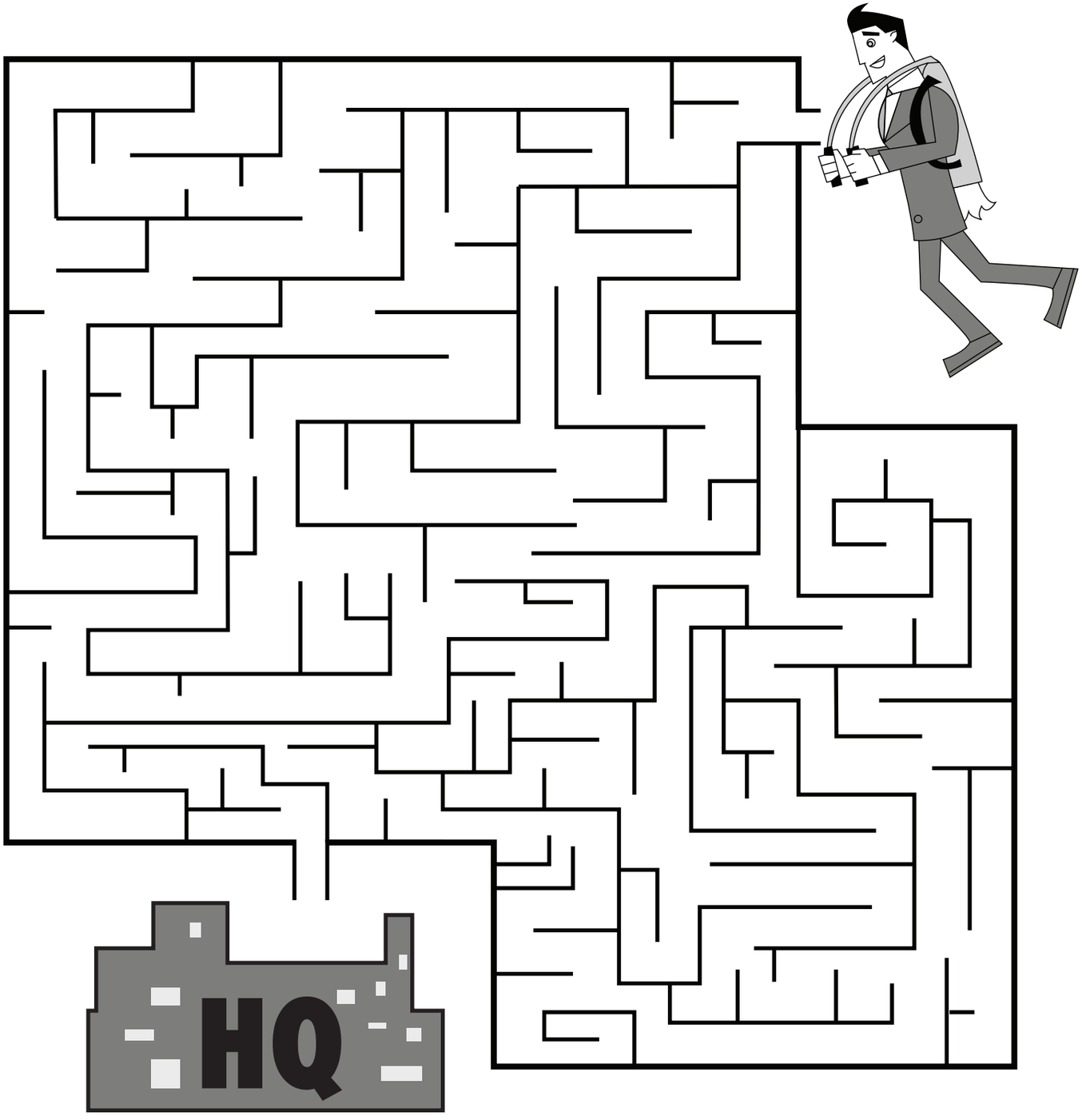
S T A T E	S A I N T	P A N E L	W E I R D
_____	_____	_____	_____
S N A I L	C I D E R	T H E R E	B E G I N
_____	_____	_____	_____

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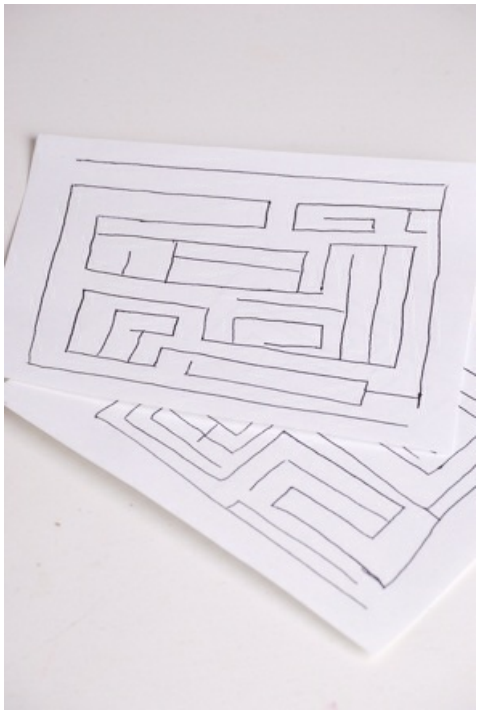
TRANSMISSION FROM HQ: Many thanks, Agent Danger. We've received word that Warner and Snide are in our hands and are on their way to headquarters. Well done.

Help Ian find his way back to HQ!



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Book of Mazes



Let your child use their wits to challenge people to complete their labyrinthine book of mazes. Making mazes will keep your child busy, and they'll be able to share the fun with a friend, too. Making mazes is an exercise in patience and creativity — and completing them is a great way to strengthen their problem-solving abilities!

What You Need:

- Sheets of plain paper
- Two sheets of colored construction paper
- Ruler
- Pen or pencil
- Stapler
- Crayons or markers (optional)

What You Do:

1. On a couple of sheets of scratch paper, urge your child to practice drawing some mazes. It will help them to use a ruler or straight edge to make the maze as neat-looking as possible. If they need some assistance, help them look online at some basic mazes, until they get the idea.
2. Have your child draw a different maze on each page. Each maze should have a marked starting and ending point, and several "dead ends." Encourage them to make mazes of differing levels of difficulty, trying to work from "easy" to "difficult," from the beginning to the end of the book.
3. After they have finished drawing the mazes, staple them together to make a book, with the two sheets of construction paper forming the front and back cover.
4. If they wish, they can design and color the front and back cover, and write a title — such as: "My Book of Mazes."

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Scary Stories Logic Problem

Use the table to help you solve the logic problem. Each square represents a possible answer. Follow the rows and columns to find the correct combination. Draw a dot in a square for the answer where the vertical and horizontal squares meet. Draw an "x" in a square that isn't the answer.

	Ghost	Invasion	Nightmares	Aliens	Laser	Crystal Ball	Doorway	Spaceship
Devon								
Jenny								
Lyle								
Patrick								
Laser								
Crystal Ball								
Doorway								
Spaceship								



Devon, Jenny, Lyle and Patrick are sitting around a campfire. They are telling scary stories. They each tell a different story: vengeful ghost, nightmares come true, alien monsters and insect invasion. The main character in each story has an important object: a crystal ball, spaceship, magical doorway and laser. Can you determine who told what story and which story had what object?

1. **Lyle told a scary story that involved a crystal ball but there wasn't a ghost in the story.**
2. **Jenny did not spin a tale of an insect invasion. She does not like insects!**
3. **The story about the alien monsters had them walking through a magical doorway to cross into other worlds.**
4. **The vengeful ghost story, told by Devon, used a laser.**
5. **Patrick did not tell the story about the alien monsters or nightmares coming true.**

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Week 5

Independent Study Packet

ANSWER KEYS

Use these answer keys to check your work!



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Name: _____ Date: _____

Possible Answers

Rudyard Kipling: What's the Theme?

In literature, a **theme** is a central lesson that is revealed through the events in a story. The theme of a story conveys a message or lesson about life that can apply to any person, not just the story's characters. The theme is typically not stated outright, but rather revealed by the story's characters and their actions.

Directions: After reading the story, answer the questions to find the theme.

