

WEEK 2 

FALL REVIEW PACKET

5 Days of Activities



Reading

Writing

Math

Other Fun Stuff

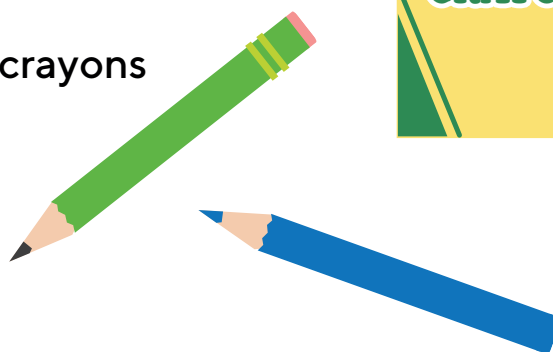


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Helpful Hints

Materials You Will Need:

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

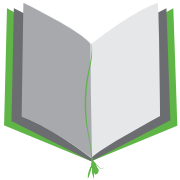





Directions & Tips:



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

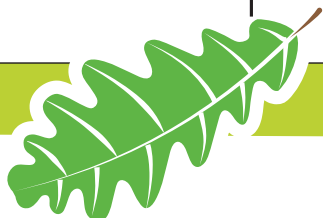
Activity Menu

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading 	The Vocabulary Mystery	Reader's Theater: 4th of July	Cause and Effect: Thunderstorms	A Tale of Two Texts	Comparing Two Nonfiction Texts: The Influence of the Sun
Writing 	Your Home	Strong and Supportive Details in Informational Texts	Information Writing: Linking Ideas	Informational Writing Check-In	All About Wangari Maathai
Grammar 	Sentence Correcting: Incomplete and Run-Ons	Getting Possessive with Apostrophes	Word Structure Learning Check	Making Sense of Figurative Language	A Camping Adventure
Math 	Division: Dividing Gummy Bears into Equal Groups Division with Repeated Subtraction	Divide Your Way to the Hidden Phrase Divide 'Em Up	Solve for the Unknown Division Dash	Picnicking Signs Inverse Operations: Division	Beach Math Multiplication & Division Word Problems Practice
Science, Social Studies, & More	Grizzly Bear	Famous Olympians: Florence Griffith Joyner	What is Wind Energy?	Math Crossword Puzzle	Electrifying Word Search

DAY 1



Reading	Read a short story and use context clues to figure out the meaning of vocabulary words.
Writing	Add details to a graphic organizer to describe your home.
Grammar	Review correct sentence structure, and then correct incomplete and run-on sentences.
Math	<p>Learn how to divide gummy bears into equal groups.</p> <p>Practice solving division problems by using repeated subtraction.</p>
Fun Stuff	Read an informational text about grizzly bears, and then write a short story from the point of view of a grizzly bear cub.



Name: _____

Date: _____

?? The Vocabulary Mystery ??

Directions: Read the mystery below. Then match the vocabulary words that follow with the correct definition. Write the letter on the line next to the word.

Elle stood at the front of the classroom with a red face. She stood there and didn't say a word. She didn't even have a word in her brain. It was lost!

During her presentation, Elle did great. She spoke about the important facts she had researched. She shared her poster and her teacher smiled. Elle felt proud of her work, but then she lost the word she was trying to say. She completely blanked.

Elle slowly walked back to her seat with a suspicious look in her eyes. I wonder who stole my word, she thought.

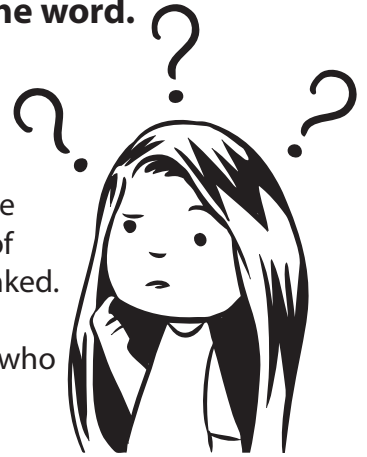
The other students looked at her, questioning why Elle had a problem. The students looked at each other. This was strange. Elle always talked a lot. Now she could not talk at all.

Elle sat down in her seat and tried to solve this mystery. The word she needed to say completely vanished from her mind. Where had it gone? It was unknown.

Then, Elle thought about the Vocabulary Notebook she had in her desk. She took it out. She flipped through the pages and there it was! The solution to her problem. She found the word she needed.

Elle jumped up and asked the teacher if she could finish her presentation. The confused teacher let Elle go to the front of the room.

"The Empire State building is... impressive. Yes, impressive is the right word!" Elle said.



_____ 1. suspicious

a. something that solves a problem

_____ 2. wonder

b. not known

_____ 3. solution

c. feeling that something is wrong

_____ 4. unknown

d. different from what is normal

_____ 5. vanished

e. to be curious about something

_____ 6. strange

f. disappeared completely

Name _____

Date _____



Your Home

Supporting Details



The Main Idea: The most important idea in a paragraph.

Supporting Details: Details that tell you more about the main idea.

Supporting details make your main idea stronger!

SUPPORTING DETAILS

What is your neighborhood like?
Do you live in a city, small town,
suburb, or the country?

SUPPORTING DETAILS

Who lives with you? Parents?
Brothers and sisters? Anyone else?

MAIN IDEA

What kind of home do you live in?
A house? An apartment? Describe it.

SUPPORTING DETAILS

What is outside your home? Do you
have a patio, yard or a garden?

SUPPORTING DETAILS

What is your room like?
Do you share your room? Describe it.

Name _____

Date _____

SENTENCE CORRECTING PART 1

Incomplete Sentences

Complete Sentences

A complete sentence has a **subject** (the person, place, or thing that the sentence is about) and a **predicate** (what the subject does or is). The subject is a noun or noun phrase and the predicate is a phrase that contains a verb.

Example: Mr. Morton walked down the street.

subject verb predicate

Identify the subject and predicate in each sentence. Circle the subject and underline the predicate.

1. Blythe always wears a black skirt on Tuesday.
2. Tomorrow, Elaine's birthday party will be at the bowling alley.
3. Tatum is trying out for the softball team.
4. Graham wants to go skiing with the rest of us.
5. Ivan bought a new pair of ten-pound weights.

Incomplete Sentences

An incomplete sentence is missing a subject or predicate.

Example: Mr. Morton walked down the street.

Fix the incomplete sentences by adding a subject or predicate.

EXAMPLE: He walked He walked down the street.

1. Peeled all the potatoes _____
2. Came crashing down _____
3. He _____
4. Didn't mean to do it _____
5. Everyone in London _____

SENTENCE CORRECTING PART 2**Run-On Sentences****Run-on Sentences**

Run-on sentences are sentences that are missing punctuation. Sometimes run-on sentences are called 'fused sentences' because they are made up of two or more sentences or thoughts that are fused, or connected, without punctuation.

Example: I am a frog I can talk.

To fix a run-on sentence, you can separate the fused sentences with a period.

Example: I am a frog. I can talk.

Or, you can add a conjunction, like and or but, with a comma.

Example: I am a frog, but I can talk.
I am a frog, and I can talk.

Fix the run-on sentences by adding punctuation or a conjunction with a comma.

1. Milo hates to take a shower his dad encourages him to smell clean.

2. Eli is on his tablet he's addicted to video games.

3. Corey doesn't like to fold the laundry Byron finds it soothing.

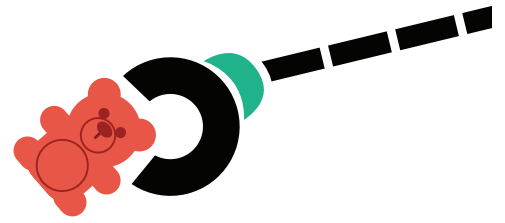
4. Jennifer goes paddle boarding whenever she can she wears board shorts.

5. Nobody let the cat in he was super cranky.

6. I woke up late I missed my train.

Division:

Dividing Gummy Bears into Equal Groups

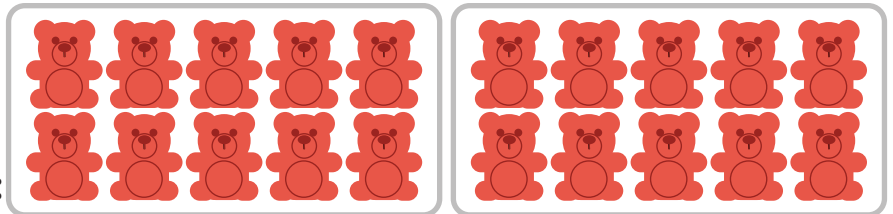


There are 20 gummy bears in Kimmie's candy jar.

Step 1: For each problem below draw a picture to show how 20 gummy bears are divided among the Kimmie's friends. You can use an "x" or other symbol to represent gummy bears in your drawing.

Step 2: Write a division sentence and solve.

Drawing:



Example: 2 best friends eat the 20 gummy bears.

Division sentence: $20 \div 2 = 10$

Kimmie's 4 friends eat the 20 gummy bears.

_____ \div _____ = _____

Kimmie's 10 friends eat the 20 gummy bears.

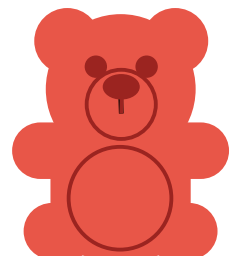
_____ \div _____ = _____

Kimmie's 5 friends eat the 20 gummy bears.

_____ \div _____ = _____

Who ended up eating the most gummy bears?

1. Kimmie's 4 friends.
2. Kimmie's 5 friends.
3. Kimmie's 10 friends.



Division with Repeated Subtraction

Repeated Subtraction is a strategy for solving division problems.

Example: $12 \div 4 = \underline{\quad}$

$$12 - 4 = 8$$

$$8 - 4 = 4$$

$$4 - 4 = 0$$

4 was subtracted 3 times. So $12 \div 4 = 3$



Directions: Use Repeated Subtraction as seen in the example above to solve the following division problems.

1. $18 \div 2 =$

6. $21 \div 7 =$

2. $12 \div 3 =$

7. $8 \div 4 =$

3. $16 \div 4 =$

8. $15 \div 5 =$

4. $24 \div 6 =$

9. $9 \div 3 =$

5. $10 \div 2 =$

10. $32 \div 8 =$

Grizzly Bear

The grizzly bear is a type of brown bear found in North America. Grizzly bears once lived over much of the continent, from the Arctic to Mexico. Today the grizzly lives only in Canada, and the U.S. states of Alaska, Idaho, Washington, Wyoming and Montana.

The word “grizzly” comes from the description of the gray hair in the bear’s fur. Except for mother grizzly bears with cubs, the grizzly lives its life alone.

Grizzly bears eat a wide variety of food. They eat meat and will kill animals such as deer or elk. They like fish, particularly salmon. They also eat nuts, berries and insects.

There are about 55,000 grizzly bears in North American today. Because the grizzly bear population has dropped to a low level, the governments of the United States and Canada have started programs to increase the number of the bears.



Grizzly Bear Facts

- An adult grizzly weighs between 290 to 790 pounds. A grizzly cub weighs less than 1 pound when it’s born.
- The average adult grizzly bear is over 8 feet tall.
- Unlike black bears, grizzly bears have a hump on their back.



Tell a Story

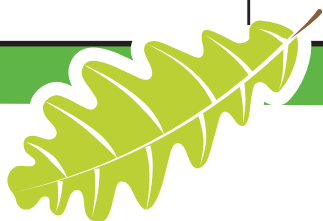
Imagine you are one of these grizzly bear cubs. Your mother has told you and your brother to stay in one place while she hunts. She is late coming back and both of you are hungry. Write a story about what you and your brother do next.



DAY 2



Reading	Read a short reader's theater about some friends on the Fourth of July. Then answer questions to show your understanding.
Writing	Practice choosing strong, fact-based details to include in your informational writing.
Grammar	Practice adding apostrophes to possessive nouns.
Math	Solve division facts to discover a hidden phrase. Practice solving division word problems.
Fun Stuff	Read about famous Olympic athlete Florence Griffith Joyner. Then answer questions and complete a secret code word puzzle.



Cast of Characters

Narrator
Tad
Ashlee
Marcus
Joanne

Reader's Theater:

4th of July



On the 4th of July, four friends gathered to watch fireworks near the river.

Narrator: Four friends met at the common area in the apartment complex. The sun was shining, the pool water glistened in the sun, and the friends were cheerful as they celebrated Independence Day.

Ashlee: Let's play a game of volleyball! Then it will be time to eat. Tad can grill the hot dogs for us.

Marcus: (jokingly) Are you ready to lose?

Joanne: Game on! Girls against boys. Watch out, guys. You should be scared.

