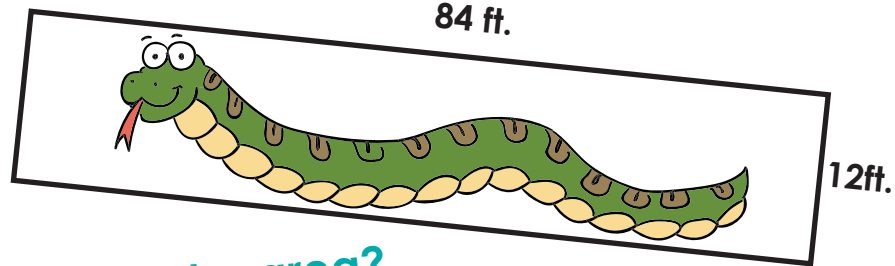
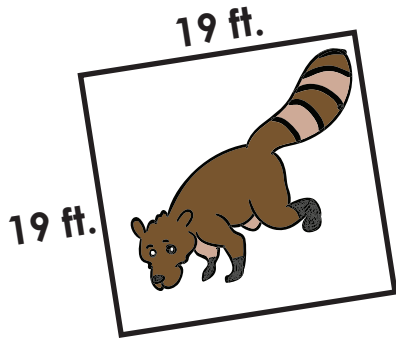


Get Ready for Fifth Grade

5th
Grade



What's the area?

108 inches = ? feet

144 inches = ? yards

10 yards = ? feet

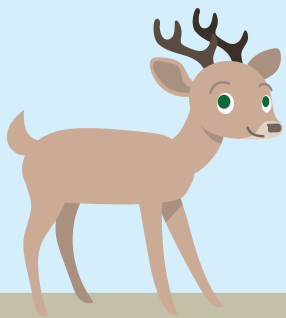


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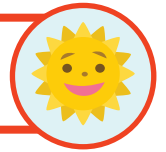
Certificate of Completion

Answer Sheets

** Has an Answer Sheet*



Make a Splash! Verb Tense



Name: _____

Date: _____



Sonny is having tons of fun at summer swim camp. He wants to write a letter to his parents telling them all about it, but he keeps confusing what happened at camp yesterday with what's going on right now, and what might happen tomorrow. Help him out by sorting the sentences in his letter into the past, present, and future.

Directions: Cut out the sentences at the bottom of the paper. Glue them into the column they belong in: past, present, and future.

Past	Present	Future
I swam all the way across the pond in the guppy race and came in second place.		

I am going to practice diving off the high dive.

My toes are in the water even though it is ice cold.

I learned how to hold my breath while diving to the bottom of the pool.

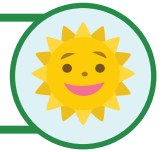
I can't wait to try synchronized swimming tomorrow!

I am sitting by the creek while everyone swims.

My friend Dave did a cannonball into the pool and got everyone wet!



Camping Homophones



Name: _____

Date: _____



Laura wrote a personal narrative about her family's summer camping trip, but she mixed up the homophones.

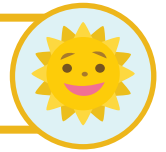
Directions: Read through her story and write the correct form of each homophone on the lines provided. Remember: A homophone is a word that sounds the same as another word, but it is spelled differently and has a different meaning, like here and hear.

Example: I thought I new **KNEW** everything about nature, but I was surprised when I stepped in a patch of poison oak!

In June, I went camping with my family. We had two _____ drive for two hours
threw _____ the mountains to get to our sight _____ at the campground.
When we finally arrived, we set up are _____ tents and then started exploring. My
brother found six pinecones, but I only found won _____. When it was time for dinner,
we cooked hot dogs over the fire and roasted marshmallows to _____. Then, we told
ghost stories while we sat buy _____ the fire. My dad told a story about a giant man-eat-
ing bare _____. I was so scared! I thought I herd _____ growling in the
woulds _____, but my mom said it was just my stomach. That night, I couldn't sleep at
all, even though my caught _____ was comfortable. In the morning, the
whether _____ was cold and windy, so we decided to pack up and drive home.
Luckily, we got home before it started to reign _____!



Practice with Commas



Name: _____

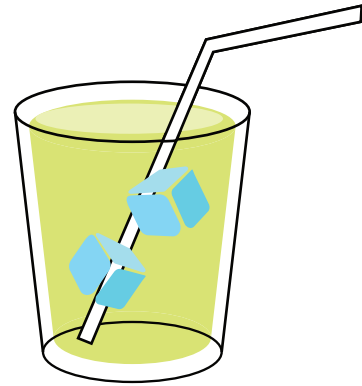
Date: _____

There are three main ways to use commas.

- **To separate words in a list or series:**
popsicles, ice cream, and shaved ice
- **To separate a word or phrase at the beginning from the rest of the sentence:**
Yes, I love swimming.
- **To set a person apart from the rest of a sentence:**
Tim, did you have a nice summer?

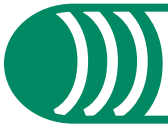
Add commas where needed to the sentences below. Hint: If you're stuck, read the sentence aloud and insert a comma wherever you pause.

1. Hannah would you like some lemonade?
2. I don't like swimming at the beach but I do like the pool.
3. I brought watermelon chips and salad to the picnic.
4. Hey it's hot out there!
5. I need to bring sunscreen goggles and a swimsuit to the pool party.

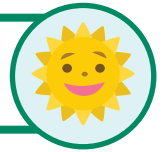


Read the paragraph below. Add commas where they are necessary.

In the summer I love going to the beach. First I apply sunscreen. I pack a bag with snacks floaties towels and sand toys. I put on my favorite swimsuit hat and sunglasses. Then I ride my bike to the beach. I don't like to go when it's crowded so I try to get there early. At the end of the day I am always covered in sand!



Look Who's Talking



Name: _____

Date: _____

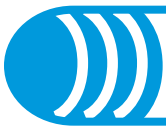
Directions: Add punctuation to the sentences below.

Remember: Quotation marks only go around the talking part (the words that are coming out of a person's mouth). You need to use a comma to separate the talking part from the non-talking part.

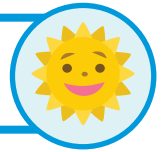
Example: The waiter asked What would you like for dinner?
The waiter asked, "What would you like for dinner?"

1. Jacob said I'd like a triple fudge sundae, please.
2. No ice cream for dinner! scolded Grandma Lou.
3. The chicken is very good suggested the waiter.
4. I'll have a slice of chocolate cake replied Jacob.
5. Oh alright sighed grandma.
6. The waiter said I'll bring it right away.
7. Jacob exclaimed This is the best birthday ever!





Review: Synonyms and Antonyms



Name: _____

Date: _____

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

Synonym

assemble

anxious

hilarious

scorching

sluggish

significant

funny

slow

build

nervous

important

hot

Antonym

trivial

boring

rapid

demolish

frigid

fearless

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

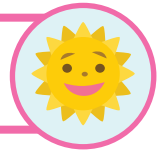
good	fantastic		
happy			
fantastic			

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

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



Review: Metaphors and Similes



Name: _____

Date: _____

A metaphor is a figure of speech that describes something using a word or phrase that is not literal.

Example:

The ocean is an endless pane of smooth glass.

A simile is a type of metaphor that compares two unlike things using the word like or as.