1. What **problem** did the crab face?

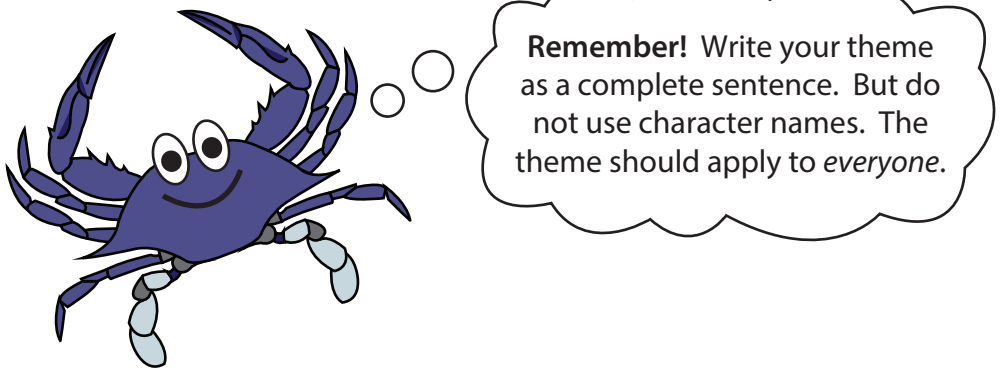
   The Eldest Magician threatened to take away his hard shell because he wasn't playing as he should.

2. How did the crab **solve** his problem?

   He promised to play according to the magician's rules.

3. What **lesson** did the crab learn when the problem was solved?

   He learned that if he didn't follow the rules, he would be punished by the Eldest Magician.



4. Rewrite the lesson as a general statement that could apply to anyone. This is the **theme** of the story.

   People should follow the rules and be respectful of others, or there may be unexpected consequences.

5. Describe a time that you experienced this theme in your own life.

   Student answers will vary.

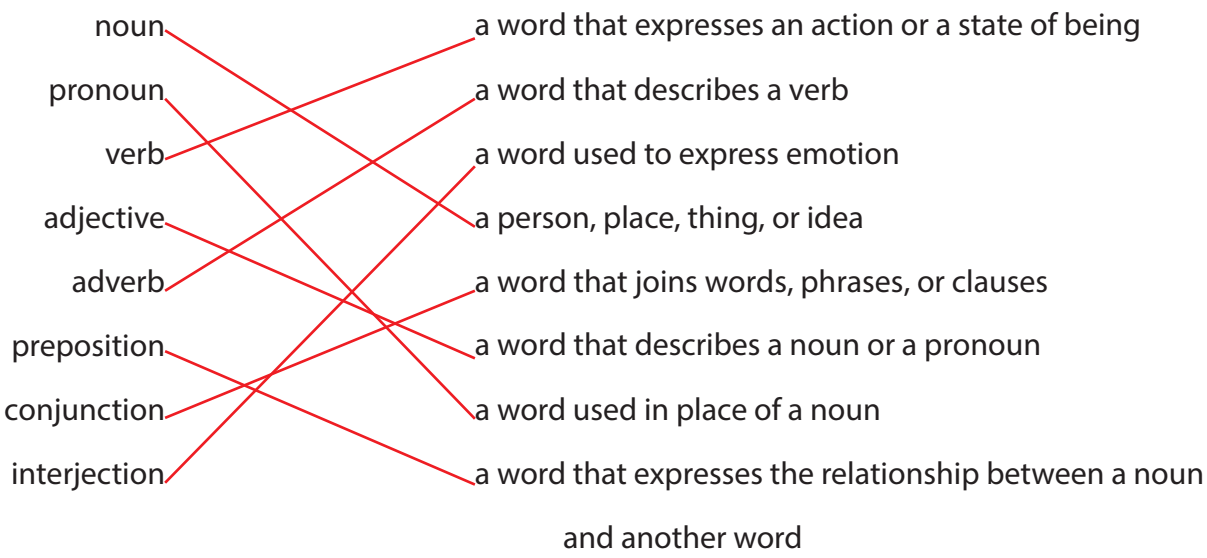
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Name:_____ Date:_____

Parts of Speech

a) Draw a line to match each part of speech with its definition.

ANSWERS



---

b) Choose the correct part of speech for the underlined word in each sentence below.

1. Jenny <u>ran</u> towards the apple tree. a. noun b. verb c. adjective	2. "<u>Wow</u>!" she shouted after riding the roller coaster. a. conjunction b. noun c. interjection
3 . When Carl got to <u>school</u>, it started to rain. a. conjunction b. adverb c. noun	4. After dinner, I'm going to eat <u>chocolate</u> ice cream. a. adverb b. adjective c. preposition
5 . I dropped my favorite book <u>under</u> the chair. a. preposition b. verb c. interjection	6. Cora likes ketchup, <u>but</u> she doesn't like mustard. a. interjection b. conjunction c. pronoun
7 . Owen <u>gently</u> picked up his pet snake. a. verb b. pronoun c. adverb	8. <u>We</u> all love to play basketball during recess. a. pronoun b. noun c. preposition

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Subtracting Fractions Answers

There are three steps to subtract fractions.

$\frac{3}{4} - \frac{1}{4}$

Step 1: Make sure the denominators (the bottom numbers) are the same.

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

Step 2: Subtract the numerators (the top numbers). Write the answer over the same denominator:

$\frac{2}{4} = \frac{1}{2}$

Step 3: Simplify the fraction.

Add and subtract the fractions below. If you can, simplify the answer.

$\frac{5}{6} - \frac{2}{15} =$

$\frac{5}{6} - \frac{2}{15} = \frac{5 \times 5}{6 \times 5} - \frac{2 \times 2}{15 \times 2} =$

$\frac{25}{30} - \frac{4}{30} = \frac{25 - 4}{30} = \frac{21}{30} = \frac{7}{10}$

$\frac{7}{8} - \frac{5}{16} =$

$\frac{7}{8} - \frac{5}{16} = \frac{7 \times 2}{8 \times 2} - \frac{5}{16} =$

$\frac{14}{16} - \frac{5}{16} = \frac{9}{16}$

$\frac{5}{7} - \frac{2}{3} =$

$\frac{5}{7} - \frac{2}{3} = \frac{5 \times 3}{7 \times 3} - \frac{2 \times 7}{3 \times 7} =$

$\frac{15}{21} - \frac{14}{21} = \frac{15 - 14}{21} = \frac{1}{21}$

$\frac{11}{15} - \frac{3}{5} =$

$\frac{11}{15} - \frac{3}{5} = \frac{11}{15} - \frac{3 \times 3}{5 \times 3} =$

$\frac{11}{15} - \frac{9}{15} = \frac{11 - 9}{15} = \frac{2}{15}$

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

$\frac{3}{4} - \frac{1}{5} = \frac{3 \times 5}{4 \times 5} - \frac{1 \times 4}{5 \times 4} =$

$\frac{15}{20} - \frac{4}{20} = \frac{15 - 4}{20} = \frac{11}{20}$

$\frac{2}{5} - \frac{4}{10} =$

$\frac{2}{5} - \frac{4}{5} = \frac{2}{5}$

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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.

Answers

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

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Name: _____ Date: _____

Verbs: Past, Present, and Future Tense answers

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

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



Example: **Run**

Past	**Present**	**Future**
She ran yesterday.	She runs past me today.	She will run tomorrow.

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

Past Progressive	**Present Progressive**	**Future Progressive**
She was running yesterday.	She is running today.	She will be running tomorrow.

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

Verb Bank

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

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Name: _____ Date: _____

Verbs: Past, Present, and Future Tense

Directions: *Write each word in the correct verb tense.* **Answers**

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

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

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

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

1. Yesterday I will be at home. ___was___
2. Kai is had a sandwich right now. ___having___
3. Ben is kicking the ball earlier. ___was kicking___
4. Tomorrow the librarian read a book. ___will read___

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Name: _____ Date: _____

Answers

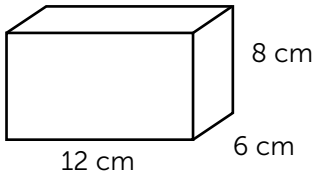
Base and Volume

Sometimes the length and width have already been multiplied together for you. When this happens, it is called the **base**. When you know the value of the base, all you have to do is multiply the base times the height to find the volume of the object.

base = length x width
volume = base x height

Directions: *Find the volume of each object using the base and height.*

Example:

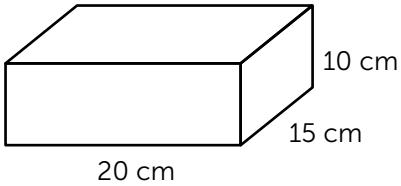


base = 12 x 6, so the base is **72 cm²**

To find the volume, multiple the base times the height.