Narrator: The friends played volleyball on the sand volleyball court. They worked up an appetite and were ready to eat dinner.

Tad: All right! It's time for dinner. I'll fire up the grill and then make these hot dogs. Then we can clean up and go see the fireworks.

Joanne: I like that plan. I'll get the rest of the food organized. Marcus, will you help too?

Marcus: Sure thing. If we do this right, it will be easy to clean up. We can eat quickly and get a great spot to watch the fireworks.

Tad: Uh oh. I think we have a problem.

Ashlee: (with her eyes wide) That's not what I like to hear. Please tell me you didn't burn the hot dogs. I was really looking forward to my 4th of July hot dog dinner!

Tad: Well, are hot dogs supposed to be this color? I guess you could say I burned them. I'm really sorry. I looked away for a minute, and then they burned. We didn't pack extra either.

Marcus: It's okay. Please don't cry, Ashlee! We can fix this.

Joanne: I have an idea! We can make a new 4th of July tradition. This will be way more fun than eating hot dogs. Hot dogs are boring!

Narrator: Joanne and Marcus gathered all of the chips, cookies, and other snacks together in the center of the picnic table. They gave each friend a hot dog bun.

Joanne: Here is our new tradition. Everyone fill up your hot dog bun with as much food as you can. We can see who creates the yummiest dinner. Go!

Narrator: The friends filled up their hot dog buns with sweets and snacks.

Ashlee: (laughing) Wow! This tradition is awesome! Thank you for making lemonade out of lemons.

Name: _____

Date: _____

Directions: Answer the questions below.

1. Put the events of the drama in the correct order below. Label each event with a number from 1-5. The first event has been done for you.

_____ Ashlee suggests that they play volleyball.

1 The friends gather in the common area.

_____ Tad burns the hotdogs.

_____ Joanne teaches the friends how to make their new dinner.

_____ Joanne and Marcus set up the table.

2. The cast of characters tells the reader _____

_____.

3. What lesson does this drama teach?

4. Which words best describe Ashlee? Circle two.

glamorous

active

hateful

unfair

grateful

5. Which words best describe Joanne? Circle two.

helpful

unsure

clever

concerned

rough

6. Draw a scene from the drama in the space below. Then, write one sentence on the lines about what is happening in the scene.

Name:

Date:

STRONG AND SUPPORTIVE DETAILS IN INFORMATIONAL TEXTS

Great writers include **FACTS** and **EVIDENCE** to support ideas in informational text. They do not include opinions to support their main idea.

- A **FACT** is a piece of information that can be proven. Facts are the strongest type of supporting details.
- An **OPINION** is someone's belief. Opinions are weak supporting details.

Part 1:

DIRECTIONS: Read the main idea statement in the middle. Circle the strong and supportive details. Cross out the opinions, which are weak supporting details.

Snowflakes are not frozen raindrops.

Snowflakes are formed in the clouds when water droplets freeze and become ice particles.

Snowflakes are a form of winter precipitation.

Snowflakes are beautiful as they cover the ground.

I like to make paper snowflakes when the weather gets cold.

There are six types of snowflakes based on their shape and size.

Part 2:

Fill in the blanks below with the main idea and supporting details you chose to form a paragraph.

MAIN IDEA

SUPPORTING DETAIL

SUPPORTING DETAIL

SUPPORTING DETAIL

Getting Possessive with Apostrophes

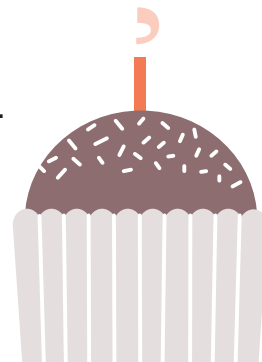
Name _____

Date _____

Apostrophes are used to show the correct possessive form of nouns.
Add **apostrophe + s** to the end of a singular noun to show possession.
Add only an **apostrophe** to the end of most plural nouns to show possession.
If the plural noun does not end in -s already, add **apostrophe + s**.

Here are some examples:

singular	dog + 's	= dog's
plural	dogs + '	= dogs'



Read each sentence and add an **apostrophe** or **apostrophe + s** to show the correct possessive form of each noun.

1.	The kids <input type="text"/> weeks of party planning were about to be tested.
2.	Today was Ms. Trevett <input type="text"/> birthday, and the students couldn't wait to surprise her.
3.	The girls <input type="text"/> decorations and the boys <input type="text"/> cards were ready and waiting.
4.	Pedro <input type="text"/> eyes were fixed on the doorway looking for the first sign of Ms. Trevett.
5.	The students <input type="text"/> patience was wearing thin as they waited for their teacher to arrive.
6.	Finally, they heard their teacher <input type="text"/> familiar footsteps coming down the hall.
7.	Everyone <input type="text"/> heart was racing as they crouched down waiting to surprise Ms. Trevett.
8.	Suddenly, the room was filled with the children <input type="text"/> joyous shouts of "Surprise!"

Write a sentence using the correct possessive form of each noun.

1.	friends	
2.	cake	
3.	party	
4.	tables	

Divide Your Way to the Hidden Phrase

Each division problem is assigned a letter. Once you have completed the division problems, enter the letter that corresponds with the answer in the spaces provided below to discover the hidden phrase.

A. $12 \div 4 =$

J. $45 \div 3 =$

S. $84 \div 6 =$

B. $6 \div 3 =$

K. $40 \div 2 =$

T. $84 \div 4 =$

C. $10 \div 2 =$

L. $40 \div 4 =$

U. $95 \div 5 =$

D. $24 \div 4 =$

M. $54 \div 6 =$

V. $69 \div 3 =$

E. $7 \div 1 =$

N. $80 \div 5 =$

W. $90 \div 5 =$

F. $22 \div 2 =$

O. $48 \div 4 =$

X. $88 \div 4 =$

G. $13 \div 1 =$

P. $34 \div 2 =$

Y. $54 \div 2 =$

H. $16 \div 4 =$

Q. $75 \div 3 =$

Z. $78 \div 3 =$

I. $24 \div 3 =$

R. $48 \div 2 =$

--	--	--	--	--	--	--	--

6 8 23 8 6 8 16 13

--	--

8 14

--	--	--

21 4 7

--	--	--	--	--	--	--

8 16 23 7 24 14 7

--	--

12 11

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

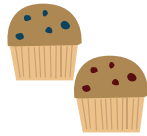
9 19 10 21 8 17 10 27 8 16 13

Divide 'Em Up

Solve each **division word problem**. Show your work!

Ms. Bran brought 4 evenly divided boxes of muffins to class. There are 36 muffins altogether. How many muffins are in each box?

.....



Pookie's Pet Store has 24 tropical fish. They keep 3 fish in each tank. How many fish tanks are there?

.....



Sally divided her 48 spools of thread evenly into 6 boxes. How many spools of thread did she put in each box?

.....



Ivan scooped 16 scoops of ice cream evenly onto 8 cones. How many scoops of ice cream are on each cone?

.....



Chris has 28 cactus plants. He keeps his cactus plants in even rows of 7. How many cactus plants are in each row?

.....



There are 50 toes in the swimming pool. Each person has 10 toes. How many people are in the pool?

.....



Name _____ Date _____



FAMOUS OLYMPIANS

FLORENCE GRIFFITH JOYNER

DIRECTIONS: Read the short biography of Florence Griffith Joyner, and then answer the questions that follow.

Florence Griffith was born in Los Angeles, California in 1959. She began running on the track team early in her life. In high school, she ran with the relay team that posted the fastest time in the nation that year.

In 1984, Florence won the silver medal for the 200 meters in the Olympics in Los Angeles. In 1987, she married Al Joyner, also an Olympic star.

In the 1988 Olympics in South Korea, Florence became known by her nickname, “Flo-Jo.” She won three gold medals and a silver medal. She broke one Olympic record and one world record during the games. Many people consider her the fastest woman of all time.

Florence received many awards, including the award for best amateur athlete from the American Athletic Union and the United Press International Athlete of the Year. She retired from sports after the 1988 Olympics.

QUESTIONS

1. What was Florence’s nickname?

2. What did Florence win in the 1984 Olympics?

3. How many gold medals did Florence win?

4. When was Florence born?

OLYMPIC ACHIEVEMENTS

COUNTRY

United States

SPORT

Track and field

YEAR

1984 Summer Olympics,
Los Angeles

SILVER MEDAL

200 meters

YEAR

1988 Summer Olympics,
Seoul, South Korea

GOLD MEDAL

100 meters

200 meters

4x100 meters relay

SILVER MEDAL

4x400 meters relay

SECRET CODE WORD

Use the secret code to find a word about Florence Griffith Joyner. Write the letter in the blank that matches the number from the code.

6 1 19 20 5 19 20

SECRET CODE

1 = A 7 = G 13 = M 19 = S 25 = Y

2 = B 8 = H 14 = N 20 = T 26 = Z

3 = C 9 = I 15 = O 21 = U

4 = D 10 = J 16 = P 22 = V

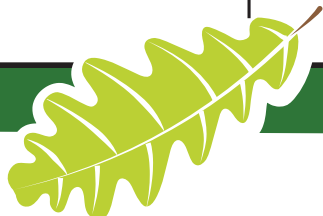
5 = E 11 = K 17 = Q 23 = W

6 = F 12 = L 18 = R 24 = X

DAY 3



Reading	Read a passage about thunderstorms and identify causes and effects in the text.
Writing	Use a helpful list of transition words to practice linking ideas in an informational text.
Grammar	Show what you know about prefixes and suffixes and their meanings.
Math	Practice relating multiplication and division to solve the for unknown in division problems. Quickly review your division facts up to 100.
Social Studies	Read an informational passage about wind energy. Then answer a critical thinking question based on the text.



Cause and Effect: Thunderstorms

A **cause** is something that makes something else happen. It is the reason for the effect.



An **effect** is the result of the cause. It happens because of the cause.

It answers the question, "Why did this happen?"

It answers the question, "What happened?"



Directions: Read the passage below.

Did you know that thunderstorms cause most of the severe weather in the spring? Thunderstorms bring rain, lightning, and thunder. In extreme cases, they can bring tornadoes and flooding, too. Most severe thunderstorms occur in the spring and summer months.

When warm, moist air collides with cool, dry air, a thunderstorm forms. A normal thunderstorm is a rain shower with thunder. Since thunder comes from lightning, all thunderstorms have lightning. A thunderstorm is classified as severe when there are events that are more significant than just thunder and lightning. A severe thunderstorm is when there are winds gusting over 57.5 miles per hour, hail that is an inch or larger, or tornadoes.

There are many effects of thunderstorms. Some thunderstorms do not bring much rain, but others can cause flash flooding. Flash flooding is extremely dangerous as there is little to no warning. Flash flooding causes many deaths each year. Lightning causes fires during thunderstorms. These fires cause destruction such as damage to houses and land. The fires can even cause the death of people and animals. The strong, gusting winds cause damage to buildings and houses, and they can knock down power lines. That results in communities with power outages, which makes daily tasks more difficult to complete. Hail can break windows in homes and cars, and injure any person or animal that is outside.

Thunderstorms are a type of storm that most people experience in their lifetime. The effects of a normal thunderstorm are not usually serious, but some people experience more than a simple thunderstorm. An extreme thunderstorm brings extreme effects.

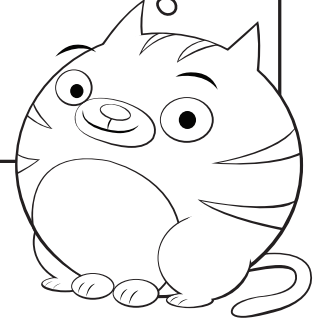
Directions: Complete the chart with details from the text that show cause and effect relationships.

Cause (Why?)	Effect (What happened?)

Informational Writing: Linking Ideas

Why are Linking Words and Phrases important?

- They introduce new ideas.
- They connect key information (facts and details) in our writing by showing:
 - Time order
 - Compare and Contrast
 - Examples
 - Emphasis
 - Additional information
 - Conclusions



Transitions Words & Phrases

Time Order

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

Additional Information

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

Compare and Contrast

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

Examples

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

Emphasis

always	never
especially	without a
in fact	doubt
	surprisingly

To Conclude

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

Name: _____

Date: _____

Informational Writing: Linking Ideas

Why are Linking Words and Phrases important?

-They introduce new ideas.

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

-Time order

-Compare and Contrast

-Examples

-Emphasis

-Additional information

-Conclusions

Directions: Based on the other transitions in the passage, choose a good transition word to use in each blank. Circle the best transition and write it on the line.

1. Tornado safety is important because this violent weather event commonly occurs in the spring. First, pay attention to the local news and weather apps on your phone.