Example:

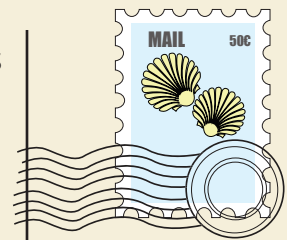
The ocean is as smooth as glass.

The ocean is like an endless pane of smooth glass.

Directions: Read the postcard below. Underline the metaphors in blue and the similes in red.

Dear Katherine,

I'm having a great vacation! The sand is as yellow as butter and warm as toast. I spend most days relaxing with a book in hand. I am a lazy cat, stretched out in the sun. But, in the afternoon, when the sun shines down like a fiery torch, I like to cool off in the water. As I swim, the ocean is a mirror of the sky. The clouds are like soft pillows, floating above like birds in the wind and the fish are brightly painted canvases, darting through the water like hurried shoppers in a big city. I have collected some beautiful seashells for you; they glisten like the deep, dark shine of a doe's eyes. I hate to leave -- this island is a dream! But I will be glad to see you again.



Katherine Vo
123 Main St.
Oakland, CA

Your friend,
Paulo

Directions: Write your own similes and metaphors to describe each of the things listed below

Metaphors

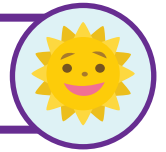
1. summer _____
2. sailboat _____
3. lemonade _____

Similes

1. pizza _____
2. palm tree _____
3. frisbee _____



Wildly Awesome Adverbs



Name: _____

Date: _____

An adverb is a word that modifies, or describes, a verb (he runs **quickly**), an adjective (a **very** large dog), or another adverb (she ate **incredibly** slowly). Adverbs often end in -ly.

Adverb Bank

bravely
slowly
quickly

never
cheerfully
accidentally

selfishly
rudely
mysteriously

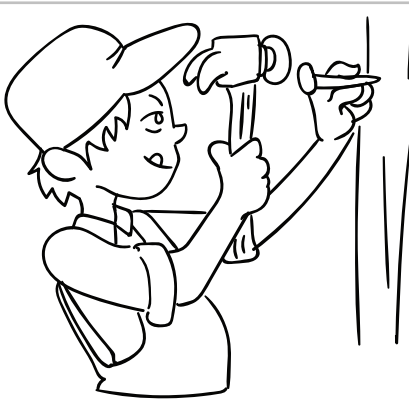
finally
carefully
perfectly

silently
awkwardly
angrily

Directions: Write a sentence, using an adverb, that describes each scene.
Underline the adverb in each sentence.





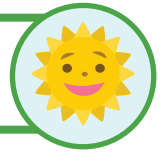






Amazing Adjectives

A Fill-in-the-Blank-story



Name: _____

Date: _____

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

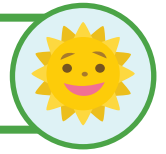
Adverb Bank

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

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



Prefix Practice



Name: _____

Date: _____

A **prefix** is attached at the beginning of a word and changes that word's original definition.

ANTI GRAVITY

prefix

root word

prefix	meaning	prefix	meaning
in	not	semi	half
dis	the opposite of	fore	before
re	again	mid	middle
anti	against	mis	wrong
de	the opposite of	in	opposite
inter	between	pre	before

Example: Please defrost the chicken and reheat the leftover potatoes for dinner.

defrost: thaw; the opposite of frozen

reheat: heat or warm again

Read the sentences below. Find the words that contain prefixes. Circle each prefix and write its definition on the line below each sentence. Use the above chart and a dictionary as reference.

1. According to the weather forecast, there will be midday showers today.

2. Terran was disappointed when his team lost in the semifinals.

3. The doctor prescribed a course of antibiotics to combat Joe's ear infection.

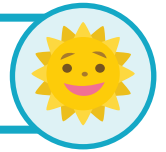
4. Kayla made a mistake on her math homework and her answer was incorrect.

5. It was hard to decipher Zoe's handwriting, so her teacher asked her to rewrite her essay.

6. My mom is unhappy when I interrupt her phone calls to ask for snacks.



Suffix Search



Name: _____

Date: _____

A suffix is a letter or group of letters placed at the end of a base word to change the meaning of that word.

COLOR **FUL**

root word

suffix

suffix	meaning	suffix	meaning
ist	one skilled in	ish	of the nature of
able	able to be	ous	full of
tion	art of	er	one who does
ful	full of	hood	state of being
al	pertaining to	ward	in the direction of
like	similar to	ness	quality of
ible	able to be	ment	act or process of

Example: The geologist was overcome with happiness when he discovered a rare stone.

geologist: one skilled in geology

happiness: quality of being happy

Read the sentences below. Find the words that contain suffixes. Circle each suffix and write its definition on the line below each sentence. Use the above chart and a dictionary as reference.

1. It would be selfish to keep this bountiful garden hidden.

2. The curious kitten was unable to resist the red laser beam.

3. "Onward!" shouted Luke during a strenuous hike.

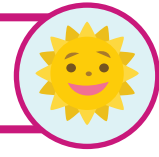
4. After some national debate, California gained its statehood in 1850.

5. Mia is the lead singer and guitarist for her band, The Dreadful Dames.

6. In a burst of excitement, Pete yelled, "This movie is incredible!"



Root it Out: Word Sort



Name: _____

Date: _____

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

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

earth	name	feeling	water	ten	keep

Directions:

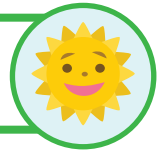
1. Cut out the word cards.
2. Sort the cards so that each word is placed in the column that matches the meaning of its root word.
3. Glue the word cards onto your chart when you have finished sorting.