V = base x height **V** = 72 x 8 **V** = **576 cm³**

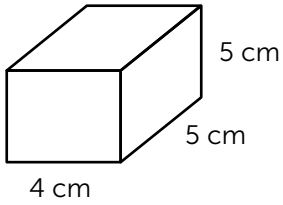
1.



base = 300 cm²

300 (base) x 10 (height) = 3000 cm³ (volume)

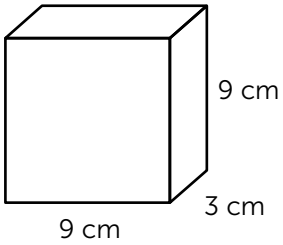
2.



base = 20 cm²

20 (base) x 5 (height) = 100 cm³ (volume)

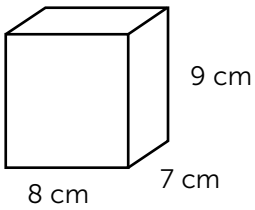
3.



base = 27 cm²

27 (base) x 9 (height) = 243 cm³ (volume)

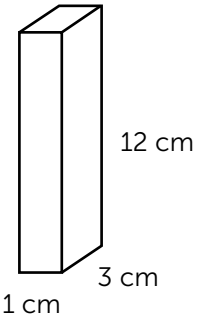
4.



base = 56 cm²

56 (base) x 9 (height) = 504 cm³ (volume)

5.



base = 3 cm²

3 (base) x 12 (height) = 36 cm³ (volume)

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Answers

The Wonderful Wizard of Oz

by L. Frank Baum



"There's a cyclone coming, Em," Uncle Henry called to his wife. "I'll go look after the stock." Then he ran toward the sheds where the cows and horses were kept.

Aunt Em dropped her work and came to the door. One glance told her of the danger close at hand.

"Quick, Dorothy!" she screamed. "Run for the cellar!"

Toto jumped out of Dorothy's arms and hid under the bed, and the girl started to get him. Aunt Em, badly frightened, threw open the trap door in the floor and climbed down the ladder into the small, dark hole. Dorothy caught Toto at last and started to follow her aunt. When she was halfway across the room there came a great shriek from the wind, and the house shook so hard that she lost her footing and sat down suddenly upon the floor.

Then a strange thing happened. The house whirled around two or three times and rose slowly through the air. Dorothy felt as if she were going up in a balloon.

In the middle of a cyclone the air is generally still, but the great pressure of the wind on every side of the house raised it up higher and higher, until it was at the very top of the cyclone; and there it remained and was carried miles and miles away as easily as you could carry a feather.

It was very dark, and the wind howled horribly around her, but Dorothy found she was riding quite easily. She felt as if she were being rocked gently, like a baby in a cradle.

Toto did not like it. He ran about the room, now here, now there, barking loudly; but Dorothy sat quite still on the floor and waited to see what would happen.

Who Was It?

Circle the correct answer.

1. Who went to check the cows and horses?

   A. Dorothy B. Toto
   C. Uncle Henry D. Auntie Em

2. Who hid under the bed?

   A. Dorothy B. Toto
   C. Uncle Henry D. Auntie Em

3. Who sat still on the floor?

   A. Dorothy B. Toto
   C. Uncle Henry D. Auntie Em

Sequence of Events

The events of the story are mixed up. Put them in the correct order.

Toto ran around the room barking.	6
The house rose into the air.	5
Uncle Henry saw the cyclone.	1
The cyclone hit the house.	4
Dorothy caught Toto.	3
Auntie Em went into the cellar.	2

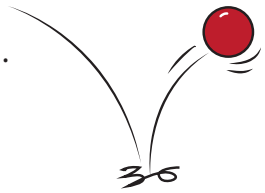
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Name POSSIBLE ANSWERS Date _____

Parts of Speech: Words that Describe

adjective + noun

An **adjective** is a word that describes a noun (a person, place, thing, or idea).



Example: The ball bounced. (noun)

What kind of ball? → The red ball bounced. (adjective)

Remember: An adjective can be placed before the noun. → The red ball bounced.

Or after the noun. → The ball is red.

Directions: Make your own adjective bank. Think about words that describe *shape, size, color, number, feel, taste, sound,* or *smell.*

red	_____	_____
small	_____	_____
bumpy	_____	_____
stinky	_____	_____
loud	_____	_____
many	_____	_____

Directions: Circle an adjective in each sentence. Then, underline the noun it is describing.

POSSIBLE ANSWERS

1. The old doctor leaves at 5:00 pm.
2. The purple balloon blew quickly through the air.
3. Julia is the tallest girl in our class.
4. Our class is awesome.
5. The tired dog sleeps by the window.
6. Yesterday, I wore a blue, striped shirt.
7. The oldest tree in California is over 5,000 years old.
8. My teacher is so nice.
9. My big, mean cat jumped out of my arms.
10. The gray bunny hopped excitedly through the meadow.

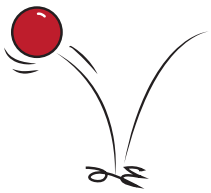
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Name _____ Date _____ **Answers**

Parts of Speech: Words that Describe

adverb + verb

An **adverb** is a word (or phrase) that describes a verb (an action or state of being). Adverbs can describe how, when, or where an action takes place.



Example: The ball bounced. (verb)

How did the ball bounce? → The ball bounced quickly.

When did the ball bounce? → The ball bounced all day.

Where did the ball bounce? → The ball bounced on the floor.

Directions: Circle an adverb in each sentence. Then, underline the verb it is describing.

a. "How" Adverbs

1. The gray bunny hopped excitedly through the meadow.
2. My wagon rolled smoothly over the sidewalk.
3. Henry quickly jumped into the pool.

b. "When" Adverbs

1. The old doctor leaves at 5:00 pm.
2. Kendra likes to run every day.
3. On Monday, they will be painting.

c. "Where" Adverbs

1. Mom walked outside to get some fresh air.
2. The tired dog sleeps by the window.
3. We aren't allowed to yell inside the house.

Directions: Choose an adverb to complete each sentence.

1. Peter dances gracefully.
2. The sun will rise over the mountains.
3. I knocked politely before entering the room.
4. You should never ride a bucking bronco.
5. We like to swim on Saturdays.

Adverb Bank

politely

on Saturdays

over the mountains

gracefully

never

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Name **ANSWERS** _____ Date _____

Multi-Step Fraction Word Problems



Directions: The school had a food drive. Answer the following questions about the drive.

1. Goods for the drive were stored in bins. The vegetable bin was $\frac{1}{2}$ full, the soup bin was $\frac{3}{4}$ full, and the pasta bin was $\frac{5}{6}$ full. Altogether, how many bins will the goods fill?

$2\frac{1}{12}$ bins will be filled with goods.

2. Mrs. Perez's class donated 99 different products for the food drive. One-ninth of it was vegetables, $\frac{2}{3}$ pasta, and $\frac{2}{9}$ was soup. How much of each product did they donate?

11 veggies
22 soups
66 pasta boxes

3. The fifth grade class donation consisted of $\frac{1}{5}$ pasta boxes and $\frac{6}{15}$ cans of soup. What fraction of their total donation was vegetables?

$\frac{6}{15}$ of total donation was vegetables.

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Name: Date:

AUTHOR'S PURPOSE: Task Cards ANSWERS

	Author's Purpose	Text Evidence
1	*Persuade*	How do you know? *The author is trying to persuade the reader to get a costume and participate in Halloween.*
2	*Entertain*	How do you know? *The author wrote a story about a girl that the reader can enjoy.*
3	*Persuade*	How do you know? *The author is trying to persuade the reader to watch a dancing show on television.*
4	*Inform*	How do you know? *The author is trying to tell the reader facts about the branches of the military.*
5	*Inform*	How do you know? *The author is trying to teach the reader about various birthday traditions around the world.*
6	*Entertain*	How do you know? *The author wrote a story about two boys and their dad having fun on a road trip.*
7	*Inform*	How do you know? *The author is trying to inform the reader about smoking.*
8	*Persuade*	How do you know? *The author is trying to persuade the reader to buy the house.*

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Name: _____ Date: _____

Answer Key

More Hyperbole in Poetry

A **hyperbole** (hy-PER-buh-lee) is an exaggeration so dramatic that it is obviously not true. It is used as a figure of speech in writing to make a point or create a vivid image.