_____, be sure to have a safe place to go in the case that a tornado warning has been issued for your area. _____, follow the warnings. Many people ignore the warnings, which puts them in danger. _____, tornado safety is very important, especially for people who live in Tornado Alley where most tornadoes occur.

2. There are many reasons that rain is an important part of weather. _____, rain is necessary for plants and grass to grow. Without rain, plants and flowers would die. _____, rainfall fills streams, rivers, and lakes. This is where humans get water that is clean to use and drink. _____, the rain that fills the streams, river, and lakes is important for the living organisms there. If there was no rain, their homes would dry up. _____, while rain can be annoying to deal with, Earth's living creatures depend on it.

Name: _____

Date: _____

Word Structure Learning Check



Part 1 - Affix Identification

Directions: Identify the prefix or suffix in each word. Write it on the line.

- | | | | |
|--------------|-------|--------------|-------|
| 1. inactive | _____ | 6. rewrite | _____ |
| 2. beautiful | _____ | 7. unlock | _____ |
| 3. tallest | _____ | 8. enjoyable | _____ |
| 4. painless | _____ | 9. colder | _____ |
| 5. dislike | _____ | 10. pretest | _____ |

Part 2 - Affix Meanings

Directions: Write the meaning of each prefix or suffix.

	Meaning		Meaning
1. un-		6. -able	
2. pre-		7. -ful	
3. dis-		8. -less	
4. re-		9. -er	
5. in-		10. -est	

Part 3 - Word Meanings

Directions: Write the meaning of the words based on the meaning of the prefix or suffix.

- | | | | |
|--------------|-------|--------------|-------|
| 1. inactive | _____ | 6. rewrite | _____ |
| 2. beautiful | _____ | 7. unlock | _____ |
| 3. tallest | _____ | 8. enjoyable | _____ |
| 4. painless | _____ | 9. colder | _____ |
| 5. dislike | _____ | 10. pretest | _____ |

Name: _____

Date: _____

Solve for the Unknown

Use the division and multiplication connection to help solve division problems.

Example: $36 \div 4 = \underline{\quad}$

1. Change the problem into a multiplication problem with a missing factor or product.

$$4 \times \underline{\quad} = 36$$

2. Choose a familiar multiplication strategy to find the unknown factor.

- repeated addition
- skip counting
- arrays
- equal groups

3. The answer to your multiplication problem is also your answer for division problem.

$$4 \times \underline{9} = 36$$

$$36 \div 4 = \underline{9}$$

Directions: Use strategies listed above to solve for the unknown factors in the problems. Be sure to show your work.

1. $35 \div 7 = \underline{\quad}$

6. $\underline{\quad} \div 10 = 4$

2. $48 \div \underline{\quad} = 4$

7. $16 \div \underline{\quad} = 4$

3. $\underline{\quad} \div 2 = 9$

8. $40 \div 5 = \underline{\quad}$

4. $63 \div 7 = \underline{\quad}$

9. $36 \div \underline{\quad} = 9$

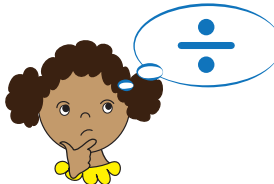
5. $56 \div \underline{\quad} = 8$

10. $\underline{\quad} \div 6 = 8$

Name _____

Date _____

Division Dash



Solve each problem.

$$2 \overline{)12}$$

$$10 \overline{)100}$$

$$8 \overline{)48}$$

$$9 \overline{)81}$$

$$12 \overline{)60}$$

$$4 \overline{)40}$$

$$11 \overline{)55}$$

$$2 \overline{)18}$$

$$4 \overline{)16}$$

$$1 \overline{)4}$$

$$8 \overline{)16}$$

$$3 \overline{)27}$$

$$7 \overline{)49}$$

$$6 \overline{)42}$$

$$10 \overline{)50}$$

$$4 \overline{)12}$$

$$4 \overline{)44}$$

$$6 \overline{)36}$$

$$8 \overline{)64}$$

$$3 \overline{)24}$$

$$3 \overline{)21}$$

$$5 \overline{)35}$$

$$3 \overline{)15}$$

$$8 \overline{)80}$$

$$1 \overline{)5}$$

$$2 \overline{)22}$$

$$7 \overline{)35}$$

$$9 \overline{)27}$$

$$2 \overline{)20}$$

$$5 \overline{)10}$$

$$5 \overline{)25}$$

$$6 \overline{)12}$$

$$5 \overline{)15}$$

$$3 \overline{)18}$$

$$1 \overline{)7}$$

$$8 \overline{)8}$$

$$7 \overline{)56}$$

$$12 \overline{)36}$$

$$2 \overline{)14}$$

$$2 \overline{)8}$$



WHAT IS WIND ENERGY?

Wind is caused by convection currents (flow of air) in Earth's atmosphere. The sun produces the heat energy that produces these currents. The wind is full of kinetic energy.

Wind can be transferred into electrical energy with the help of wind turbines. A **turbine** is a machine powered by rotating blades.

The blades of a wind turbine move when there is wind. The energy is then transferred to a generator by a spinning shaft.

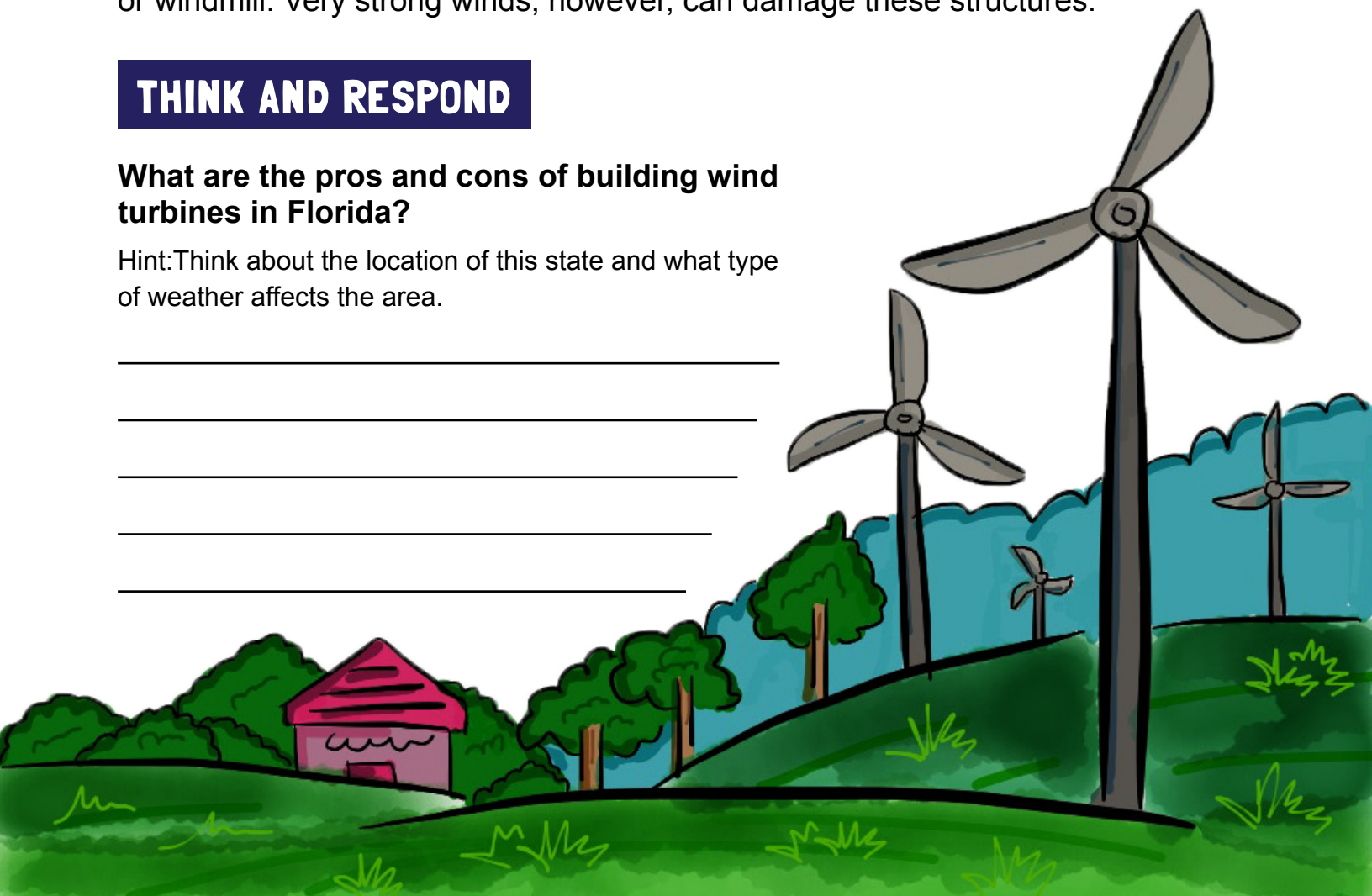
Windmills work the same as turbines. They are used for grinding grains or pumping water. These have been used around the world for over 1000 years.

Wind must be blowing at a rate of at least 14 miles per hour to power a turbine or windmill. Very strong winds, however, can damage these structures.

THINK AND RESPOND

What are the pros and cons of building wind turbines in Florida?

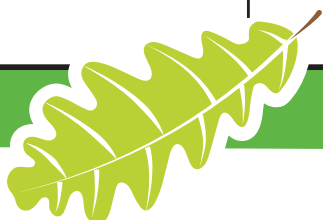
Hint: Think about the location of this state and what type of weather affects the area.



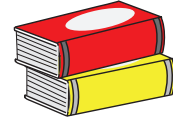
DAY 4



Reading	Compare and contrast details in two short fiction texts.
Writing	Show your informational writing skills after reading two short informational passages about hurricanes.
Grammar	Practice determining the meaning of figurative language in context using clues in the paragraphs.
Math	Write the missing multiplication or division sign in each equation. Practice finding and writing the inverse equation for division problems.
Fun Stuff	Use your knowledge of division facts to solve a division crossword.



A Tale of Two Texts



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

Cock-a-doodle-do!

Kimberly woke up to the sound of her family's rooster every day. Each morning was the same. As soon as she got out of bed, Kimberly tended to her family's farm animals before eating breakfast and getting ready for her day. During the week, Kimberly did all of these things before she hurried to catch the bus to school.

Her mornings started so early, and she felt sleepy before lunch and recess. After a long day at school, Kimberly had to go home to walk her dog, do her chores around the farm and complete her homework. Kimberly was tired each day in class.

The teacher noticed this problem and called her parents. They worked together to come up with a solution so that Kimberly was able to stay alert enough to learn at school. Kimberly would be allowed to have a snack in the morning, which would give her energy.



Beep! Beep! Beep! Beep!

The sounds of the city continued all night as Kate laid in bed in the room she shared with her little brother. The loud sounds of the car alarms, police sirens, and cars honking as they drove past her apartment building caused Kate to have trouble sleeping every night. However, her dog was used to the sounds as he slept soundly at the foot of her bed.

When Kate got up each morning, she got ready for school and helped her brother get ready. Together, they walked four blocks to get to their school. Kate was tired as she walked to school because she hadn't slept well during the night. When they arrived at the school, Kate walked her brother to class before taking the stairwell to her classroom on the third floor.

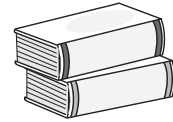
Kate was late to class most days. The teacher called home to address the problem with Kate's parents. They decided to buy her a noise machine for her bedroom. This would help keep out the loud city sounds so she could get a better night's sleep.



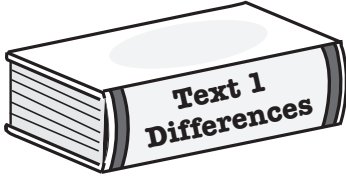
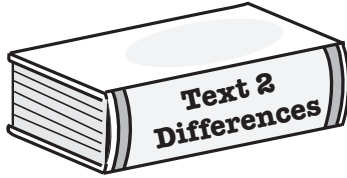
Name: _____

Date: _____

A Tale of Two Texts



Directions: Complete the chart with information from the two texts.

	 Text 1 Differences	Similarities	 Text 2 Differences
Characters What character traits do they have in common? What traits are different?			
Setting How is the setting from Story 1 different from Story 2? How are the settings the same?			
Problem How is the character's problem in Story 1 similar to the character's problem in Story 2?			
Resolution What did the characters do at the end of the story to solve the problems? How are the solutions the same or different?			

Directions: Complete the following written response question. When you answer the question, write in complete sentences on the lines below. Be sure to refer to details from both texts in your response!

What character traits do Kimberly and Kate have in common? Explain.



INFORMATIONAL WRITING CHECK-IN

Directions: Read the two texts and respond to the prompt that follows.