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





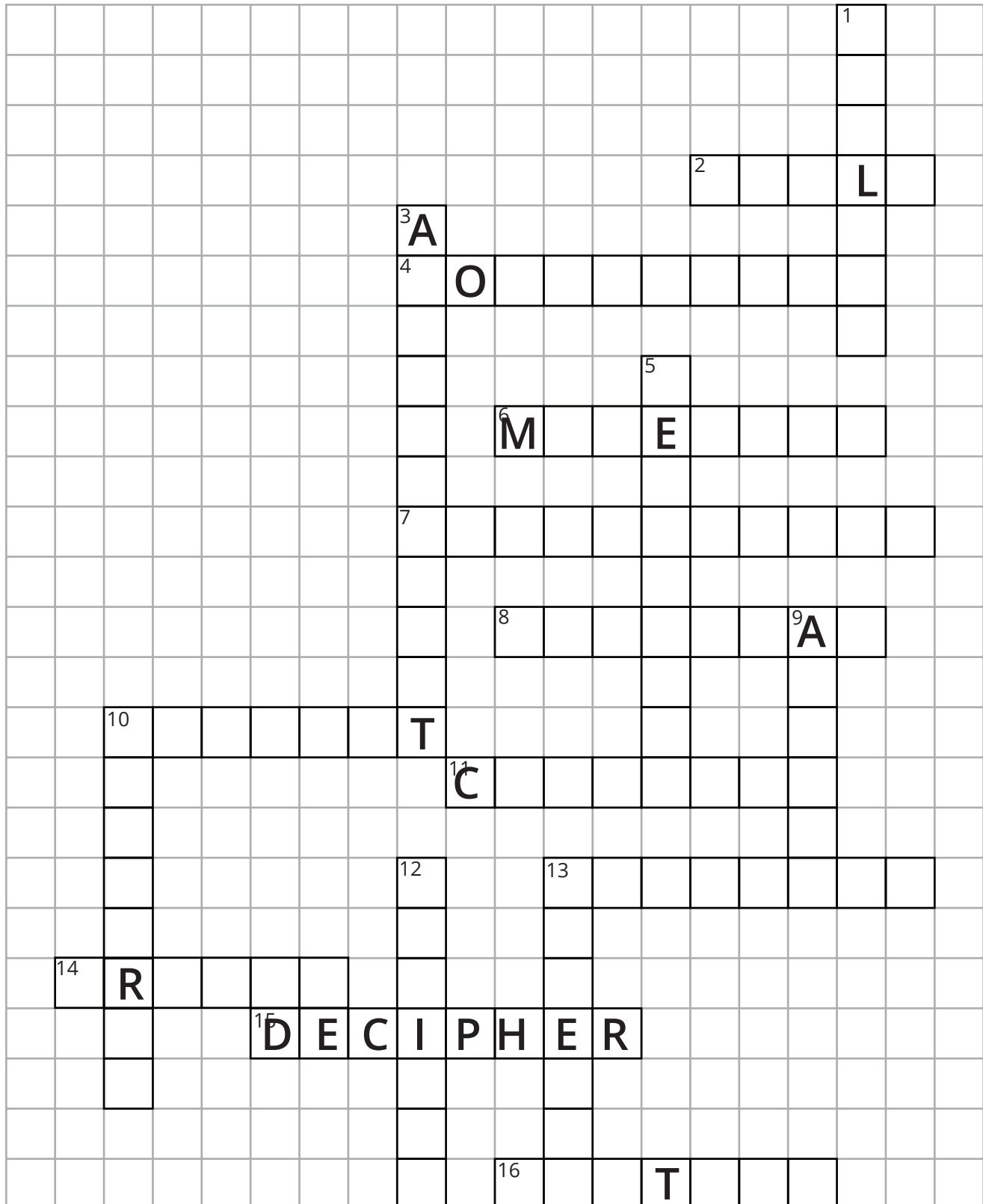
Vocabulary Crossword Puzzle



Name: _____

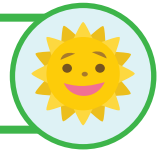
Date: _____

Prepare for 5th grade by learning some new vocabulary! Use a dictionary as a reference to solve this crossword puzzle.





Vocabulary Crossword Puzzle



Name: _____

Date: _____

Prepare for 5th grade by learning some new vocabulary! Use a dictionary as a reference to solve this crossword puzzle.

Across

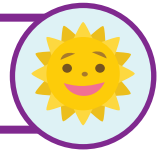
- 2 to hint at something without saying it
- 4 pity and concern for the misfortune of others
- 6 a planned movement or strategy
- 7 one's surroundings
- 8 related to courts and the law
- 10 from the very distant past
- 11 to use less of something in order to save it
- 13 a leader who has total control
- 14 of great importance, must be completed in a timely manner
- 15 to decode or make sense of
- 16 undecided, "on the fence"

Down

- 1 to make a period of time longer
- 3 something completed successfully
- 5 to bargain with another person
- 9 to make a claim
- 10 came into possession of
- 12 heroic
- 13 to trick someone or lie to someone on purpose



Place Value Scramble



Name: _____

Date: _____

Using the numbers in the number bank, create different six-digit numbers based on each of the place value clues below.

Number Bank

6 3 5 9 4 1

1. What is the smallest six-digit number you can make?

____ _ , ____ _

2. What is the largest six-digit number you can make?

____ _ , ____ _

3. What is the smallest six-digit number you can make that has 4 in the tens place?

____ _ , ____ _

4. What is the largest six-digit number you can make that has 1 in the thousands place?

____ _ , ____ _

5. What is the smallest six-digit number you can make that is divisible by five?

____ _ , ____ _

6. What is the largest six-digit number you can make that ends in an even number?

____ _ , ____ _

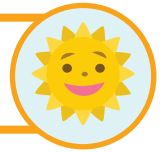
7. Use the number you wrote in problem 6 to answer the following questions.

a. Circle the digit in the ten thousands place.

b. Write the number in expanded form.



Beachy Word Problems



Name: _____

Date: _____

Solve the word problems. Be sure to show your work.

1. Peter and Prunella were collecting seashells on the beach. They found 193 sand dollars, 284 mussel shells, and 367 oyster shells. When they got home, they discovered that 54 sand dollars, 106 mussel shells, and 139 oyster shells were broken. How many of the shells were unbroken?



2. Prunella gathered 5 baskets of shells. Each basket contained 50 shells. She gave 48 shells to Peter, 19 shells to her mother, and 72 shells to her cousin, Petunia. How many shells did Prunella have left?



3. Last week, Peter found 241 sand dollars, 106 sea snail shells, and 82 mini conch shells. This week, he found 165 sand dollars, 319 sea snail shells, and 24 mini conch shells. During which week did Peter find more shells? How many more?

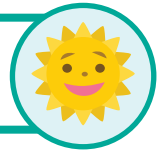


4. On Saturday morning, Peter and Prunella arrived at the annual beach clean up event at 9:00. They spent 53 minutes picking up trash and 27 minutes raking sand. If the event ends at 10:30, how many minutes do they have left to make signs that read "keep our beach clean"?





Calculating Area at the Zoo

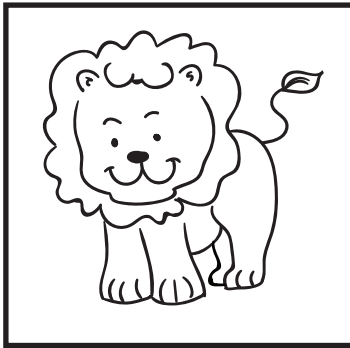


Name: _____

Date: _____

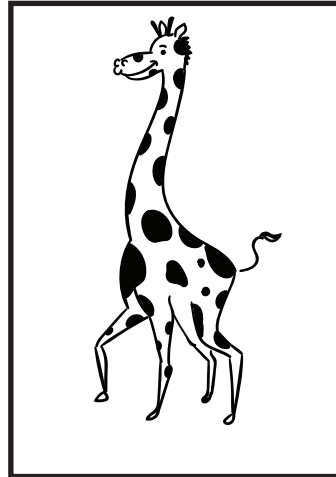
Find the area of each animal enclosure at the zoo. **Remember:** Area= Length x Width

53 ft.

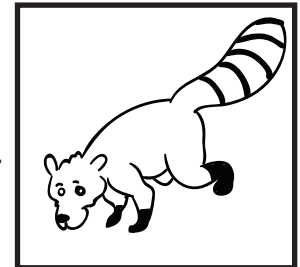


38 ft.

24 ft.

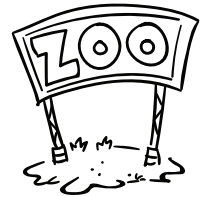
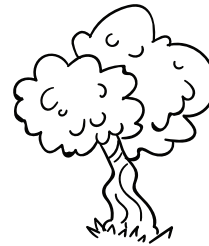


19 ft.