Example: I'm so tired I could sleep for a year!

Sometimes authors use **superlatives** when they write hyperboles. A superlative is an adjective that expresses the highest degree of something. Superlatives often end with the suffix -est.

Example: Joe is the tallest kid in the world!

Sample Answers

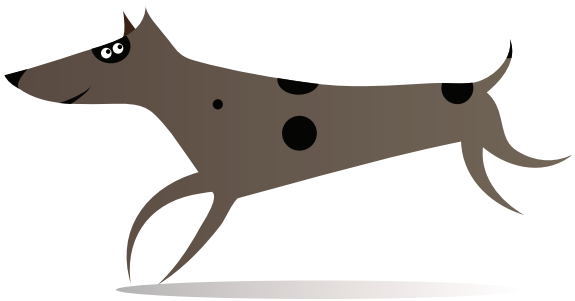
Read the poem and answer the questions that follow.

It was the longest day, with the hottest sun
When Old Man Pete went out to run.
He ran so fast, he ran so long
He didn't stop 'til the break of dawn.

When Pete finally sat down to rest,
He found that he'd reached Budapest.
A thousand miles from home, and yet
He jumped right up, ran to Tibet.

Pete ran up the steepest hills, then
turned around and ran up again.
He ran along the China wall
He didn't slow, he didn't fall.

Old Man Pete ran 'round the globe
wearing nothing but his bathroom robe.
When he was done, said with a sigh,
"Never did catch that dog of mine."



1. Underline an example of hyperbole in the poem.

2. What is the author or speaker literally saying?

He ran through the entire night.

3. What does the author or speaker actually mean?

He ran for a long time.

4. Circle three superlatives.

5. How did the author use superlatives to create hyperbole?

The author exaggerated things by using extreme language like 'steepest' and 'hottest'.

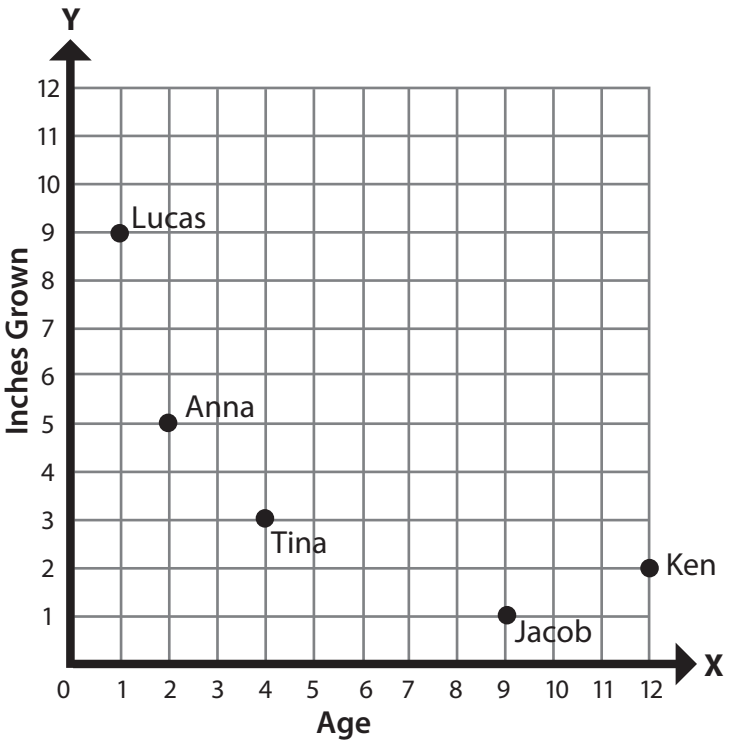
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Name: _____ Date: _____

Answers

Coordinate Plane Word Problems

Dr. Rios has collected data about her patients' growth. The points show the age and the number of inches grown since each person's last birthday.



1. Who has grown the most since their last birthday?

   Lucas

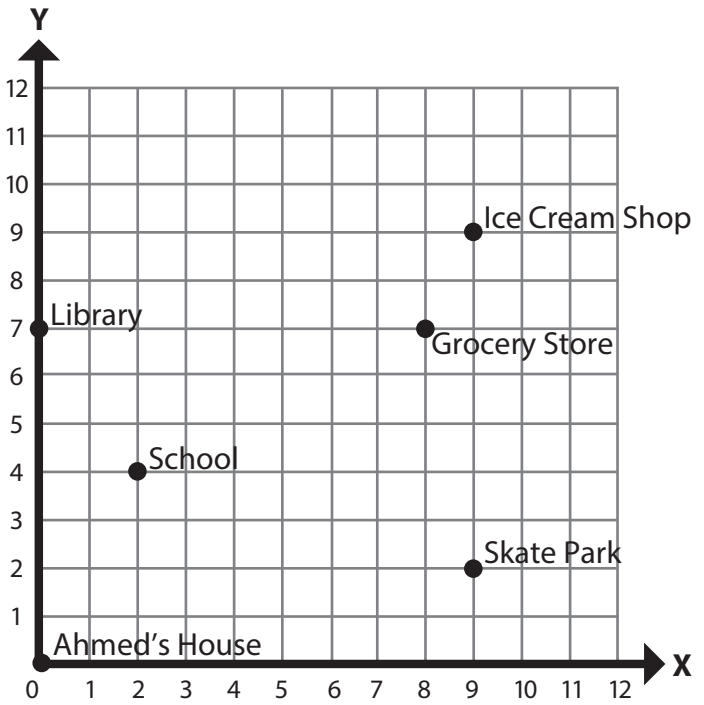
2. What is the total number of inches grown?

   20 inches

3. How many more inches did Tina grow than Jacob?

   2 inches more

Ahmed wanted to make a map of his neighborhood, so he graphed the locations of several places he likes to visit.



1. There is a video game store halfway between the library and the grocery store. At what coordinates should Ahmed graph the video game store?

   (4, 7)

2. What is the farthest place from Ahmed's house?

   The ice cream shop

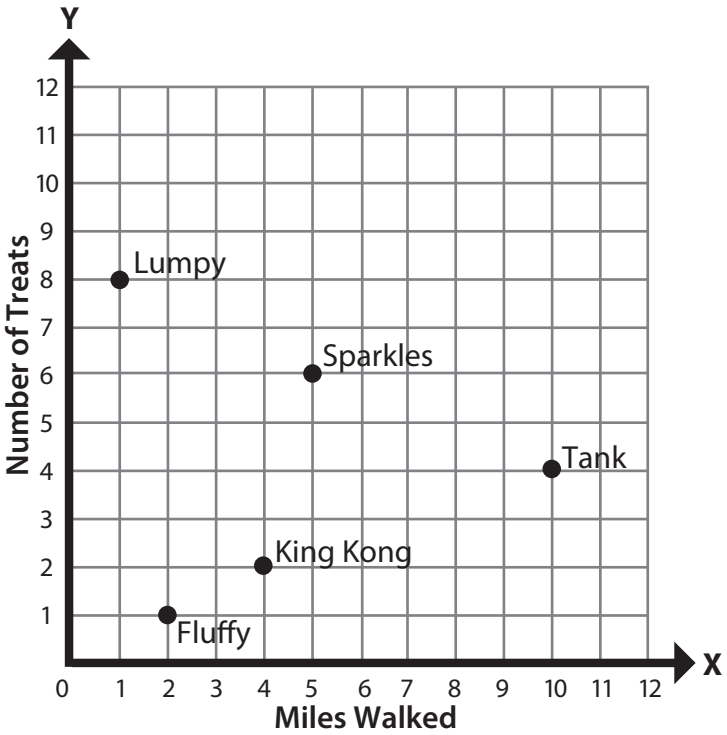
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Name: _____ Date: _____

Answers

Coordinate Plane Word Problems

Paloma is starting a dog walking business, so she has to keep track of all the dogs she walks. The points show how many miles each dog walked and how many treats they ate on their walk.