Text 1

A hurricane is a dangerous storm. This type of strong storm has high winds. It can bring a large amount of rain. Hurricanes are dangerous because they are very large storms. They cover a wide area as they move.

There are steps to take before a hurricane hits. It is important to watch the news and have a plan. Before a hurricane hits, board up windows. Bring in outside pets and furniture. Create a supply kit with first aid equipment, food, and water. Flashlights and batteries are good supplies to have in a hurricane. The high winds in hurricanes sometimes make the power go out. These are helpful tools when there is no electricity.

During hurricanes, it is important to stay inside. Stay away from windows. If there are warnings to evacuate, or leave your home because of danger, follow the directions.

After the hurricane, stay inside until it is safe to go outside. Check on neighbors to see if anyone is hurt. Stay with the adults in charge who can tell you what is safe. They will tell you how to help.

Hurricanes are dangerous storms because they are large and sometimes slow-moving. There are important steps to take to prepare and to be safe during and after the storm. It is important to be aware and ready.

Text 2



There have been many devastating hurricanes to hit the United States. These hurricanes are famous in a bad way. They have been large disasters.

Hurricane Katrina was a deadly storm in 2005. It hit New Orleans, Louisiana. The storm was stronger than anyone thought it would be. The lakes around New Orleans had too much water, and it flooded homes. The damage was so expensive. Many people lost their homes. Many people lost their lives.

Hurricane Sandy was a large storm that hit in 2012. It hit New Jersey and the New York City area. Many other states were affected by the storm, but the worst damage was in the northeast. Streets and subways flooded. Many businesses and homes were destroyed.

Hurricane Harvey was a destructive hurricane that hit the Houston, Texas, area in 2017. It moved very slowly, so it stayed in one area for a long time. The powerful storm rained over 50 inches. It flooded the city and many small towns. Thousands of people had to be rescued out of their homes.

Many hurricanes do not bring as much damage as these hurricanes did. Hurricane Katrina, Hurricane Sandy, and Hurricane Harvey are just a few of the most notable ones in the United States.

Prompt:

Hurricanes are large storms that can cause widespread destruction. Write an informational essay that tells why it is important to take hurricane warnings seriously. Use examples from the passage in your explanation.

Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, word choice, and mechanics.

Name: _____

Date:_____



INFORMATIONAL WRITING CHECK-IN

[illegible]

Name: _____

Date: _____

Making Sense of Figurative Language

What is Figurative Language?

*a tool that authors use to help readers visualize what is happening in a story or poem. The words and phrases mean something different than they normally do.

Example: He ran as fast as a cheetah. (This compares a boy and a cheetah. It is saying that they both run fast. However, a cheetah runs about 70mph. That is not humanly possible for a boy to do!)

Directions: Read the passages and answer the questions that follow.

1. On Friday afternoon, the doorbell rang. Ricky ran to the front door to see if his package arrived. He was so excited that he flew open the door. He didn't even think about his dog, Shadow. Shadow darted out the door. He was down the street in a blink of the eye. Luckily, the mailman noticed the dog as it sprinted past him. The mailman chased after Shadow, grabbed his collar, and walked him back to Ricky. Phew, that was close!

1. What is the meaning of the underlined words? _____

2. Garrett and Jeffrey took turns at the hoop practicing their free throws. Usually Garrett sunk his free throw shots with no trouble, but something was off today. He had not made a single shot. Jeffrey was on fire, though! He made every single free throw shot from the line. Coach McElroy noticed and came to talk to Garrett. "If you adjust your feet," he said, "your shot will go straight." To Garrett's surprise, he made the rest of his free throws!

2. What is the meaning of the underlined words? _____

3. Maci knew she had earned some good grades and some bad grades. Even though Maci knew her parents would be disappointed, she always followed the rules. She would give them the report card when she got home. When she arrived home, she realized that the report card was not in her binder when she got off the bus. She must have lost it somewhere! Instead of panicking, she made a plan. Maci decided to talk to her teacher about it the next day. Her teacher smiled from ear to ear. She thanked her for being responsible. She printed Maci a new report card to take home.

3. What is the meaning of the underlined words? _____

4. Sebastian was forgetful. A few times a week, he forgot to bring his lunch to school. His mom would have to bring his lunch up to school. He often forgot his homework at home, too. It was no surprise when Sebastian went home and told his mom that he lost his favorite red sweatshirt. Normally, it did not bother him when he forgot things, but this time it did. He loved the sweatshirt. Sebastian's mom brought him up to the school so he could look around outside. He searched high and low for the sweatshirt. When he found it, he realized it was dirtier than a pig in mud.

4. What is the meaning of the underlined words? _____

5. What is the meaning of the underlined words? _____

Name: _____

Date: _____

Picnicking Signs

The multiplication and division signs are having a picnic! While they're gone, it's up to you to fill in the missing multiplication or division sign in each equation.

$3 \square 9 = 27$

$12 \square 6 = 2$

$8 \square 6 = 48$

$10 \square 3 = 30$

$8 \square 8 = 1$

$24 \square 3 = 8$

$6 \square 7 = 42$

$40 \square 4 = 10$

$5 \square 7 = 35$

$20 \square 5 = 4$

$42 \square 6 = 7$

$2 \square 7 = 14$

$81 \square 9 = 9$

$40 \square 10 = 4$

$7 \square 4 = 28$

$4 \square 9 = 36$

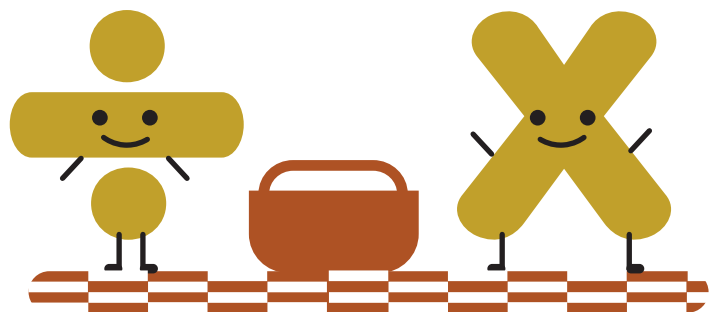
$72 \square 8 = 9$

$8 \square 2 = 16$

$35 \square 5 = 7$

$9 \square 5 = 45$

$63 \square 7 = 9$



Inverse Operations: Division

Match the division equation on the left with its inverse multiplication equation on the right.

$$24 \div 12 = 2$$

$$3 \times 15 = 45$$

$$33 \div 11 = 3$$

$$3 \times 12 = 36$$

$$36 \div 12 = 3$$

$$2 \times 12 = 24$$

$$40 \div 10 = 4$$

$$2 \times 13 = 26$$

$$45 \div 15 = 3$$

$$4 \times 10 = 40$$

$$26 \div 13 = 2$$

$$3 \times 11 = 33$$

Complete the division problems and then write out its inverse equations.

$$1.) 32 \div 8 =$$

$$2.) 42 \div 7 =$$

$$3.) 35 \div 5 =$$

$$4.) 27 \div 3 =$$

$$5.) 44 \div 4 =$$



Math Crossword Puzzle



Fill in the blanks of each crossword puzzle to make the division equations true.

64	÷		=	8		
÷				÷		
	÷		=	2		
=				=		
32			÷		=	9

	÷	2	=	27
÷				÷
	÷	2	=	
=				=
				9

			36	÷		=	2
÷			÷		÷		
12		81	÷		=		
=				=		=	
12	÷		=	4			

							68
							÷
							=

DAY 5



Reading	Compare and contrast details in two informational passages.
Writing	Read an informational passage about Nobel Prize winner Wangari Maathai. Then complete a biography research organizer using details from the text.
Grammar	Practice using different parts of speech as you fill in the blanks in a silly camping story.
Math	<p>Review multiplication and division facts in this beach-themed worksheet.</p> <p>Go through the steps to help you solve multiplication and division word problems.</p>
Fun Stuff	Find words related to electricity and magnetism in this word search.



Comparing Two Nonfiction Texts

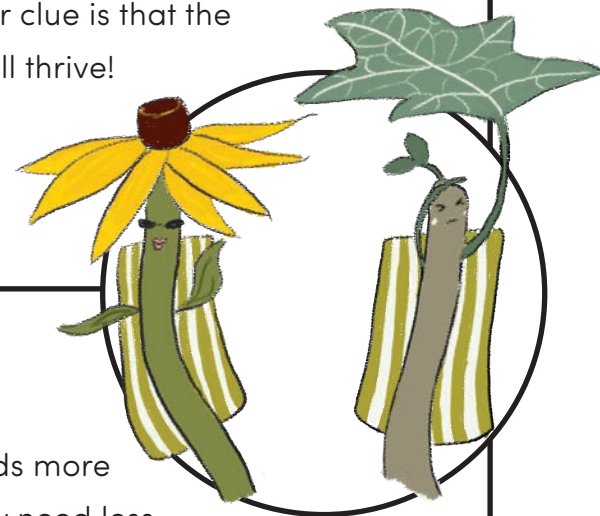
The Influence of the Sun

Using the information from the two nonfiction texts, complete the graphic organizer.

Text 1

The Sun's Influence on Black-Eyed Susans

With vibrant yellow petals, black-eyed Susans are a favorite among gardeners. They thrive in the sunlight and prefer being in an area where the sun shines directly on them. Do you know what happens when these plants don't get enough sunshine? You will find several clues that reveal a problem. First, the stem might be quite tall and have few leaves. The leaves might be spread apart. This shows you that the plant needs more sunlight. Another clue is that the leaves might turn dark green. With lots of sunshine they will thrive!



Text 2:

The Sun's Influence on Ivy

With brown, shriveled leaves, the ivy might look like it needs more water or sunshine. This fact might surprise you. Ivy actually need less sunlight than some other plants. Unlike a black-eyed Susan, which needs lots of sunshine, ivy actually thrives in the shade. Shaded areas might be under trees or away from direct sunlight. Whenever ivy gets too much sunlight, you might see some signs that it is not thriving. Just like people can get sunburned, ivy can also get harmed with too much sun. The leaves might shrivel or turn brown on the edges. You might think that this is a sign that the ivy needs more water, but maybe it just needs some more shade and less sun!

Name _____

Date _____

GRAPHIC ORGANIZER

	DIFFERENCES: TEXT 1	SIMILARITIES	DIFFERENCES: TEXT 2
TOPIC: What topic is being explored in these two texts? How are the topics different?			
MAIN IDEA: What is the main idea or main focus of each of the texts?			
SUPPORTING DETAILS: List at least two details that the texts have in common. List at least two details that are different in the texts.			
WRITTEN RESPONSE: Think about the type of area in which you live. Which type of plant, if either, would survive best? Use details from the text to support your response.			

All About Wangari Maathai

Wangari Maathai was an activist. She loved the Earth and she was a leader. She was the first African woman to win the Nobel Peace Prize.

Wangari Maathai was born in 1940 in Kenya. She grew up in a small village where her father was a farmer. She would collect firewood and help out at home. When she was 8 years old, she started school. She loved to learn and was a good student. When she was older, she won a scholarship to study in the United States. She earned many degrees. In 1971, she went to the University of Nairobi. She was the first woman in East Africa to earn a doctorate degree. In 1976, she started to work at the university.



When she came back to Kenya, she was sad to learn about all of the trees being cut down. People wanted to make room for big buildings. She wanted to help the Earth. She also wanted to help women find work. In 1977, she started the Green Belt Movement. This movement helped women by paying them to plant trees all over Kenya. These trees added some green to Kenya again. Wangari helped to plant over 30 million trees in Kenya. She also helped over 30,000 women find work.

Wangari was an activist for the Earth. She protested the construction of big buildings because cutting the trees down hurt the environment. She asked to plant more trees. She was arrested many times for protesting the government's actions. After many years of protesting, a new government came into power. In 2002, Wangari became the assistant minister of environment, natural resources, and wildlife.

Wangari kept helping women and the Earth. In 2004, she became the first African woman to win the Nobel Peace Prize. In 2006, she wrote a book called *Unbowed* to share her story. Wangari died in 2011 when she was 71 years old.

Name _____

Date _____

Biography Research



Directions: Complete the graphic organizer with information that you have researched.

Who	Person's name:	
	Who is their family?	
What	What are their character traits? (Use adjectives.)	
	What do/did they like to do?	
When	When did they live?	Date of birth:
		Date of death:
Where	Where were they born?	Where did they spend most of their life?
Why	Why is this person famous?	
How	How have they influenced others or changed the world?	



A CAMPING ADVENTURE!



Fill in the blanks with the right parts of speech to complete this outrageous story!