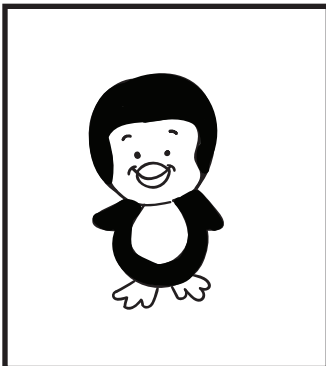
19 ft.

97 ft.



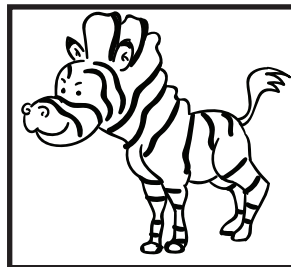
72 ft.

16 ft.

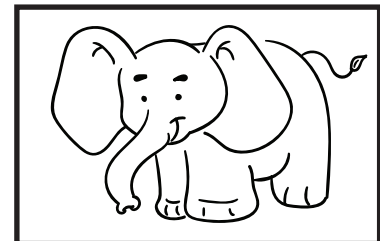


59 ft.

31 ft.

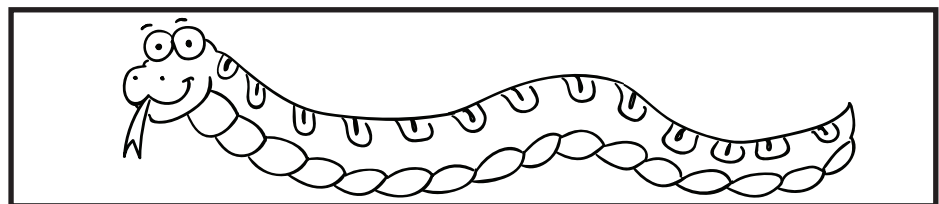


31 ft.



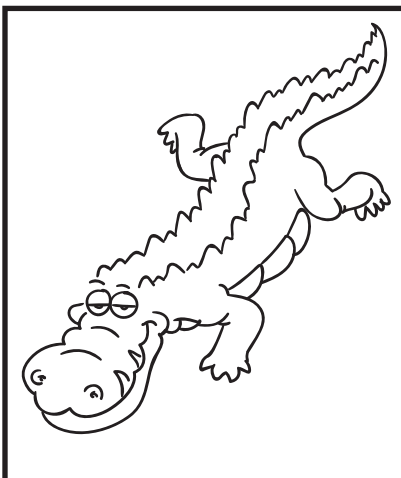
47 ft.

84 ft.



12 ft.

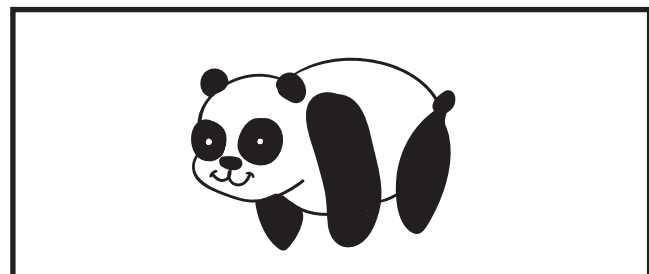
25 ft.



65 ft.



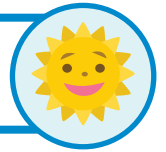
29 ft.



26 ft.



Multiply Two and Three-Digit Factors



Name: _____

Date: _____

$$\begin{array}{r} 324 \\ \times 17 \\ \hline 5508 \end{array}$$

Multiply, regroup if needed.

Example: $\begin{array}{r} 324 \\ \times 17 \\ \hline 2268 \\ + 3240 \\ \hline 5508 \end{array}$

A

$$\begin{array}{r} 118 \\ \times 24 \\ \hline \end{array}$$

$$\begin{array}{r} 97 \\ \times 45 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ \times 61 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ \times 50 \\ \hline \end{array}$$

B

$$\begin{array}{r} 519 \\ \times 23 \\ \hline \end{array}$$

$$\begin{array}{r} 678 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 403 \\ \times 39 \\ \hline \end{array}$$

$$\begin{array}{r} 981 \\ \times 42 \\ \hline \end{array}$$

C

$$\begin{array}{r} 704 \\ \times 32 \\ \hline \end{array}$$

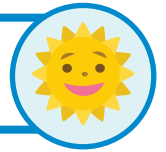
$$\begin{array}{r} 592 \\ \times 244 \\ \hline \end{array}$$

$$\begin{array}{r} 863 \\ \times 305 \\ \hline \end{array}$$

$$\begin{array}{r} 199 \\ \times 671 \\ \hline \end{array}$$



Division Riddle



Name: _____

Date: _____

Solve each division problem. Then use the remainders for each problem to solve the riddle.

Hint: You will not use all the letters to solve the riddle.

***What goes up and
doesn't go back down?***



Example:

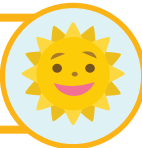
$$\begin{array}{r} 170 \text{ r}2 \\ 3 \overline{) 512} \\ \underline{- 3} \\ 21 \\ \underline{- 21} \\ 02 \end{array}$$

G $7 \overline{) 410}$	B $8 \overline{) 839}$	R $3 \overline{) 1551}$
O $5 \overline{) 671}$	Y $6 \overline{) 3299}$	U $9 \overline{) 258}$
N $9 \overline{) 341}$	E $8 \overline{) 594}$	A $4 \overline{) 1239}$

What goes up and doesn't go back down?

5 1 6 0 3 4 2

Which Numbers are Prime?



Name: _____

Date: _____

Circle the prime numbers and add them together. Remember: A prime number is a number that is divisible only by one and itself.

5 17 21 13 7 1 3
 9 11 14 18 2 17

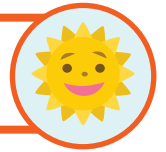
TOTAL ____
Is the total a prime number? _____

Solve the equations and circle the answers that are prime.

1 14 + 5	2 6 x 7	3 30 ÷ 2
4 37 - 28	5 54 ÷ 9	6 8 + 19
7 12 x 4	8 11 + 56	9 25 - 8
10 49 ÷ 7	11 19 x 3	12 102 - 5
10 15 + 23	11 60 - 17	12 128 ÷ 4



Sugar Coated Fractions



Name: _____

Date: _____



Fractions are everywhere, even in candy! Write a fraction that shows the ratio of colored candy for each problem, then simplify the fraction. Be sure to show your work.

Gumdrops



12 red
gumdrops



15 blue
gumdrops



24 yellow
gumdrops

Example: $\frac{\text{red gumdrops}}{\text{total number gumdrops}} = \frac{12}{36} \div \frac{12}{12} = \frac{1}{3}$

Divide by a common factor to simplify

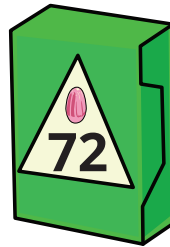
Sour Chews



7 green
sour
chews



8 purple
sour
chews



18 pink
sour
chews



16 orange
sour
chews

Lollipops



13 yellow
lollipops



21 red
lollipops



10 green
lollipops



26 purple
lollipops

Activity: With your own favorite colorful candy, find the fractions of each color in the bag.