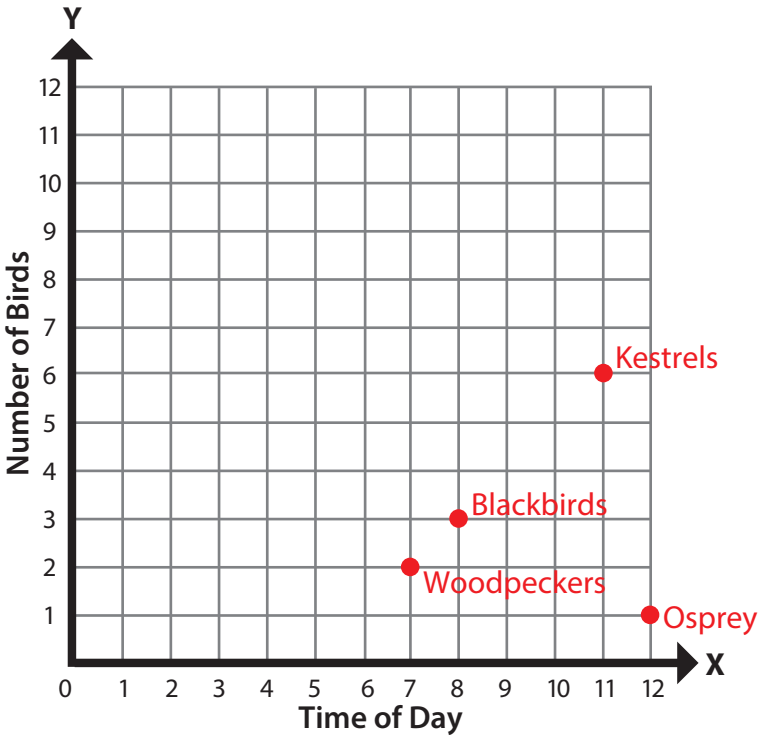
1. Paloma walked Mr. Snuffles today. He walked 2 miles farther than King Kong, and he ate 3 treats fewer than Lumpy. Plot Mr. Snuffles' walk on the coordinate plane.

   Point should be located at (6,5)

2. How many treats did all the dogs eat in total?

   26 treats (including Mr. Snuffles)

Leroy is on a camping trip and he is recording information about the different birds he sees. Each ordered pair shows the number of birds he has seen and the time of day he spotted them.



1. Plot each point on the coordinate plane.
   Blackbirds (8, 3)
   Kestrels (11, 6)
   Woodpeckers (7, 2)
   Osprey (12, 1)

2. An hour after he spotted the blackbirds, Leroy saw four times as many swallows as he did ospreys. What ordered pair would represent the swallows on his coordinate plane?

   (9, 4)

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The PRINCE and the PAUPER

Answers

by Mark Twain

Chapter I. The Birth of the Prince and the Pauper

In the ancient city of London, on a certain autumn day in the second quarter of the sixteenth century, a boy was born to a poor family of the name of Canty, who did not want him. On the same day another English child was born to a rich family of the name of Tudor, who did want him. All England wanted him too. England had so longed for him, and hoped for him, and prayed God for him, that, now that he was really come, the people went nearly mad for joy. Mere acquaintances hugged and kissed each other and cried. Everybody took a holiday, and high and low, rich and poor, feasted and danced and sang, and got very mellow; and they kept this up for days and nights together. By day, London was a sight to see, with banners waving from every balcony and housetop, and splendid pageants marching along. By night, it was again a sight to see, with its great bonfires at every corner, and its troops of revellers making merry around them. There was no talk in all England but of the new baby, Edward Tudor, Prince of Wales, who lay lapped in silks and satins, unconscious of all this fuss, and not knowing that great lords and ladies were tending him and watching over him—and not caring, either. But there was no talk about the other baby, Tom Canty, lapped in his poor rags, except among the family of paupers whom he had just come to trouble with his presence.





Vocabulary Matching

Find the correct meaning of each word and write the letter in the blank.

C	pauper	A. large fire for a celebration
J	mere	B. wrapped
I	acquaintances	C. poor person
F	mellow	D. not knowing or unaware
G	pageants	E. extreme activity
A	bonfires	F. mild and relaxed
H	revellers	G. public entertainment; parades and shows
B	lapped	H. people who are celebrating
D	unconscious	I. someone known but not closely
E	fuss	J. nothing more than

Quick Quiz

1. What was the name of the prince?
   Edward Tudor
2. What was the name of the poor boy?
   Tom Canty
3. What country are the boys born in?
   England
4. Why did the country celebrate?
   Because the prince was born

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METAPHOR Answers

A metaphor is the comparison of two things that are usually very different, but alike in at least one way. Writers use metaphors to describe something and let the reader discover the way the things are alike.

Example: Her hair was a waterfall of gold.

The writer is comparing two things: hair and a waterfall. There are many ways hair is different from a waterfall. Hair is made up of solid strands, while a waterfall is made up of liquid drops. There are ways that they are similar. Hair sometimes moves or shines like a waterfall. This metaphor puts a picture in the reader's mind. It tells more than simply saying "Her hair was shiny."

How Are They Alike?

In the following sentence write the two things being compared and one way they are alike.

My sister is a bear in the morning.

1. sister 2. bear

One way they are alike: They both can be grumpy, sleepy, mean, etc.

The clouds were marshmallows in the sky.

1. clouds 2. marshmallows

One way they are alike: They both can be white, fluffy, soft, etc.

The tree's branches were arms, grabbing at Dorothy.

1. branches 2. (human) arms

One way they are alike: They both can be long, thin, scary

Make a Metaphor

One word in the sentence is underlined. Write a word in the blank that will make the sentence a metaphor. Remember, the two things must be different in most ways, but alike in at least one way.

Examples of correct answers:

The flowers were jewels in the garden.

His eyes were basketballs when he was scared.

My sweet cat is a monster at night.

Word Search

Circle each of the words on the list in the puzzle. Words can go up, down, backwards or diagonally.

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

WORDS

METAPHOR
ALIKE
DIFFERENT
COMPARE
WORDS
WRITER
PICTURE

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Cupcakes Challenge: Practice Fractions

Answers

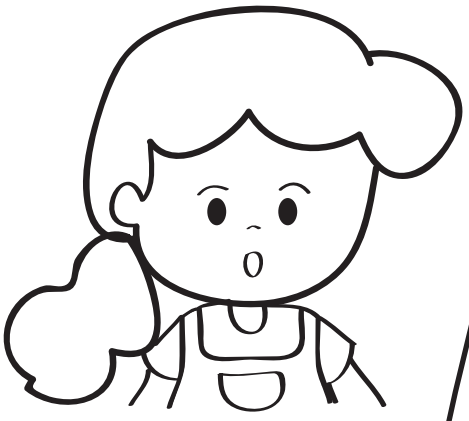
Aunt Marie needs help figuring out how much of each ingredient she will need to buy in order to make this cupcake recipe. Can you help her?

Recipe			She has...		She needs...
All purpose flour	$4\frac{1}{3}$	cups	$\frac{2}{3}$	cup	$3\frac{2}{3}$ cup
Sugar	$3\frac{3}{4}$	cups	$\frac{6}{8}$	cup	3 cup
Baking powder	4	teaspoons	$\frac{6}{5}$	teaspoons	$2\frac{4}{5}$ teaspoons
Milk	2	cups	$1\frac{1}{6}$	cups	$\frac{5}{6}$ cups
Vanilla	6	teaspoons	$2\frac{3}{6}$	teaspoons	$3\frac{1}{2}$ teaspoons
Eggs	2		0		2 eggs



More challenge!

This recipe is for 12 people. If Aunt Marie wanted to cut the recipe in half, how much of each ingredient would it call for?