_____ and _____ went on a _____ camping trip. They
(NAME 1) (NAME 2) (ADJECTIVE)

_____ their _____ and started _____
(PAST TENSE VERB) (ADJECTIVE) (PLURAL NOUN) (-ING VERB)

_____ to build a _____. They knew they needed to _____ a
(ADVERB) (NOUN) (VERB)

lot of _____ before it became too _____ so they _____
(PLURAL NOUN) (ADJECTIVE) (PAST TENSE VERB)

very _____. For a snack they decided to make _____
(ADVERB) (PLURAL NOUN)

on a _____ and cook up a can of _____. As it got dark
(NOUN) (PLURAL NOUN)

outside, _____ heard a _____ make a sound in the
(NAME 2) (ANIMAL 1)

woods! _____ was scared and _____ a _____!
(NAME 1) (PAST TENSE VERB) (NOUN)

Outside, _____ a _____ from inside the tent.
(NAME 2) (PAST TENSE VERB) (NOUN)

The _____ but not before _____ over all the
(ANIMAL 1) (PAST TENSE VERB) (-ING VERB)

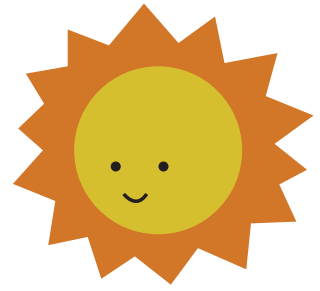
_____! When the morning came, _____ and
(ADJECTIVE) (NOUN) (NAME 1)

_____ left to go _____ up a _____ and
(NAME 2) (VERB) (ADJECTIVE) (NOUN)

gather _____. It truly was a _____ camping trip!
(PLURAL NOUN) (ADJECTIVE)

Beach Math

Multiply or divide.



$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ 4 \overline{) 24} \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ 9 \overline{) 45} \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ 3 \overline{) 27} \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ 5 \overline{) 25} \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ 9 \overline{) 81} \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ 3 \overline{) 12} \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ 7 \overline{) 28} \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ 8 \overline{) 32} \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ 7 \overline{) 49} \\ \hline \end{array}$$



Name _____

Date _____

Multiplication & Division Word Problems Practice

Step 1: Read the whole problem. Step 2: Circle clue words and numbers.

Step 3: Make a model step. 4: Solve the problem.

1. Mr. Yamamoto is making a breakfast for the 6 members of his family. He is making bacon and omelets. If each omelet needs 3 eggs, how many eggs does he need?

2. Avea checked out 18 books from the library. Half of them are nonfiction. How many nonfiction books did she check out?

3. Imani is taking apart a beaded necklace to make 4 identical bracelets. The necklace has 48 beads. How many beads will Imani use for each bracelet?

4. Adrian started a dog walking business. On Saturday he walked 8 dogs and earned \$72. How much did he charge per dog?

5. Mariel volunteers at the animal shelter 3 times a month. After 6 months, how many times has she volunteered at the animal shelter?

6. Hilo has 63 baseball cards to put into a photo album. If 9 cards fit on a page, how many pages will he use?

7. Maja is designing robots. Each has 10 feet of wire inside them. If she makes 5 robots, how many feet of wire will she need?

8. Nondi's class is going on a field trip. Each chaperone will take 4 kids in their car. If there are 36 students going, how many chaperones will they need?

9. Kadeem drank 8 glasses of water a day for one week. How many glasses of water did he drink?

ELECTRIFYING WORD SEARCH

Find the words related to electricity and magnetism in the word search below!

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

WORDS

INSULATOR

FARADAY

STATIC

ELECTRICITY

MAGNETISM

GALVANI

TESLA

LIGHTNING

CONDUCTOR



WEEK 2



FALL REVIEW PACKET

ANSWER KEYS



Use these answer keys
to check your work!



Education.com

?? The Vocabulary Mystery ??

Directions: Read the mystery below. Then match the vocabulary words that follow with the correct definition. Write the letter on the line next to the word.

Elle stood at the front of the classroom with a red face. She stood there and didn't say a word. She didn't even have a word in her brain. It was lost!

During her presentation, Elle did great. She spoke about the important facts she had researched. She shared her poster and her teacher smiled. Elle felt proud of her work, but then she lost the word she was trying to say. She completely blanked.

Elle slowly walked back to her seat with a suspicious look in her eyes. I wonder who stole my word, she thought.

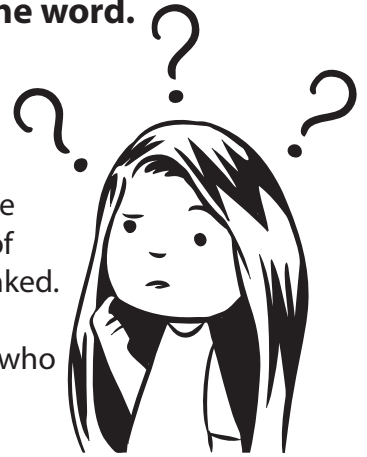
The other students looked at her, questioning why Elle had a problem. The students looked at each other. This was strange. Elle always talked a lot. Now she could not talk at all.

Elle sat down in her seat and tried to solve this mystery. The word she needed to say completely vanished from her mind. Where had it gone? It was unknown.

Then, Elle thought about the Vocabulary Notebook she had in her desk. She took it out. She flipped through the pages and there it was! The solution to her problem. She found the word she needed.

Elle jumped up and asked the teacher if she could finish her presentation. The confused teacher let Elle go to the front of the room.

"The Empire State building is... impressive. Yes, impressive is the right word!" Elle said.



 c 1. suspicious

 e 2. wonder

 a 3. solution

 b 4. unknown

 f 5. vanished

 d 6. strange

a. something that solves a problem

b. not known

c. feeling that something is wrong

d. different from what is normal

e. to be curious about something

f. disappeared completely

Incomplete Sentences

Complete Sentences

A complete sentence has a **subject** (the person, place, or thing that the sentence is about) and a **predicate** (what the subject does or is). The subject is a noun or noun phrase and the predicate is a phrase that contains a verb.

Example: Mr. Morton walked down the street.

subject verb predicate

Identify the subject and predicate in each sentence. Circle the subject and underline the predicate.

1. Blythe always wears a black skirt on Tuesday.
2. Tomorrow, Elaine's birthday party will be at the bowling alley.
3. Tatum is trying out for the softball team.
4. Graham wants to go skiing with the rest of us.
5. Ivan bought a new pair of ten-pound weights.

Incomplete Sentences

An incomplete sentence is missing a subject or predicate.

Example: Mr. Morton walked down the street.

Fix the incomplete sentences by adding a subject or predicate.

EXAMPLE: He walked He walked down the street.

1. Peeled all the potatoes She peeled all the potatoes.
2. Came crashing down The building came crashing down.
3. He He took the kids to school.
4. Didn't mean to do it They didn't mean to do it.
5. Everyone in London Everyone in San Mateo enjoys the mild weather.

Run-On Sentences

Run-on Sentences

Run-on sentences are sentences that are missing punctuation. Sometimes run-on sentences are called 'fused sentences' because they are made up of two or more sentences or thoughts that are fused, or connected, without punctuation.

Example: I am a frog I can talk.

To fix a run-on sentence, you can separate the fused sentences with a period.

Example: I am a frog. I can talk.

Or, you can add a conjunction, like and or but, with a comma.

Example: I am a frog, but I can talk.
I am a frog, and I can talk.

Fix the run-on sentences by adding punctuation or a conjunction with a comma.

1. Milo hates to take a shower his dad encourages him to smell clean.

Milo hates to take a shower, but his dad encourages him to wash and smell clean.

2. Eli is on his tablet he's addicted to video games.

Eli is on his tablet. He's addicted to video games.

3. Corey doesn't like to fold the laundry Byron finds it soothing.

Corey doesn't like to fold the laundry, but Byron finds it soothing.

4. Jennifer goes paddle boarding whenever she can she wears board shorts.

Jennifer goes paddle boarding whenever she can. She wears board shorts.

5. Nobody let the cat in he was super cranky.

Nobody let the cat in, so he was super cranky.

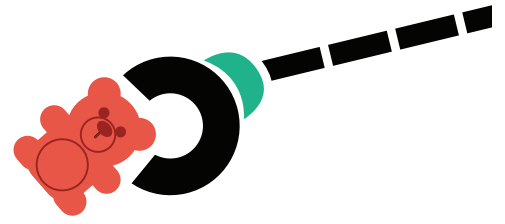
6. I woke up late I missed my train.

I woke up late, and I missed my train.

Division:

Answer Key

Dividing Gummy Bears into Equal Groups

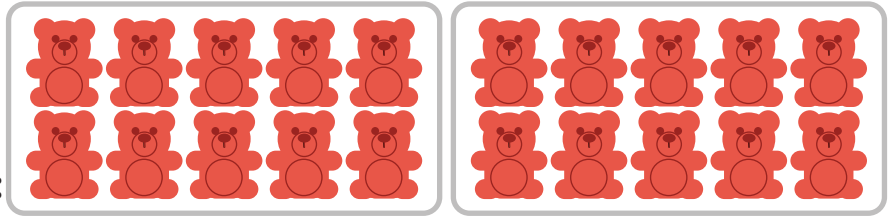


There are 20 gummy bears in Kimmie's candy jar.

Step 1: For each problem below draw a picture to show how 20 gummy bears are divided among the Kimmie's friends. You can use an "x" or other symbol to represent gummy bears in your drawing.

Step 2: Write a division sentence and solve.

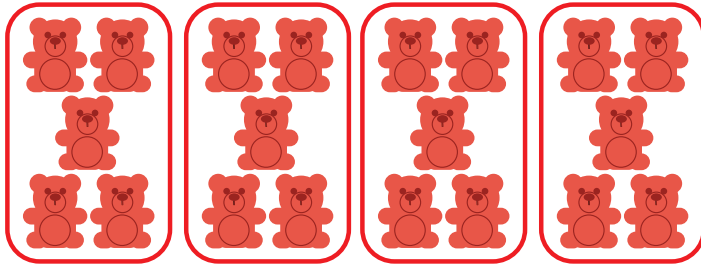
Drawing:



Example: 2 best friends eat the 20 gummy bears.

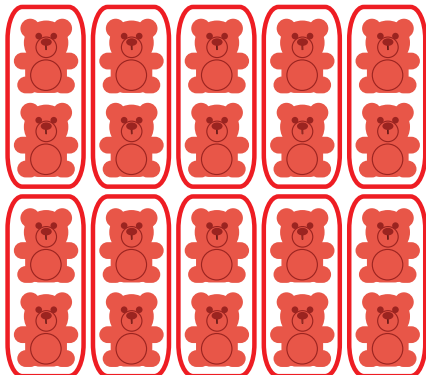
Division sentence: $20 \div 2 = 10$

Kimmie's 4 friends eat the 20 gummy bears.



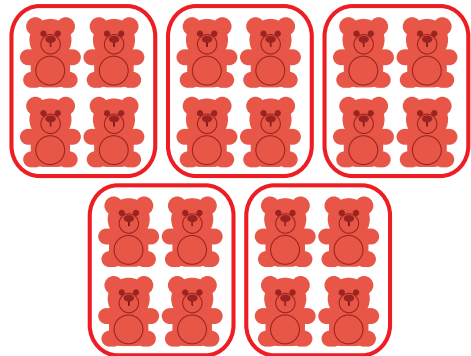
$$20 \div 4 = 5$$

Kimmie's 10 friends eat the 20 gummy bears.



$$20 \div 10 = 2$$

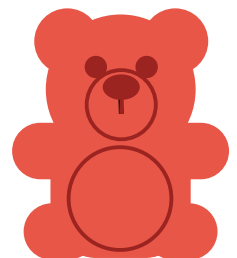
Kimmie's 5 friends eat the 20 gummy bears.



$$20 \div 5 = 4$$

Who ended up eating the most gummy bears?

1. Kimmie's 4 friends.
2. Kimmie's 5 friends.
3. Kimmie's 10 friends.



Answer Key**Division with Repeated Subtraction**

Repeated Subtraction is a strategy for solving division problems.

Example: $12 \div 4 = \underline{\quad}$

$$12 - 4 = 8$$

$$8 - 4 = 4$$

$$4 - 4 = 0$$

4 was subtracted 3 times. So $12 \div 4 = 3$



Directions: Use Repeated Subtraction as seen in the example above to solve the following division problems.