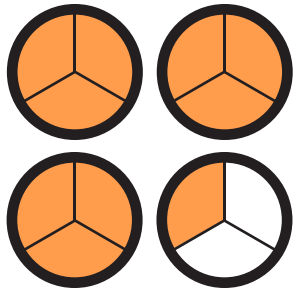
Feed The Kramsters!

Review

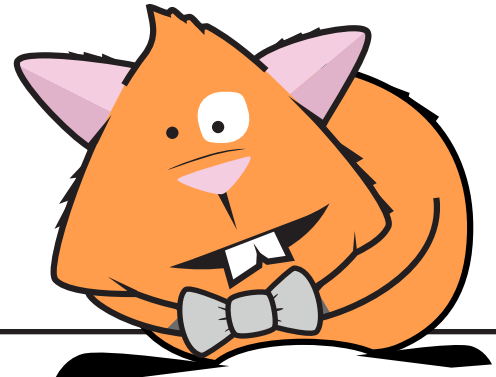
Kramsters are very picky eaters. Feed each kramster the correct number of pellets by converting the following improper fractions to mixed numbers. Color in the pellets to match each mixed number.

EXAMPLE:

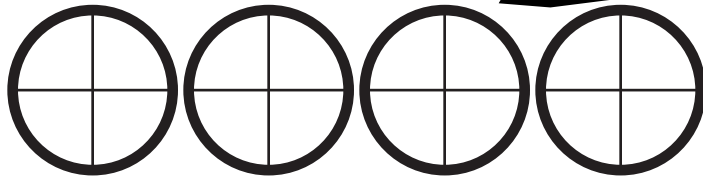
$$\frac{10}{3}$$



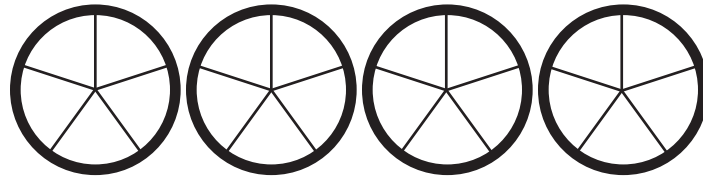
$$3\frac{1}{3}$$



$$\frac{15}{4}$$



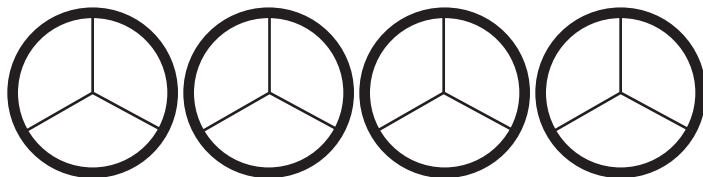
$$\frac{12}{5}$$



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



$$\frac{6}{3}$$



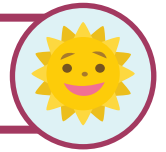
For the last one, shade in the pellets using your own outlines.

$$\frac{9}{4}$$





Show Me the Money



Name: _____

Date: _____

$$.10 = \frac{1}{10} = \text{one tenth}$$

$$.01 = \frac{1}{100} = \text{one hundredth}$$

$$64\text{¢ or } \$0.64 = \frac{6}{10} + \frac{4}{100} \text{ or six tenths plus four hundredths of a dollar}$$

$$\$2.05 = \text{two dollars plus } \frac{5}{100} \text{ or five hundredths of a dollar}$$

Write each value in decimal form.

1. Five tenths plus three hundredths of a dollar

\$0.53

2. Three dollars plus seventy two hundredths

3. $\frac{4}{10} + \frac{9}{100}$ of a dollar

4. Eight tenths plus five hundredths of a dollar

5. Six hundredths of a dollar

6. Four dollars plus nine tenths of a dollar

7. Ten dollars plus $\frac{1}{10}$ of a dollar

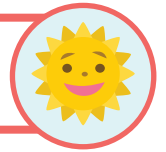
8. Five tenths of a dollar

9. Two dollars plus three tenths of a dollar

10. Twelve dollars plus $\frac{2}{100}$ of a dollar



Yards, Feet, and Inches



Name: _____

Date: _____

Complete the table by converting inches, feet and yards.
HINT: 12 inches(in.) is equal to 1 foot(ft.), 3 feet is equal to 1 yard (yd.)

	2 yards	3 yards		5 yards
3 feet			12 feet	
	72 inches		144 inches	

Convert the following linear measurements.

- 1) 1 yard = _____ inches 2) 108 inches = _____ feet 3) 15 feet = _____ yards
- 4) 8 feet = _____ inches 5) 144 inches = _____ yards 6) 6 yards = _____ feet
- 7) 108 inches = _____ yards 8) 10 yards = _____ feet 9) 60 feet = _____ yards
- 10) 10 feet = _____ inches 11) 7 yards = _____ feet 12) 96 inches = _____ feet

Use the conversion table to solve the word problems.

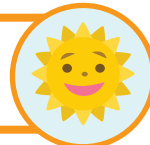
13) Joey is trying out for the football team at school. He tells the coach that he can throw a ball 36 feet, but his coach reminds Joey that the field is measured in yards. How many yards can Joey throw the ball?

14) Marianne is rearranging her room. Each wall in her room is 12 feet long. Her desk measures 36 inches, her bed is 72 inches, and her bookshelf is 24 inches. If she places them all along the same wall, how much of the wall will remain uncovered, in feet?

*Bonus Activity: Use a measuring tape or yardstick to measure things around your house. Can you find anything that is longer than 3 yards?



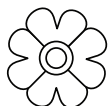
Sunny Day Decimals: Round and Compare



Name: _____

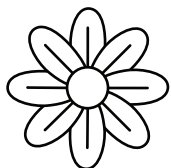
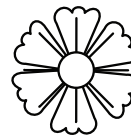
Date: _____

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



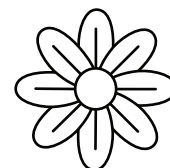
1. 0.419 ☒ 0.402

2. 62.03 ☐ 63.03



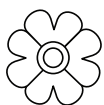
3. 0.725 ☐ 7.025

4. 55.90 ☐ 55.9



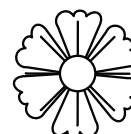
5. 483.06 ☐ 483.08

6. 37.25 ☐ 37.2



7. 21.91 ☐ 21.19

8. 6.40 ☐ 6.400



Round each decimal to the given place.

1. round 34.934 to the nearest hundredth

34.93

2. round 607.5 to the nearest whole number

3. round 3.106 to the nearest hundredth

4. round 26.829 to the nearest tenth

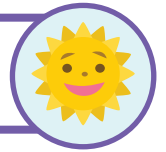
5. round 5.734 to the nearest whole number

6. round 468.113 to the nearest tenth





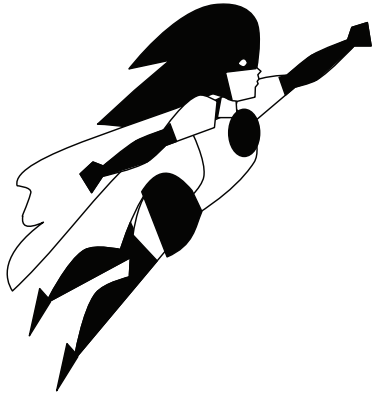
The Super Powers of Ten



Name: _____

Date: _____

Powers of ten are numbers that are divisible by 10.
Review the examples below, then solve the problems.