All purpose flour $2\frac{1}{6}$ cup

Sugar $1\frac{7}{8}$ cup

Baking powder 2 teaspoons

Milk 1 cup

Vanilla 3 teaspoons

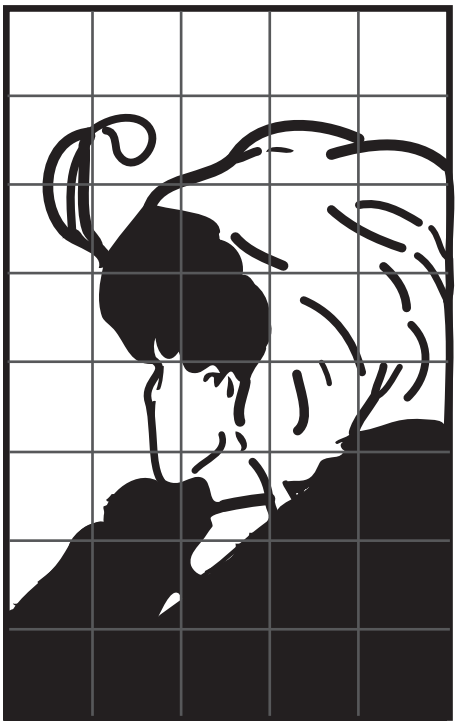
Eggs 1 egg

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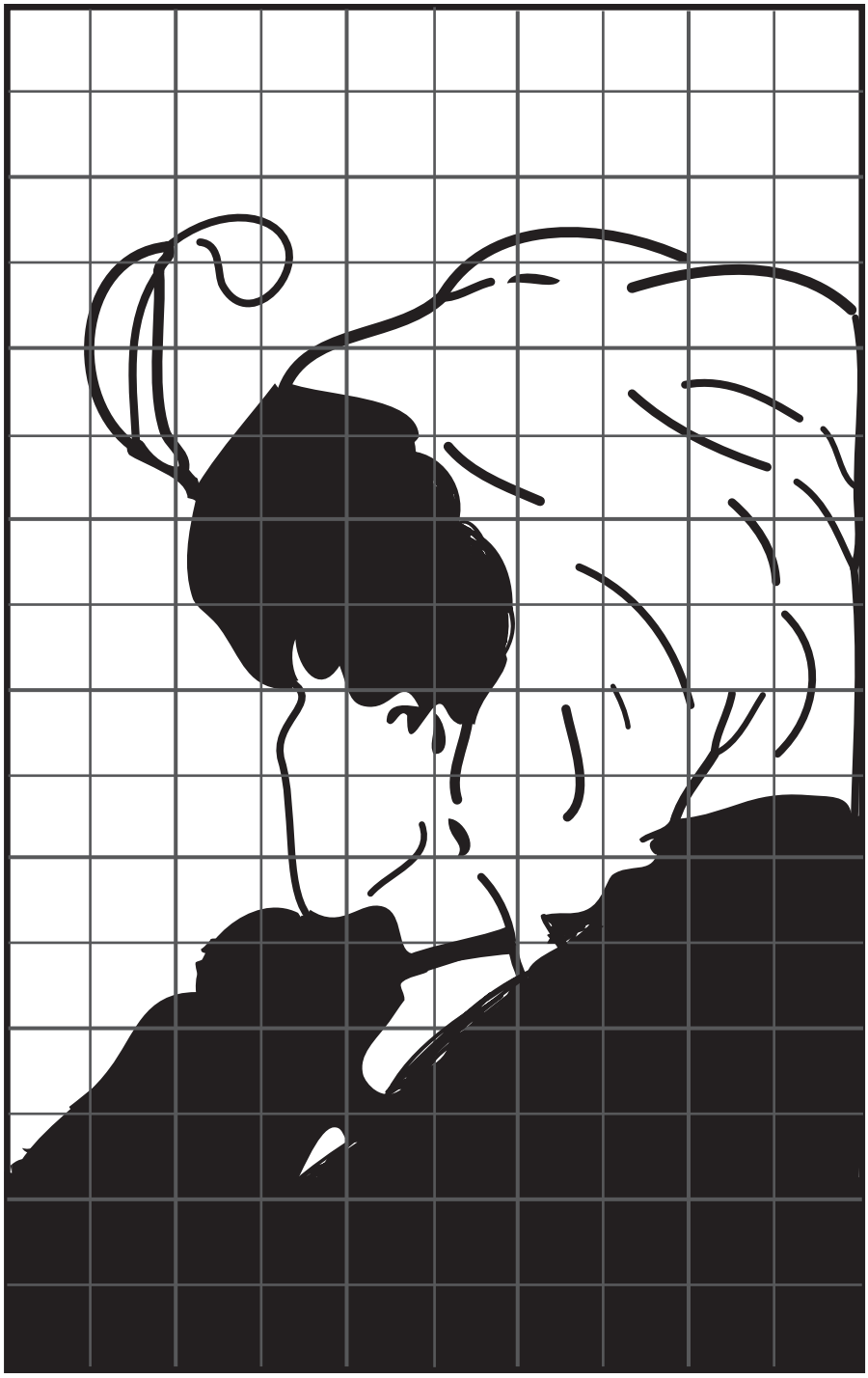
GRID ART

Answer Key

The Grid Method is a way to reproduce a drawing that you'd like to draw! Challenge your math skills here by enlarging the drawing in a 1:2 ratio. Figure out how to section out your grid and then carefully observe and translate your drawing over!



My Wife & my Mother-in-Law
by W.E. Hill.
- is a famous visual illusion of a young woman and an old crone. Can you spot them?



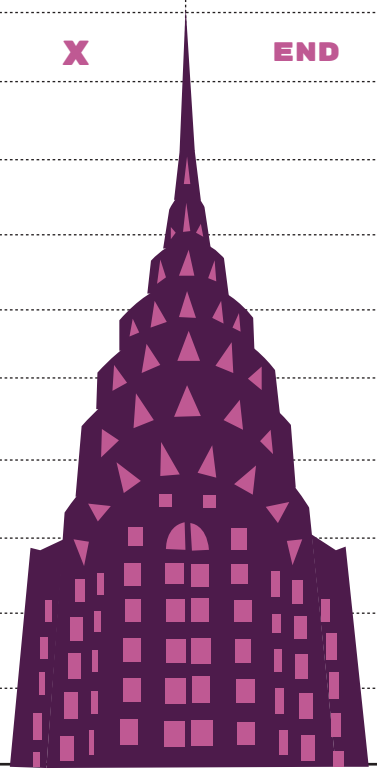
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Name _____ Date _____

DRAWING ON THE GRID
BIG CITY answers

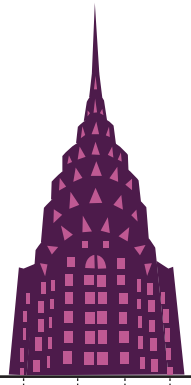
Instructions: Draw an unbroken line between each point listed on the grid on the following page. When you see an **X**, lift up your pencil and start a new line.

X , Y	X , Y	X , Y	X , Y	X , Y	X , Y
START ↓	15, 21	15, 23	10, 1	1, 5	22, 3
16, 30	13, 21	14, 23	10, 5	3, 5	23, 3
16, 27	13, 7	14, 21	12, 5	3, 4	23, 5
15, 24	X	X	X	6, 4	25, 5
17, 24	17, 21	17, 23	22, 1	6, 6	25, 3
16, 27	19, 21	18, 23	22, 5	7, 7	27, 5
X	19, 7	18, 21	20, 5	8, 6	29, 3
15, 24	X	X	X	8, 3	29, 5
15, 9		13, 9	17, 1	10, 3	30, 5
17, 9		12, 9	17, 7	X	END
17, 24		12, 1	20, 7		
X		X	X		
		19, 9	15, 1		
		20, 9	15, 7		
		20, 1	12, 7		
		X	X		