1. $18 \div 2 = 9$

$$\begin{array}{l} 18 - 2 = 16 \\ 16 - 2 = 14 \\ 14 - 2 = 12 \\ 12 - 2 = 10 \\ 10 - 2 = 8 \\ 8 - 2 = 6 \\ 6 - 2 = 4 \\ 4 - 2 = 2 \\ 2 - 2 = 0 \end{array}$$

2 was subtracted 9 times
2. $12 \div 3 = 4$

$$\begin{array}{l} 12 - 3 = 9 \\ 9 - 3 = 6 \\ 6 - 3 = 3 \\ 3 - 3 = 0 \end{array}$$

3 was subtracted 4 times
3. $16 \div 4 = 4$

$$\begin{array}{l} 16 - 4 = 12 \\ 12 - 4 = 8 \\ 8 - 4 = 4 \\ 4 - 4 = 0 \end{array}$$

4 was subtracted 4 times
4. $24 \div 6 = 4$

$$\begin{array}{l} 24 - 6 = 18 \\ 18 - 6 = 12 \\ 12 - 6 = 6 \\ 6 - 6 = 0 \end{array}$$

6 was subtracted 4 times
5. $10 \div 2 = 5$

$$\begin{array}{l} 10 - 2 = 8 \\ 8 - 2 = 6 \\ 6 - 2 = 4 \\ 4 - 2 = 2 \\ 2 - 2 = 0 \end{array}$$

2 was subtracted 5 times
6. $21 \div 7 = 3$

$$\begin{array}{l} 21 - 7 = 14 \\ 14 - 7 = 7 \\ 7 - 7 = 0 \end{array}$$

7 was subtracted 3 times
7. $8 \div 4 = 2$

$$\begin{array}{l} 8 - 4 = 4 \\ 4 - 4 = 0 \end{array}$$

4 was subtracted 2 times
8. $15 \div 5 = 3$

$$\begin{array}{l} 15 - 5 = 10 \\ 10 - 5 = 5 \\ 5 - 5 = 0 \end{array}$$

5 was subtracted 3 times
9. $9 \div 3 = 3$

$$\begin{array}{l} 9 - 3 = 6 \\ 6 - 3 = 3 \\ 3 - 3 = 0 \end{array}$$

3 was subtracted 3 times
10. $32 \div 8 = 4$

$$\begin{array}{l} 32 - 8 = 24 \\ 24 - 8 = 16 \\ 16 - 8 = 8 \\ 8 - 8 = 0 \end{array}$$

8 was subtracted 4 times

Reader's Theater: 4th of July

Directions: Answer the questions below. **Answer Key**

1. Put the events of the drama in the correct order below. Label each event with a number from 1-5. The first event has been done for you.

2 Ashlee suggests that they play volleyball.

1 The friends gather in the common area.

4 Tad burns the hotdogs.

5 Joanne teaches the friends how to make their new dinner.

3 Joanne and Marcus set up the table.

2. The cast of characters tells the reader who the important characters are in the story.

3. What lesson does this drama teach?

Answers will vary, but may include: Success comes from working together.

4. Which words best describe Ashlee? Circle two.

glamorous

active

hateful

unfair

grateful

5. Which words best describe Joanne? Circle two.

helpful

unsure

clever

concerned

rough

6. Draw a scene from the drama in the space below. Then, write one sentence on the lines about what is happening in the scene. **Student answers will vary.**

Answer Key

Name: _____

Date: _____

STRONG AND SUPPORTIVE DETAILS IN INFORMATIONAL TEXTS: ANSWERS

Great writers include **FACTS** and **EVIDENCE** to support ideas in informational text. They do not include opinions to support their main idea.

- A **FACT** is a piece of information that can be proven. Facts are the strongest type of supporting details.
- An **OPINION** is someone's belief. Opinions are weak supporting details.

Part 1:

DIRECTIONS: Read the main idea statement in the middle. Circle the strong and supportive details. Cross out the opinions, which are weak supporting details.

Snowflakes are not frozen raindrops.

Snowflakes are formed in the clouds when water droplets freeze and become ice particles.

Snowflakes are a form of winter precipitation.

~~Snowflakes are beautiful as they cover the ground.~~

~~I like to make it colder when the weather gets cold.~~

There are six types of snowflakes based on their shape and size.

Part 2:

Fill in the blanks below with the main idea and supporting details you chose to form a paragraph.

MAIN IDEA

Snowflakes are a form of winter precipitation.

SUPPORTING DETAIL

Snowflakes are formed in the clouds when water droplets freeze and become ice particles.

SUPPORTING DETAIL

Snowflakes are not frozen raindrops.

SUPPORTING DETAIL

There are six types of snowflakes based on their shape and size.

Getting Possessive with Apostrophes

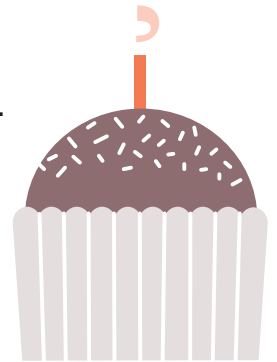
Name _____ **Answer Key**

Date _____

Apostrophes are used to show the correct possessive form of nouns.
Add **apostrophe + s** to the end of a singular noun to show possession.
Add only an **apostrophe** to the end of most plural nouns to show possession.
If the plural noun does not end in -s already, add **apostrophe + s**.

Here are some examples:

singular	dog + 's	= dog's
plural	dogs + '	= dogs'



Read each sentence and add an **apostrophe** or **apostrophe + s** to show the correct possessive form of each noun.

1.	The kids' weeks of party planning were about to be tested.
2.	Today was Ms. Trevett's birthday, and the students couldn't wait to surprise her.
3.	The girls' decorations and the boys' cards were ready and waiting.
4.	Pedro's eyes were fixed on the doorway looking for the first sign of Ms. Trevett.
5.	The students' patience was wearing thin as they waited for their teacher to arrive.
6.	Finally, they heard their teacher's familiar footsteps coming down the hall.
7.	Everyone's heart was racing as they crouched down waiting to surprise Ms. Trevett.
8.	Suddenly, the room was filled with the children's joyous shouts of "Surprise!"

Write a sentence using the correct possessive form of each noun.

1.	friends	Correct use would be friends' e.g. Her friends' faces lit up as she walked through the door.
2.	cake	Correct use would be cake's e.g. The cake's icing was chocolate with fresh strawberries on top.
3.	party	Correct use would be party's e.g. Kids down the hall could hear the party's music and laughter.
4.	tables	Correct use would be tables' e.g. The tables' surfaces were covered with tasty snacks.

Answer Key Divide Your Way to the Hidden Phrase

Each division problem is assigned a letter. Once you have completed the division problems, enter the letter that corresponds with the answer in the spaces provided below to discover the hidden phrase.

A. $12 \div 4 = 3$

J. $45 \div 3 = 15$

S. $84 \div 6 = 14$

B. $6 \div 3 = 2$

K. $40 \div 2 = 20$

T. $84 \div 4 = 21$

C. $10 \div 2 = 5$

L. $40 \div 4 = 10$

U. $95 \div 5 = 19$

D. $24 \div 4 = 6$

M. $54 \div 6 = 9$

V. $69 \div 3 = 23$

E. $7 \div 1 = 7$

N. $80 \div 5 = 16$

W. $90 \div 5 = 18$

F. $22 \div 2 = 11$

O. $48 \div 4 = 12$

X. $88 \div 4 = 22$

G. $13 \div 1 = 13$

P. $34 \div 2 = 17$

Y. $54 \div 2 = 27$

H. $16 \div 4 = 4$

Q. $75 \div 3 = 25$

Z. $78 \div 3 = 26$

I. $24 \div 3 = 8$

R. $48 \div 2 = 24$

D	I	V	I	D	I	N	G
---	---	---	---	---	---	---	---

6 8 23 8 6 8 16 13

I	S
---	---

8 14

T	H	E
---	---	---

21 4 7

I	N	V	E	R	S	E
---	---	---	---	---	---	---

8 16 23 7 24 14 7

O	F
---	---

12 11

M	U	L	T	I	P	L	Y	I	N	G
---	---	---	---	---	---	---	---	---	---	---

9 19 10 21 8 17 10 27 8 16 13

Divide 'Em Up

Answer Key

Solve each division word problem. Show your work!

Ms. Bran brought 4 evenly divided boxes of muffins to class. There are 36 muffins altogether. How many muffins are in each box?



$$36 \div 4 = 9$$

There are 9 muffins in each box.

Pookie's Pet Store has 24 tropical fish. They keep 3 fish in each tank. How many fish tanks are there?



$$24 \div 3 = 8$$

There are 8 tropical fish in each tank.

Sally divided her 48 spools of thread evenly into 6 boxes. How many spools of thread did she put in each box?



$$48 \div 6 = 8$$

There are 8 spools in each box.

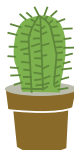
Ivan scooped 16 scoops of ice cream evenly onto 8 cones. How many scoops of ice cream are on each cone?



$$16 \div 8 = 2$$

There are 2 scoops on each cone.

Chris has 28 cactus plants. He keeps his cactus plants in even rows of 7. How many cactus plants are in each row?



$$28 \div 7 = 4$$

There are 4 cactus plants in each row.

There are 50 toes in the swimming pool. Each person has 10 toes. How many people are in the pool?



$$50 \div 10 = 5$$

There are 5 people in the pool.

Name **Answer Key** Date _____



FAMOUS OLYMPIANS

FLORENCE GRIFFITH JOYNER

DIRECTIONS: Read the short biography of Florence Griffith Joyner, and then answer the questions that follow.

Florence Griffith was born in Los Angeles, California in 1959. She began running on the track team early in her life. In high school, she ran with the relay team that posted the fastest time in the nation that year.

In 1984, Florence won the silver medal for the 200 meters in the Olympics in Los Angeles. In 1987, she married Al Joyner, also an Olympic star.

In the 1988 Olympics in South Korea, Florence became known by her nickname, "Flo-Jo." She won three gold medals and a silver medal. She broke one Olympic record and one world record during the games. Many people consider her the fastest woman of all time.

Florence received many awards, including the award for best amateur athlete from the American Athletic Union and the United Press International Athlete of the Year. She retired from sports after the 1988 Olympics.

QUESTIONS

1. What was Florence's nickname?

Her nickname was Flo-Jo.

2. What did Florence win in the 1984 Olympics?

She won a silver medal.

3. How many gold medals did Florence win?

She won three gold medals.

4. When was Florence born?

She was born in 1959.

OLYMPIC ACHIEVEMENTS

COUNTRY

United States

SPORT

Track and field

YEAR

1984 Summer Olympics,
Los Angeles

SILVER MEDAL

200 meters

YEAR

1988 Summer Olympics,
Seoul, South Korea

GOLD MEDAL

100 meters

200 meters

4x100 meters relay

SILVER MEDAL

4x400 meters relay

SECRET CODE WORD

Use the secret code to find a word about Florence Griffith Joyner. Write the letter in the blank that matches the number from the code.

F A S T E S T

SECRET CODE

1 = A 7 = G 13 = M 19 = S 25 = Y

2 = B 8 = H 14 = N 20 = T 26 = Z

3 = C 9 = I 15 = O 21 = U

4 = D 10 = J 16 = P 22 = V

5 = E 11 = K 17 = Q 23 = W

6 = F 12 = L 18 = R 24 = X

Answer Key**Cause and Effect: Thunderstorms**

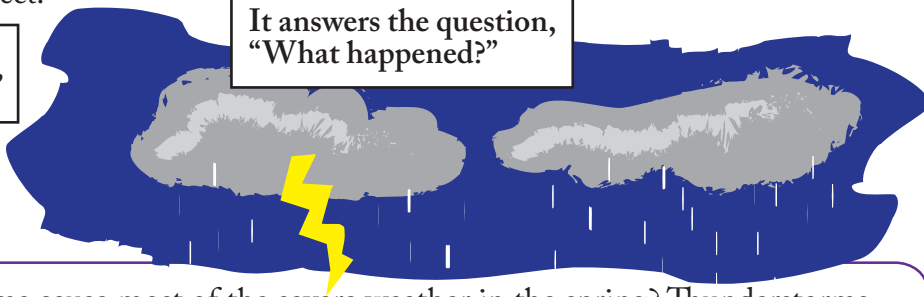
A **cause** is something that makes something else happen. It is the reason for the effect.



An **effect** is the result of the cause. It happens because of the cause.

It answers the question, "Why did this happen?"

It answers the question, "What happened?"



Directions: Read the passage below.

Did you know that thunderstorms cause most of the severe weather in the spring? Thunderstorms bring rain, lightning, and thunder. In extreme cases, they can bring tornadoes and flooding, too. Most severe thunderstorms occur in the spring and summer months.

When warm, moist air collides with cool, dry air, a thunderstorm forms. A normal thunderstorm is a rain shower with thunder. Since thunder comes from lightning, all thunderstorms have lightning. A thunderstorm is classified as severe when there are events that are more significant than just thunder and lightning. A severe thunderstorm is when there are winds gusting over 57.5 miles per hour, hail that is an inch or larger, or tornadoes.