To multiply a whole number by a power of ten, count the number of zeros after the 1 and add the same number or zeros (or place values) to the end of the whole number you are multiplying.

$$\begin{aligned} 52 \times 10 &= 520 \\ 37 \times 100 &= 3,700 \\ 4 \times 1,000 &= 4,000 \end{aligned}$$

$$\begin{aligned} 0.52 \times 10 &= 5.2 \\ 0.37 \times 100 &= 37 \\ 0.048 \times 1,000 &= 48 \end{aligned}$$

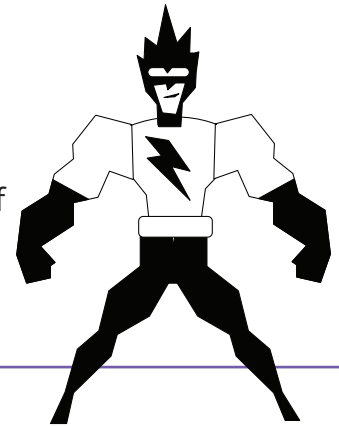
To multiply a decimal by a power of ten, move the decimal point one place to the RIGHT for each zero after the 1.

Multiply by the power of ten.

- 1) $0.45 \times 10 =$ _____ 2) $81 \times 1,000 =$ _____ 3) $0.216 \times 100 =$ _____
4) $1.07 \times 100 =$ _____ 5) $973 \times 10 =$ _____ 6) $0.75 \times 10,000 =$ _____
7) $63 \times 1,000 =$ _____ 8) $0.059 \times 10 =$ _____ 9) $1,048 \times 100 =$ _____

$$\begin{aligned} 1.6 \div 10 &= 0.16 \\ 520 \div 10 &= 52 \\ 37 \div 100 &= 0.37 \\ 48 \div 1,000 &= 0.048 \end{aligned}$$

To divide a number by a power of ten, move the decimal point LEFT as many places as there are zeros in power of ten. If there are not enough digits in the number you are dividing, you may add zeros.



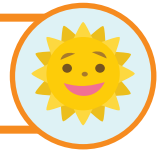
Divide by the power of ten.

- 10) $1.27 \div 10 =$ _____ 11) $3,948 \div 100 =$ _____ 12) $56 \div 1,000 =$ _____
13) $8 \div 10 =$ _____ 14) $470.1 \div 100 =$ _____ 15) $2.35 \div 1,000 =$ _____



Nikola Tesla

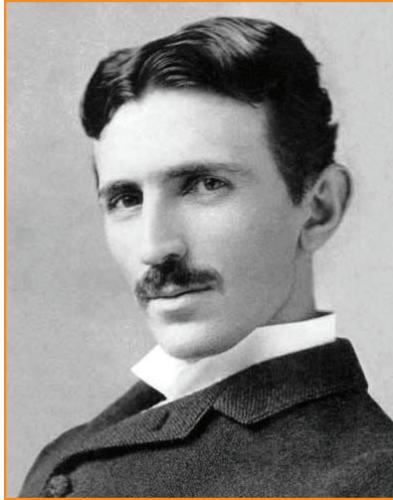
Inventor and Engineer



Name: _____

Date: _____

Nikola Tesla was an inventor who helped develop the electrical system that we use today. He was born in 1856 in what is now Croatia, but eventually came to the United States to work with Thomas Edison, who was already well known for his advances in electric technology.



However, Edison and Tesla did not get along. Edison was interested in fame and money, while Tesla was only interested in his work. They parted ways and, in 1885, Tesla started his own company, the Tesla Electric Light Company.

In the ten years that followed, Tesla patented several inventions including the "Tesla coil" which was the beginning of wireless technology and is still used in radio technology today. In 1895, he designed an innovative hydroelectric power plant at Niagara Falls, which was able to power the entire city of Buffalo, New York. Tesla continued to discover, design, and develop new technologies-- but many of his ideas were patented by other inventors. In 1901, Tesla set out to build a world-wide wireless communication system, but by 1917, funding for the project fell through and Tesla declared bankruptcy. He died poor in New York city in 1943, but his legacy lives on.

1. Why didn't Thomas Edison and Nikola Tesla get along?

2. List two inventions of Tesla's inventions that we still use today.

Word Scramble

Unscramble these vocabulary words from the article. Then use the internet or a dictionary to find the meaning of each word.

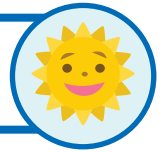
tanept _ _ _ _ _ t

letyrhorccdei _ y _ _ _ _ _ _ _ _ _ _

celgya _ _ _ a _ _



How the Monkey Became a Trickster



Name: _____

Date: _____

A Brazilian Fairy Tale by ELSIE SPICER EELLS



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

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

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

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

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

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

Daw a line from the word to its meaning.

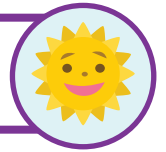
- | | |
|--------------|------------------|
| 1. permitted | follow or comply |
| 2. observe | smell |
| 3. tempting | allowed |
| 4. odor | inviting |

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

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



The Wonderful Wizard of Oz: Setting



Name: _____

Date: _____

The Wonderful Wizard of Oz

Setting: The Land of the Munchkins

Read the following passage and think about what the land of the Munchkins is like.



The cyclone had set the house down very gently--for a cyclone--in the midst of a country of marvelous beauty. There were lovely patches of greensward all about, with stately trees bearing rich and luscious fruits. Banks of gorgeous flowers were on every hand, and birds with rare and brilliant plumage sang and fluttered in the trees and bushes. A little way off was a small brook, rushing and sparkling along between green banks, and murmuring in a voice very grateful to a little girl who had lived so long on the dry, gray prairies.

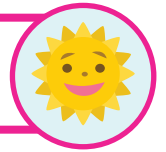
How is the land of the Munchkins different than Kansas?

What colors, sounds, and smells would you experience in the land of the Munchkins?

Based on the description you read, draw a picture of the land of the Munchkins.



First Day of School: Cause and Effect



Name: _____

Date: _____

As you read the story below, think about cause and effect. Underline examples of cause and circle examples of effect. Then fill out the T-chart with the examples of cause and effect you identified in the story.

REMEMBER: **Cause** is the thing that makes something else happen. **Effect** is the thing that happens.

I woke up with a start. Something was beeping loudly in my ear. I stretched my arm out, and groggily pushed the snooze button on my alarm clock. "Why does school start so early?" I mumbled into my pillow before slowly drifting back to sleep. Twenty minutes later, my mom rushed into my room. "What are you doing in bed?" she screeched. "You're going to be late for your first day of school!" My eyes snapped open. It was the first day of school! I jumped out of bed and bolted to my closet where I grabbed some clothes and hastily put them on. I snatched my backpack from the chair by the front door before running towards the bus stop. But as I approached the bus stop, I saw it pulling away from the curb. I groaned as I watched it disappear down the street. Now I would have to walk to school.

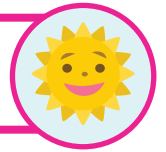
I decided to take a shortcut through Mr. Henry's field, even though there was a big fence and a sign that said "NO TRESPASSING" in big red letters. I looked around to see if Mr. Henry was out before jumping over the fence. But, as I jumped, my backpack got caught in the wire barbs that lined the top of the fence. I tugged with all my might, trying to get it free, but it was no use, it was stuck. I would have to leave it and come back for it after school. I jogged across the field, hoping Mr. Henry wouldn't see me and ducked through the gate on the other side.