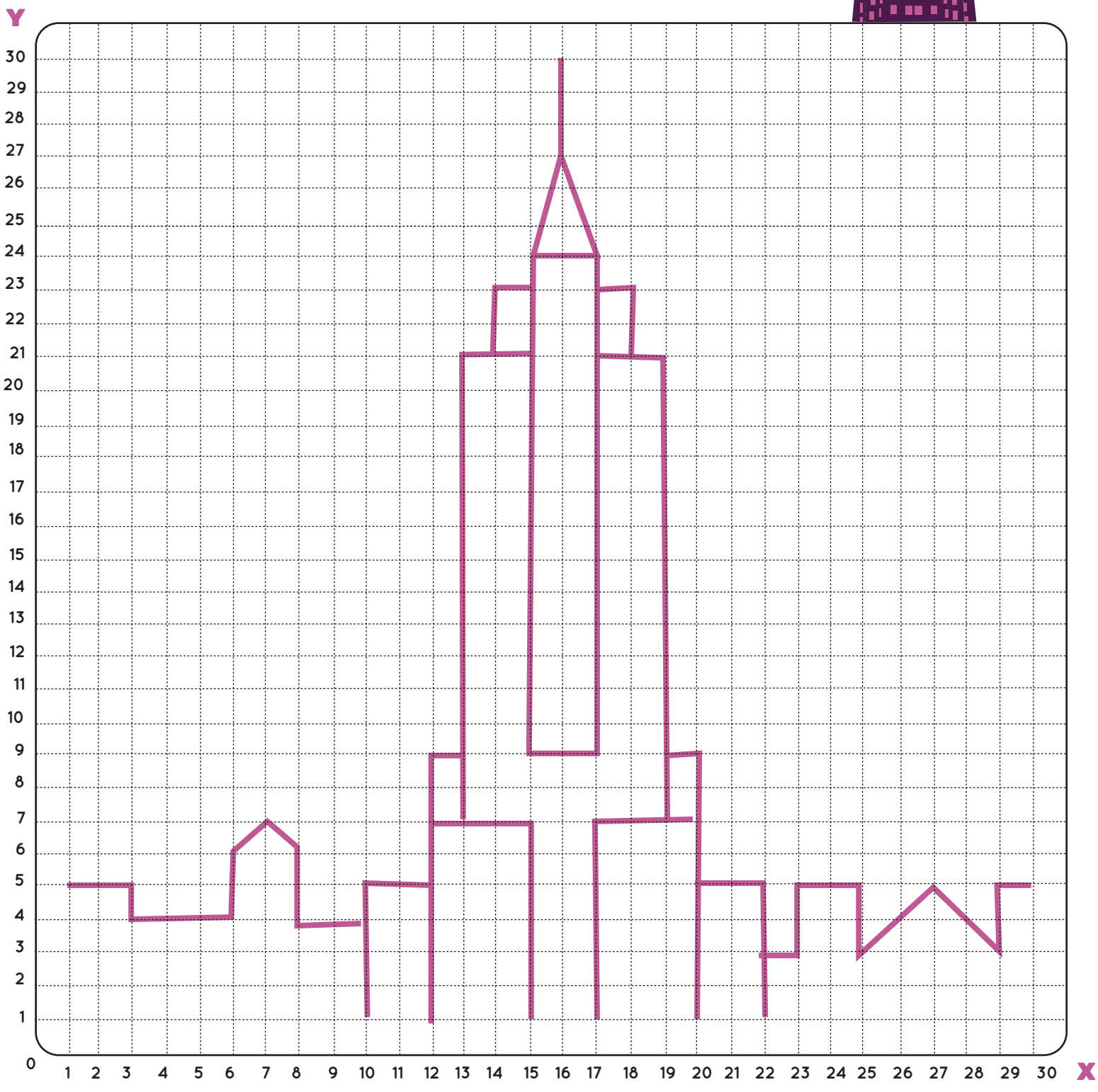


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DRAWING ON THE GRID
BIG CITY answers



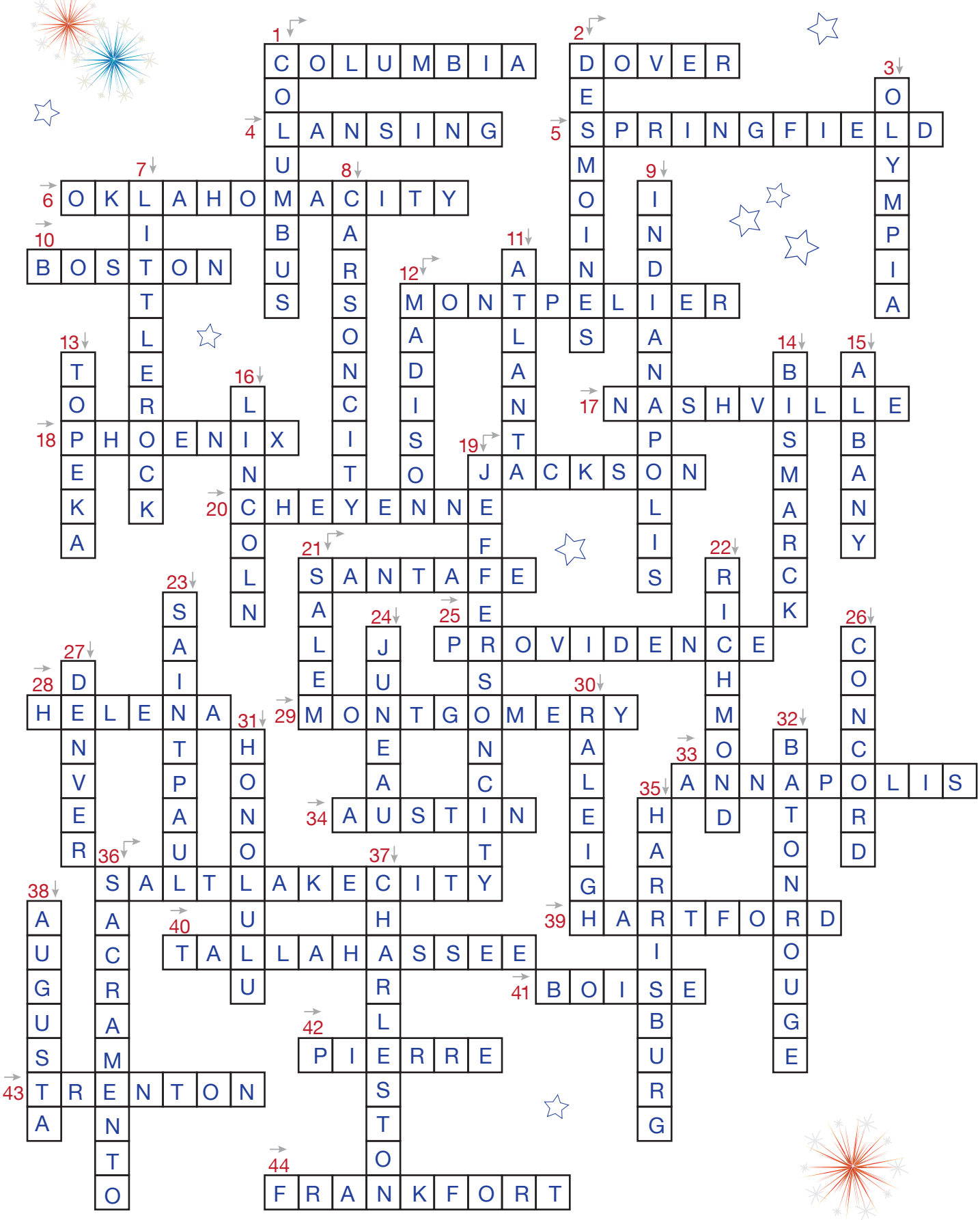
Instructions: Draw an unbroken line between each point listed on the x and y coordinates on the previous page. What image emerges?