There are many effects of thunderstorms. Some thunderstorms do not bring much rain, but others can cause flash flooding. Flash flooding is extremely dangerous as there is little to no warning. Flash flooding causes many deaths each year. Lightning causes fires during thunderstorms. These fires cause destruction such as damage to houses and land. The fires can even cause the death of people and animals. The strong, gusting winds cause damage to buildings and houses, and they can knock down power lines. That results in communities with power outages, which makes daily tasks more difficult to complete. Hail can break windows in homes and cars, and injure any person or animal that is outside.

Thunderstorms are a type of storm that most people experience in their lifetime. The effects of a normal thunderstorm are not usually serious, but some people experience more than a simple thunderstorm. An extreme thunderstorm brings extreme effects.

Directions: Complete the chart with details from the text that show cause and effect relationships.

Cause (Why?)	Effect (What happened?)
Thunderstorms	Rain, thunder, lightning
Warm, moist air collides with cool, dry air	A thunderstorm forms
Severe thunderstorms	Flash flooding
Flash flooding	Loss of life
Lightning	Fires in homes or on land
Hail	Injuries to people and animals that are outside during the storm

Name: _____

Date: _____

Answer Key

Informational Writing: Linking Ideas

Why are Linking Words and Phrases important?

-They introduce new ideas.

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

-Time order

-Compare and Contrast

-Examples

-Emphasis

-Additional information

-Conclusions

Directions: Based on the other transitions in the passage, choose a good transition word to use in each blank. Circle the best transition and write it on the line.

1. Tornado safety is important because this violent weather event commonly occurs in the spring. First, pay attention to the local news and weather apps on your phone.

_____**Next**_____, be sure to have a safe place to go in the case that a tornado warning has been issued for your area. _____**Also**_____, follow the warnings. Many people ignore the warnings, which puts them in danger. _____**To sum it up**_____, tornado safety is very important, especially for people who live in Tornado Alley where most tornadoes occur.

2. There are many reasons that rain is an important part of weather. _____**For instance**_____, rain is necessary for plants and grass to grow. Without rain, plants and flowers would die. _____**Also**_____, rainfall fills streams, rivers, and lakes. This is where humans get water that is clean to use and drink. _____**In addition**_____, the rain that fills the streams, river, and lakes is important for the living organisms there. If there was no rain, their homes would dry up. _____**In conclusion**_____, while rain can be annoying to deal with, Earth's living creatures depend on it.

Name: Answer Key

Date: _____

Word Structure Learning Check



Part 1 - Affix Identification

Directions: Identify the prefix or suffix in each word. Write it on the line.

- | | | | |
|--------------|-------------|--------------|-------------|
| 1. inactive | <u>in</u> | 6. rewrite | <u>re</u> |
| 2. beautiful | <u>ful</u> | 7. unlock | <u>un</u> |
| 3. tallest | <u>est</u> | 8. enjoyable | <u>able</u> |
| 4. painless | <u>less</u> | 9. colder | <u>er</u> |
| 5. dislike | <u>dis</u> | 10. pretest | <u>pre</u> |

Part 2 - Affix Meanings

Directions: Write the meaning of each prefix or suffix.

	Meaning		Meaning
1. un-	not, opposite of	6. -able	able to
2. pre-	before	7. -ful	full of
3. dis-	not, opposite of	8. -less	without
4. re-	again	9. -er	more
5. in-	not	10. -est	most

Part 3 - Word Meanings

Directions: Write the meaning of the words based on the meaning of the prefix or suffix.

- | | | | |
|--------------|-----------------------|--------------|-----------------------------|
| 1. inactive | <u>not active</u> | 6. rewrite | <u>write again</u> |
| 2. beautiful | <u>full of beauty</u> | 7. unlock | <u>the opposite of lock</u> |
| 3. tallest | <u>most tall</u> | 8. enjoyable | <u>able to be enjoyed</u> |
| 4. painless | <u>without pain</u> | 9. colder | <u>more cold</u> |
| 5. dislike | <u>to not like</u> | 10. pretest | <u>a test before</u> |

Name: _____

Date: _____

Answer Key**Solve for the Unknown**

Use the division and multiplication connection to help solve division problems.

Example: $36 \div 4 = \underline{\quad}$

1. Change the problem into a multiplication problem with a missing factor or product.

$$4 \times \underline{\quad} = 36$$

2. Choose a familiar multiplication strategy to find the unknown factor.

- repeated addition
- skip counting
- arrays
- equal groups

3. The answer to your multiplication problem is also your answer for division problem.

$$4 \times \underline{9} = 36$$

$$36 \div 4 = \underline{9}$$

Directions: Use strategies listed above to solve for the unknown factors in the problems. Be sure to show your work.

1. $35 \div 7 = \underline{5}$

6. $\underline{40} \div 10 = 4$

2. $48 \div \underline{12} = 4$

7. $16 \div \underline{4} = 4$

3. $\underline{18} \div 2 = 9$

8. $40 \div 5 = \underline{8}$

4. $63 \div 7 = \underline{9}$

9. $36 \div \underline{4} = 9$

5. $56 \div \underline{7} = 8$

10. $\underline{48} \div 6 = 8$

Division Dash



Solve each problem.

$$\begin{array}{r} 6 \\ 2 \overline{)12} \end{array}$$

$$\begin{array}{r} 10 \\ 10 \overline{)100} \end{array}$$

$$\begin{array}{r} 6 \\ 8 \overline{)48} \end{array}$$

$$\begin{array}{r} 9 \\ 9 \overline{)81} \end{array}$$

$$\begin{array}{r} 5 \\ 12 \overline{)60} \end{array}$$

$$\begin{array}{r} 10 \\ 4 \overline{)40} \end{array}$$

$$\begin{array}{r} 5 \\ 11 \overline{)55} \end{array}$$

$$\begin{array}{r} 9 \\ 2 \overline{)18} \end{array}$$

$$\begin{array}{r} 4 \\ 4 \overline{)16} \end{array}$$

$$\begin{array}{r} 4 \\ 1 \overline{)4} \end{array}$$

$$\begin{array}{r} 2 \\ 8 \overline{)16} \end{array}$$

$$\begin{array}{r} 9 \\ 3 \overline{)27} \end{array}$$

$$\begin{array}{r} 7 \\ 7 \overline{)49} \end{array}$$

$$\begin{array}{r} 7 \\ 6 \overline{)42} \end{array}$$

$$\begin{array}{r} 5 \\ 10 \overline{)50} \end{array}$$

$$\begin{array}{r} 3 \\ 4 \overline{)12} \end{array}$$

$$\begin{array}{r} 11 \\ 4 \overline{)44} \end{array}$$

$$\begin{array}{r} 6 \\ 6 \overline{)36} \end{array}$$

$$\begin{array}{r} 8 \\ 8 \overline{)64} \end{array}$$

$$\begin{array}{r} 8 \\ 3 \overline{)24} \end{array}$$

$$\begin{array}{r} 7 \\ 3 \overline{)21} \end{array}$$

$$\begin{array}{r} 7 \\ 5 \overline{)35} \end{array}$$

$$\begin{array}{r} 5 \\ 3 \overline{)15} \end{array}$$

$$\begin{array}{r} 10 \\ 8 \overline{)80} \end{array}$$

$$\begin{array}{r} 5 \\ 1 \overline{)5} \end{array}$$

$$\begin{array}{r} 11 \\ 2 \overline{)22} \end{array}$$

$$\begin{array}{r} 5 \\ 7 \overline{)35} \end{array}$$

$$\begin{array}{r} 3 \\ 9 \overline{)27} \end{array}$$

$$\begin{array}{r} 10 \\ 2 \overline{)20} \end{array}$$

$$\begin{array}{r} 2 \\ 5 \overline{)10} \end{array}$$

$$\begin{array}{r} 5 \\ 5 \overline{)25} \end{array}$$

$$\begin{array}{r} 2 \\ 6 \overline{)12} \end{array}$$

$$\begin{array}{r} 3 \\ 5 \overline{)15} \end{array}$$

$$\begin{array}{r} 6 \\ 3 \overline{)18} \end{array}$$

$$\begin{array}{r} 7 \\ 1 \overline{)7} \end{array}$$

$$\begin{array}{r} 1 \\ 8 \overline{)8} \end{array}$$

$$\begin{array}{r} 8 \\ 7 \overline{)56} \end{array}$$

$$\begin{array}{r} 3 \\ 12 \overline{)36} \end{array}$$

$$\begin{array}{r} 7 \\ 2 \overline{)14} \end{array}$$

$$\begin{array}{r} 4 \\ 2 \overline{)8} \end{array}$$



WHAT IS WIND ENERGY?

Wind is caused by convection currents (flow of air) in Earth's atmosphere. The sun produces the heat energy that produces these currents. The wind is full of kinetic energy.

Wind can be transferred into electrical energy with the help of wind turbines. A **turbine** is a machine powered by rotating blades.

The blades of a wind turbine move when there is wind. The energy is then transferred to a generator by a spinning shaft.

Windmills work the same as turbines. They are used for grinding grains or pumping water. These have been used around the world for over 1000 years.

Wind must be blowing at a rate of at least 14 miles per hour to power a turbine or windmill. Very strong winds, however, can damage these structures.

THINK AND RESPOND

What are the pros and cons of building wind turbines in Florida?

Hint: Think about the location of this state and what type of weather affects the area.

Think and respond answers will vary but should include a pro about the ocean breeze and a con about potential hurricanes.

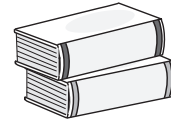


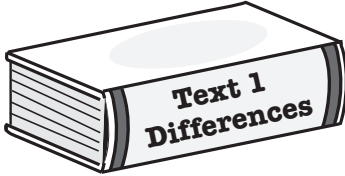
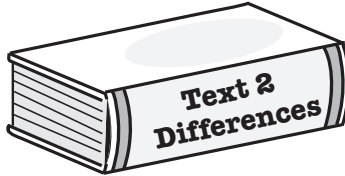
Name: _____

Date: _____

Answer Key

A Tale of Two Texts

**Directions:** Complete the chart with information from the two texts.

Student answers may vary:			
		Similarities	
Characters What character traits do they have in common? What traits are different?	Kimberly is a responsible girl who takes care of her dog and other chores.	Both girls have responsibilities that require them to take care of someone other than themselves.	Kate is a responsible girl who takes care of her little brother.
Setting How is the setting from Story 1 different from Story 2? How are the settings the same?	Kimberly lives on a farm.		Kate lives in the city.
Problem How is the character's problem in Story 1 similar to the character's problem in Story 2?	Kimberly is tired because she gets up very early to take care of her responsibilities.	Both girls are tired at school.	Kate is tired because she has trouble sleeping since the loud city sounds keep her up at night.
Resolution What did the characters do at the end of the story to solve the problems? How are the solutions the same or different?	Kimberly was allowed to eat a snack in class to help keep her energized.	Both girls' parents were part of the solutions.	Kate used a sound machine at night to help keep out the loud city sounds so she could get better sleep.

Directions: Complete the following written response question. When you answer the question, write in complete sentences on the lines below. Be sure to refer to details from both texts in your response!

What character traits do Kimberly and Kate have in common? Explain.

Kimberly and Kate are both responsible. Kimberly's jobs include taking care of the farm animals and her dog. Kate's jobs include getting her brother ready for school and making sure he gets to his classroom. The girls are trustworthy because these jobs are important.

Name: _____

Date: _____

Answer Key

Making Sense of Figurative Language

What is Figurative Language?

*a tool that authors use to help readers visualize what is happening in a story or poem. The words and phrases mean something different than they normally do.

Example: He ran as fast as a cheetah. (This compares a boy and a cheetah. It is saying that they both run fast. However, a cheetah runs about 70mph. That is not humanly possible for a boy to do!)

Directions: Read the passages and answer the questions that follow.

1. On Friday afternoon, the doorbell rang. Ricky ran to the front door to see if his package arrived. He was so excited that he flew open the door. He didn't even think about his dog, Shadow. Shadow darted out the door. He was down the street in a blink of the eye. Luckily, the mailman noticed the dog as it sprinted past him. The mailman chased after Shadow, grabbed his collar, and walked him back to Ricky. Phew, that was close!

1. What is the meaning of the underlined words? To do something in the blink of an eye means to do it very quickly.

The dog was running very quickly.

2. Garrett and Jeffrey took turns at the hoop practicing their free throws. Usually Garrett sunk his free throw shots with no trouble, but something was off today. He had not made a single shot. Jeffrey was on fire, though! He made every single free throw shot from the line. Coach McElroy noticed and came to talk to Garrett. "If you adjust your feet," he said, "your shot will go straight." To Garrett's surprise, he made the rest of his free throws!