Phew! I saw school just ahead now! I continued jogging, and reached the front steps just as the first bell rang. I breathed a sigh of relief and swung open the front door. As I walked inside, I heard a burst of laughter. I saw a group of kids pointing at me and another group just staring with their mouths agape. "What is it now?" I wondered, looking down at my shoes. That's when I noticed it -- I wasn't wearing shoes! My mismatched socks were covered in straw from my shortcut through the field. Embarrassed, I quickly ran towards my classroom, but my socks were slippery on the tile floor and I fell, SPLAT! right onto my back.

"This is the worst day ever!" I muttered, lying on the floor. Just as I thought I should give up and go home, my best friend Mayra spotted me. She ran over and helped me up. "Looks like it was a rough morning," she chuckled. I nodded glumly. "I have some extra shoes in my locker," she offered. Within minutes, I was wearing shoes and my day was looking much brighter.



First Day of School: Cause and Effect



Name: _____

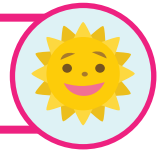
Date: _____

Example: Something was beeping loudly in my ear ---> I woke up with a start
(cause) (effect)

Cause	Effect



Main Idea at the Movies



Name: _____

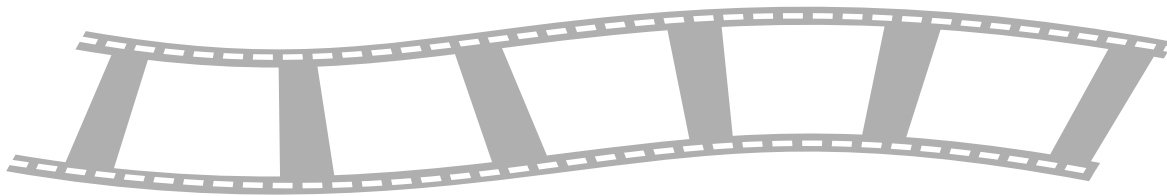
Date: _____

Priscilla is a screenwriter in Hollywood. Although her screenplays are full of interesting details, she is having a hard time coming up with good titles. A helpful producer explains that she should read the whole script, and then decide what it is all about. Priscilla should then come up with a title that describes the main idea.

Directions: Come up with a title for each of the movies described below.

Example: A young mermaid falls in love with a human and longs to grow legs so that she can meet him.

The Little Mermaid



1. There is a big race being held in a small town and all the kids want to win. A shy boy who has never been very fast starts training with a tough coach and overcomes many obstacles to win the race.

2. Penny, a golden retriever, is lost in foreign country when her owners bring her along for a family vacation. She sees lots of amazing sights all over the world as she tracks down her owners, who are also searching for her.

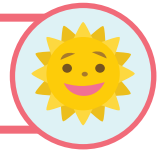
3. Matilda wants to be a famous singer, but she has a terrible singing voice. She keeps trying to get record deals by tricking music executives into listening to her sing, but it never works--until one day when she arrives at Portkey Music Company, where an eager new intern, who is pretending to be the head executive, accidentally gives her a record deal.

4. A huge storm is threatening to destroy a tiny island community. All of the people who live there overcome their differences and band together to save their home. In the process, they learn to understand one another and the significance of their island home.





Think about Theme



Name: _____

Date: _____

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

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



The Golden Nugget

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

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

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

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

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

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

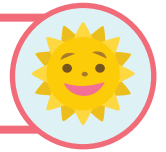
"No," replied his friend, "One day in this forest is worth a thousand nuggets."

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

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



Think about Theme



Name: _____

Date: _____

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

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

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

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

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

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

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

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

"Yes," answered Pao-shu, "by granting me a chance to give you your deserts."

Answer the questions below.

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

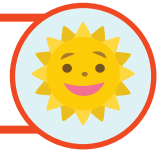
2. List two examples from the story that show the moral. _____

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

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



Three Sentence Summary



Name: _____

Date: _____

Directions: Read the story. Then, complete the questions below. Remember, a **summary** is a brief statement that tells the main ideas of a text.

It was a warm summer evening, and Georgia was riding her bike with her best friend Jenny. It was beginning to get dark, and Georgia knew her dad would worry if she stayed out much longer. "We should head back," she suggested to Jenny, "we can ride again tomorrow."

"Oh, come on!" said Jenny, "Let's ride a little farther. We're almost to the old pond. I want to see the fireflies!" She giggled and rode off without waiting for Georgia's reply.

"Wait!" shouted Georgia, "You can't go alone!" She jumped back on her bike and quickly sped after Jenny, who was already a speck in the distance.

Georgia pedaled faster, trying to keep up with Jenny. It was so dark now that Georgia could barely see the trail. She thought of her dad at home, who would surely be out looking for her. She frowned, thinking how upset he would be that she wasn't home, but she continued riding. She knew Jenny was a strong bicyclist, but she never paid attention to her surroundings and had a knack for getting lost. Georgia was slower, but always knew the way home.

Suddenly, Georgia gasped. She saw Jenny lying on the trail up ahead. "Jenny, are you okay?" she asked, jumping off her bike and kneeling next to her friend.

"You were right," Jenny sobbed, clutching her knee. "It was too dark on the trail and I didn't see that pothole until it was too late. I cut my knee when I fell, but I think I can still ride home."

Georgia helped Jenny get back on her bike and said, "Let's stick together this time. I know a shortcut."

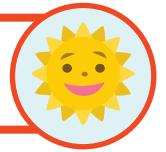
Georgia arrived home and found her dad outside with a flashlight. "Where have you been?" He asked, pointing the light towards her. "I was worried sick!"

She squinted into the bright light and explained that Jenny had gotten hurt. "It won't happen again," she promised, giving her dad a reassuring hug.

"Good," her dad hugged her back, "now let's go eat dinner!"



Three Sentence Summary



Name: _____

Date: _____

Somebody: Who is the main character?

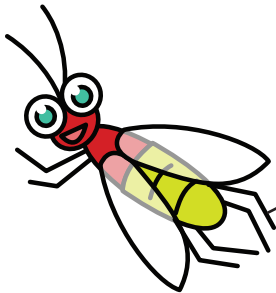
Wanted: What did the main character want?

But: What was the problem?

So: How did the character try to solve the problem?

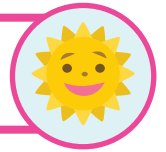
Then: What was the resolution?

Now, write a three sentence summary using your answers and the **key words** above.





Compare & Contrast Fairy Tales



Name: _____

Date: _____

Read the two fairy tales below. What are the **similarities** between the two tales? What are the **differences**? Use the **Venn diagram** on the next page to list three similarities and three things that are different about each tale.