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Answers

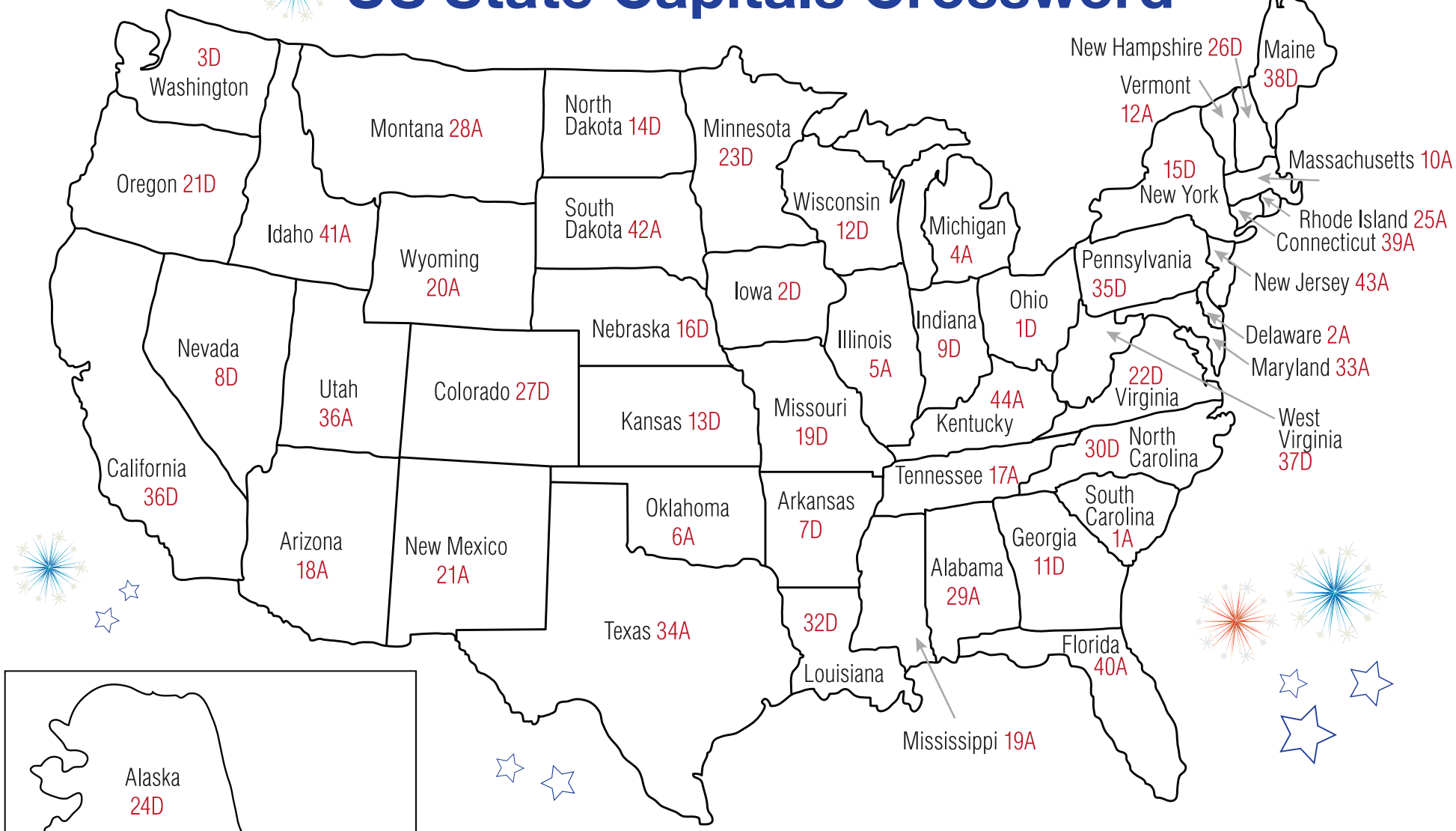
US State Capitals Crossword



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Answers

US State Capitals Crossword



Use this map of the United States to fill in the capitals of each state in the crossword puzzle.

HINT: A stands for Across, D stands for Down. So, 1A is 1 Across. The first one has been done for you.

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More Anagrams Galore

(answer sheet)

Fill in the correct letters to complete the anagram of the word given.

H E A R T E A R T H	A L E R T L A T E R	B R E A K B A K E R	C R A T E T R A C E
T A C O S C O A S T	E L B O W B E L O W	S M I L E S L I M E	B R E A D B E A R D
H O R S E S H O R E	L E A S T S T E A L	P L A T E P E T A L	S K A T E S T E A K

Can you create an anagram for the word given?

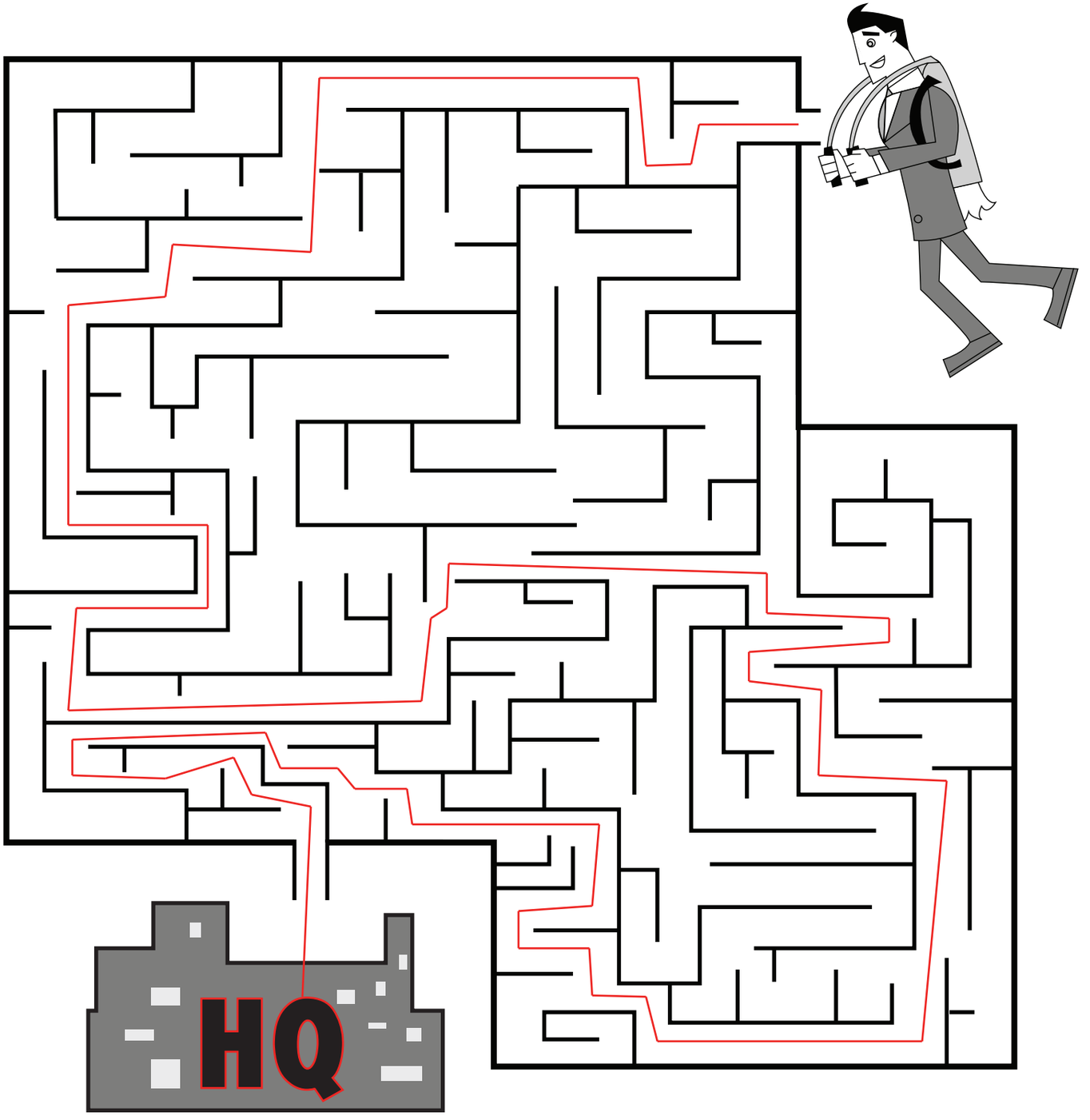
S T A T E T A S T E	S A I N T S A T I N S T A I N	P A N E L P L A N E	W E I R D W I R E D W I D E R
S N A I L N A I L S S L A I N	C I D E R D I C E R C R I E D	T H E R E T H R E E	B E G I N B E I N G B I N G E

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Answers

TRANSMISSION FROM HQ: Many thanks, Agent Danger. We've received word that Warner and Snide are in our hands and are on their way to headquarters. Well done.

Help Ian find his way back to HQ!



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Scary Stories Logic Problem

Use the table to help you solve the logic problem. Each square represents a possible answer. Follow the rows and columns to find the correct combination. Draw a dot in a square for the answer where the vertical and horizontal squares meet. Draw an "x" in a square that isn't the answer.

Answers

	Ghost	Invasion	Nightmares	Aliens	Laser	Crystal Ball	Doorway	Spaceship
Devon	●	X	X	X	●	X	X	X
Jenny	X	X	X	●	X	X	●	X
Lyle	X	X	●	X	X	●	X	X
Patrick	X	●	X	X	X	X	X	●
Laser	●	X	X	X				
Crystal Ball	X	X	●	X				
Doorway	X	X	X	●				
Spaceship	X	●	X	X				



Devon, Jenny, Lyle and Patrick are sitting around a campfire. They are telling scary stories. They each tell a different story: vengeful ghost, nightmares come true, alien monsters and insect invasion. The main character in each story has an important object: a crystal ball, spaceship, magical doorway and laser. Can you determine who told what story and which story had what object?

1. **Lyle told a scary story that involved a crystal ball but there wasn't a ghost in the story.**
2. **Jenny did not spin a tale of an insect invasion. She does not like insects!**
3. **The story about the alien monsters had them walking through a magical doorway to cross into other worlds.**
4. **The vengeful ghost story, told by Devon, used a laser.**
5. **Patrick did not tell the story about the alien monsters or nightmares coming true.**

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