2. What is the meaning of the underlined words? To be on fire means to do something very well. Jeffrey was doing

a great job since he was making all his shots.

3. Maci knew she had earned some good grades and some bad grades. Even though Maci knew her parents would be disappointed, she always followed the rules. She would give them the report card when she got home. When she arrived home, she realized that the report card was not in her binder when she got off the bus. She must have lost it somewhere! Instead of panicking, she made a plan. Maci decided to talk to her teacher about it the next day. Her teacher smiled from ear to ear. She thanked her for being responsible. She printed Maci a new report card to take home.

3. What is the meaning of the underlined words? To smile from ear to ear means that it's a big, happy smile. This

shows that the teacher was pleased with Maci's responsible decision to ask for another report card.

4. Sebastian was forgetful. A few times a week, he forgot to bring his lunch to school. His mom would have to bring his lunch up to school. He often forgot his homework at home, too. It was no surprise when Sebastian went home and told his mom that he lost his favorite red sweatshirt. Normally, it did not bother him when he forgot things, but this time it did. He loved the sweatshirt. Sebastian's mom brought him up to the school so he could look around outside. He searched high and low for the sweatshirt. When he found it, he realized it was dirtier than a pig in mud.

4. What is the meaning of the underlined words? To search high and low means to look everywhere for

something. Sebastian looked all over the place for his sweatshirt.

5. What is the meaning of the underlined words? If something is dirtier than a pig in mud, it is extremely dirty.

Sebastian's sweatshirt was very dirty.

Name: _____

Date: _____

Answer Key

Picnicking Signs

The multiplication and division signs are having a picnic! While they're gone, it's up to you to fill in the missing multiplication or division sign in each equation.

$3 \boxed{\times} 9 = 27$

$12 \boxed{\div} 6 = 2$

$8 \boxed{\times} 6 = 48$

$10 \boxed{\times} 3 = 30$

$8 \boxed{\div} 8 = 1$

$24 \boxed{\div} 3 = 8$

$6 \boxed{\times} 7 = 42$

$40 \boxed{\div} 4 = 10$

$5 \boxed{\times} 7 = 35$

$20 \boxed{\div} 5 = 4$

$42 \boxed{\div} 6 = 7$

$2 \boxed{\times} 7 = 14$

$81 \boxed{\div} 9 = 9$

$40 \boxed{\div} 10 = 4$

$7 \boxed{\times} 4 = 28$

$4 \boxed{\times} 9 = 36$

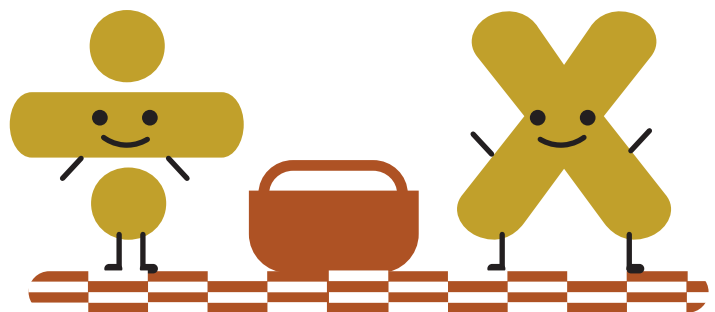
$72 \boxed{\div} 8 = 9$

$8 \boxed{\times} 2 = 16$

$35 \boxed{\div} 5 = 7$

$9 \boxed{\times} 5 = 45$

$63 \boxed{\div} 7 = 9$



Inverse Operations: Division

Answer Key

Match the division equation on the left with its inverse multiplication equation on the right.

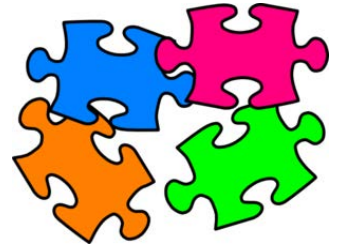
$24 \div 12 = 2$	$3 \times 15 = 45$
$33 \div 11 = 3$	$3 \times 12 = 36$
$36 \div 12 = 3$	$2 \times 12 = 24$
$40 \div 10 = 4$	$2 \times 13 = 26$
$45 \div 15 = 3$	$4 \times 10 = 40$
$26 \div 13 = 2$	$3 \times 11 = 33$

Complete the division problems and then write out its inverse equations.

1.) $32 \div 8 = 4$	$4 \times 8 = 32$ & $8 \times 4 = 32$
2.) $42 \div 7 = 6$	$6 \times 7 = 42$ & $7 \times 6 = 42$
3.) $35 \div 5 = 7$	$7 \times 5 = 35$ & $5 \times 7 = 35$
4.) $27 \div 3 = 9$	$9 \times 3 = 27$ & $3 \times 9 = 27$
5.) $44 \div 4 = 11$	$11 \times 4 = 44$ & $4 \times 11 = 44$



Math Crossword Puzzle



Fill in the blanks of each crossword puzzle to make the division equations true.

64	÷	8	=	8		54	÷	2	=	27		
÷					÷	÷					÷	
2	÷	1	=	2		6	÷	2	=	3		
=					=	=					=	
32		36	÷	4	=	9						9

144				36	÷	18	=	2		68
÷					÷		÷			
12		81	÷	9	=	9				
=					=	=				
12	÷	3	=	4		2	÷	1	=	2

Answer Key

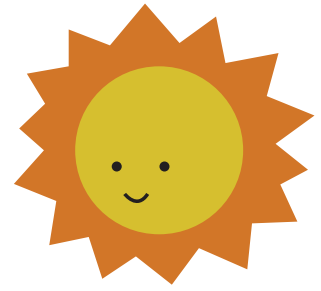
GRAPHIC ORGANIZER



Beach Math

Answer Key

Multiply or divide.



$$\begin{array}{r} 8 \\ \times 3 \\ \hline 24 \end{array}$$

$$\begin{array}{r} 6 \\ 4 \overline{) 24} \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 7 \\ \hline 42 \end{array}$$

$$\begin{array}{r} 5 \\ 9 \overline{) 45} \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ 3 \overline{) 27} \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 6 \\ \hline 54 \end{array}$$

$$\begin{array}{r} 3 \\ \times 4 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 5 \\ 5 \overline{) 25} \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ 9 \overline{) 81} \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ 3 \overline{) 12} \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ 7 \overline{) 28} \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline 56 \end{array}$$

$$\begin{array}{r} 2 \\ \times 7 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 5 \\ \times 5 \\ \hline 25 \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline 64 \end{array}$$

$$\begin{array}{r} 4 \\ 8 \overline{) 32} \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ \times 4 \\ \hline 180 \end{array}$$

$$\begin{array}{r} 66 \\ \times 2 \\ \hline 132 \end{array}$$

$$\begin{array}{r} 7 \\ 7 \overline{) 49} \\ \hline \end{array}$$



Multiplication & Division Word Problems Practice

Step 1: Read the whole problem. Step 2: Circle clue words and numbers.

Step 3: Make a model step. 4: Solve the problem.

1. Mr. Yamamoto is making a breakfast for the 6 members of his family. He is making bacon and omelets. If each omelet needs 3 eggs, how many eggs does he need?

$$6 \times 3 = 18$$

He needs 18 eggs.

2. Avea checked out 18 books from the library. Half of them are nonfiction. How many nonfiction books did she check out?

$$18 \div 2 = 9$$

She checked out
9 nonfiction books.

3. Imani is taking apart a beaded necklace to make 4 identical bracelets. The necklace has 48 beads. How many beads will Imani use for each bracelet?

$$48 \div 4 = 12$$

Imani will use 12
beads for each bracelet.

4. Adrian started a dog walking business. On Saturday he walked 8 dogs and earned \$72. How much did he charge per dog?

$$72 \div 8 = 9$$

He charged \$9 per dog.

5. Mariel volunteers at the animal shelter 3 times a month. After 6 months, how many times has she volunteered at the animal shelter?

$$3 \times 6 = 18$$

She has volunteered at
the animal shelter
18 times.

6. Hilo has 63 baseball cards to put into a photo album. If 9 cards fit on a page, how many pages will he use?

$$63 \div 9 = 7$$

Hilo will use 7 pages.

7. Maja is designing robots. Each has 10 feet of wire inside them. If she makes 5 robots, how many feet of wire will she need?

$$10 \times 5 = 50$$

She will need
50 feet of wire.

8. Nondi's class is going on a field trip. Each chaperone will take 4 kids in their car. If there are 36 students going, how many chaperones will they need?

$$36 \div 4 = 9$$

They will need 9
chaperones.

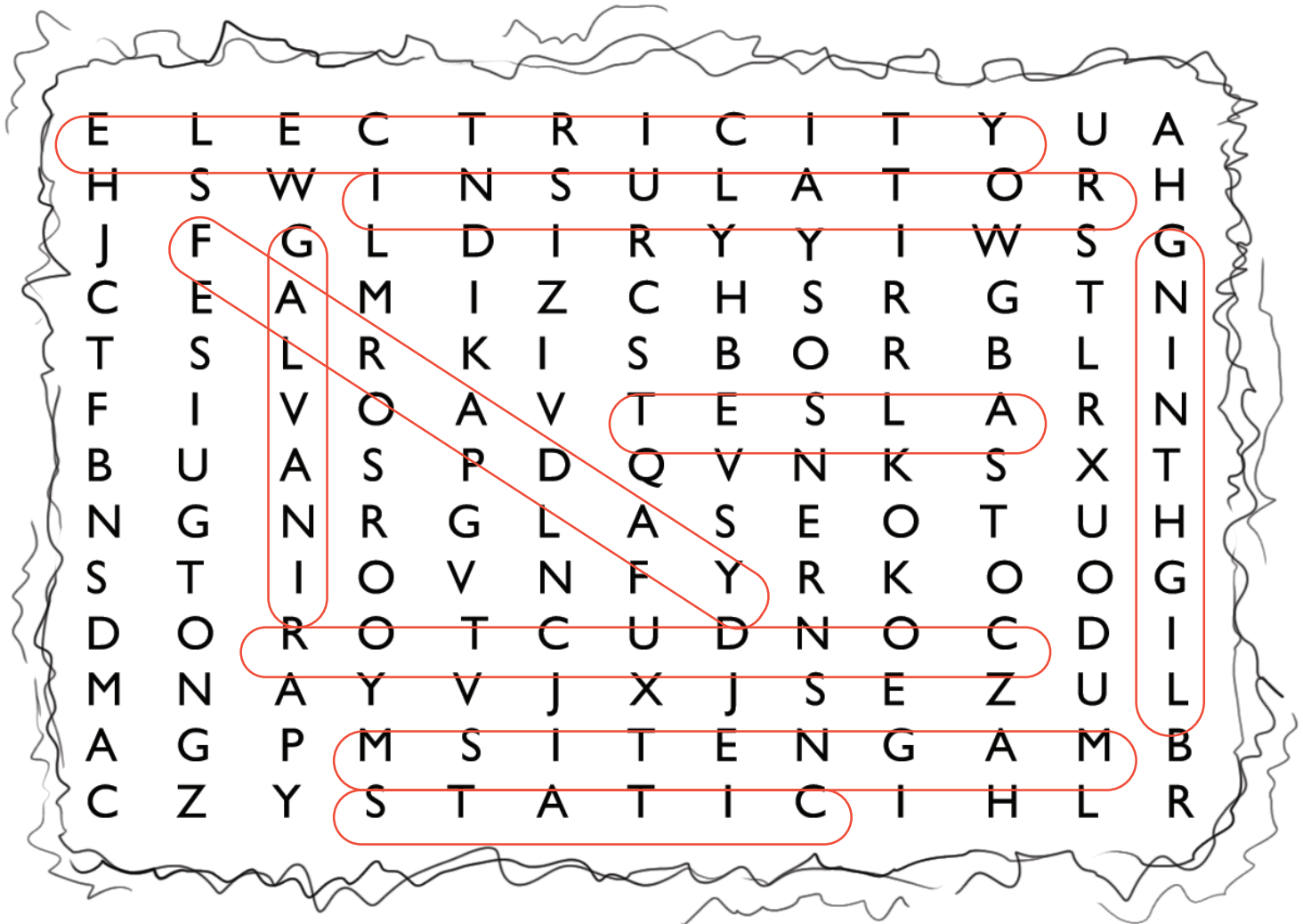
9. Kadeem drank 8 glasses of water a day for one week. How many glasses of water did he drink?

$$8 \times 7 = 56$$

He drank 56 glasses of
water in one week.

ELECTRIFYING WORD SEARCH

Find the words related to electricity and magnetism in the word search below!



WORDS

INSULATOR

FARADAY

STATIC

ELECTRICITY

MAGNETISM

GALVANI

TESLA

LIGHTNING

CONDUCTOR