The Frog Prince

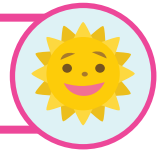
In a faraway land, a princess was enjoying the cool evening breeze outside her family's castle. She had with her a small golden ball, which she loved to play with as a way to relax. On one particular toss, she threw it so high in the air that she lost track of it, and the ball went rolling towards a spring. The ball plopped into the water and quickly sank out of sight. The princess began sobbing in despair, and wished for her toy to return to her. Then, a small frog popped out from the spring. "What's wrong beautiful princess?" asked the frog. The princess wiped away her tears and said, "My favorite golden ball is gone, and nothing I do will bring it back." The frog tried his best to comfort the princess, and assured her that he could retrieve the ball if she would grant him just one favor. "Anything! I will give you all my jewels and handfuls of gold!" exclaimed the princess. The frog explained that he had no need for riches, and only wanted a simple kiss from her in return. The thought of kissing a slimy frog made the princess shudder, but in the end she agreed, as she really loved her golden ball. Without much effort, the agile frog jumped back into the spring and located the golden ball. In a blink of an eye the frog had retrieved the ball and returned it to the princess. Keeping her word, the princess kissed the frog. Suddenly, the ground began to rumble and a haze of smoke filled the air. To the princess's surprise, the frog was really a handsome prince trapped by an evil witch's curse. Her kiss had freed the prince from a lifetime of pain and misery. The prince and princess became great friends, and eventually wed in a beautiful ceremony by the spring.

Beauty and the Beast

Once, long ago, a merchant on his travels stumbled upon a beautiful rose garden. Thinking that no one would miss one red rose, he cut one at its stem. Scarcely had he done so when he heard a terrible noise, and, turning round, he saw coming towards him a hideous Beast, who exclaimed in an awful tone: "Who are you, thief, who steals my roses? For this you must die!" The Merchant fell on his knees and begged for pardon, but the Beast would not listen to him. "Either you must die now, or else you must swear to send me in your stead the first living thing that meets you on your return home," he said; and the Merchant, overcome with terror, gave his promise. But to his horror and dismay, it was his daughter, Beauty, who first ran out to greet him on his return. He shook his head mournfully upon seeing her; but there was no help for it. He had promised to send the Beast the first living creature that met him on his return, so he was obliged to send Beauty herself in his place. When he left Beauty at the palace of the Beast she



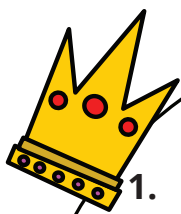
Compare & Contrast Fairy Tales



Name: _____

Date: _____

found everything prepared for her comfort and convenience. A beautiful bedchamber was ready for her use; the rooms were filled with everything that she could possibly want, and in the great hall of the castle a table was set with every delicacy. And everywhere there were bowls full of red roses. Beauty was filled with astonishment at all this luxury and magnificence. "Surely the Beast does not wish to harm me," she thought, "or he would never have so ordered everything for my comfort." And she waited with a good courage for the coming of the Lord of the Castle. In the evening the beast appeared. He was certainly very terrible to look at, and Beauty trembled at the sight of the hideous monster. But she forced herself to appear brave, and, indeed, there was no cause for her alarm. The Beast was kindness itself, and so gentle and respectful in his attentions to her that Beauty soon lost all fear. She soon became very fond of him. One night, as she lay in bed, she had a dream. She dreamt that she saw the Beast dying; she had become so fond of him and so real did it seem that she woke up in an agony of dismay. Hastily rising from bed, she searched through room after room; but nowhere could she find him. At last she ran out into the garden; and there, on a plot of grass, where he and she had often sat together, she found him lying as if dead upon the ground. With a bitter cry she sank on her knees beside the poor Beast. "Oh, Beast; my dear, dear Beast!" she cried. And the tears fell down from her eyes as she spoke. Overcome with grief, she stooped down and tenderly kissed the ugly Beast. In a moment there was a sudden noise, and Beauty was startled to find that the ugly Beast had vanished. The Beast was a beast no longer, but a handsome Prince, who knelt at her feet, thanking her for having broken his enchantment. "A wicked fairy," he said, "condemned me to keep the form of a beast until a beautiful maiden should forget my ugliness and kiss me. You, by your love and tenderness, have broken the spell and released me from my horrible disguise. Now, thanks to you, I can take my proper form again." And then he begged Beauty to become his bride. So Beauty married the Prince who had been a Beast, and they lived together in the castle where they were happy ever after.



The Frog Prince

Beauty and the Beast

Both:

1.

1.

1.

2.

2.

2.

3.

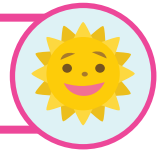
3.

3.





Making Inferences



Name: _____

Date: _____

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

Example:

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

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

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

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

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

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

1. What happened to Jeff? _____
2. What does the word marred mean? (a) removed (b) scarred (c) brightened

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

petal _____ **pedal** _____

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

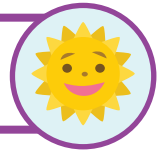
patch of lavender _____

patch of thorns _____





Read with Rhythm & Rhyme



Name: _____

Date: _____

MY SHADOW

by Robert Louis Stevenson

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me, from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller, like an india-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,
I 'rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy head,
Had stayed at home behind me and was fast asleep in bed.



Two words **rhyme** when the last part of the words sound the same. In poetry, words at the end of a line often **rhyme**. In this poem, "grow" and "slow" **rhyme** and "ball" and "all" **rhyme**. The rhyming words must sound the same, but do not have to be spelled the same way, like "head" and "bed".

Find three rhyming words that are not in the poem for the words listed below.

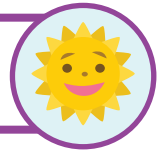
see _____

play _____

up _____



Read with Rhythm & Rhyme



Name: _____

Date: _____

Rhythm is the beat of the words in a poem. When we say words out loud, we stress (emphasize) some sounds and not others. Rhythm in poetry is important. It makes the words flow in a pleasant way.

Here is the rhythm in the first line of this poem. The stressed sounds are in capital letters, the unstressed words are in small letters.

i HAVE a LiTtle SHaDow THAT goes IN and OUT with ME

Say the sentence out loud to hear the rhythm. Now, try saying in the opposite way, putting the stress on the wrong sounds.

I have A liTtLE shaDOW that GOES in AND out WITH me

The rhythm is wrong, and the words sound silly. Here is the second line of the poem with the stressed sounds.

and WHAT can BE the USE of HIM is MORE than I can SEE.

Write the following lines from the poem. Capitalize the sounds that are stressed. Write the unstressed sounds in small letters.

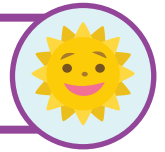
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,

One morning, very early, before the sun was up,



Colonial America: Jamestown



Name: _____

Date: _____

Jamestown was the first permanent English settlement in North America. In 1606, King James I of England approved a charter for the Virginia Company to establish a new colony in North America. In the hopes of finding fortune, 144 men traveled aboard three ships, leaving England in December 1606. They arrived four months later in what is now Virginia.



Jamestown Colony

When they arrived, they explored the coast in search of a place to settle. They picked an island in what was later named the James River. Unfortunately, the Algonquins, a Native American tribe, were already living in the area when the settlers arrived. Though the Algonquins tried to protect their home, the newcomers had more advanced weapons and claimed the land for themselves, driving the Algonquin people from their home. Under the direction of Captain John Smith, the English built a triangular shaped fort to protect themselves from future attacks from the displaced Native Americans. They named their new settlement Jamestown after King James I.

The first few years in Jamestown were difficult for the settlers. Harsh winters and disease plagued the people of Jamestown, and more than half of the original settlers died from starvation during the first winter.

Eventually, a new colonist named John Rolfe introduced tobacco and Jamestown began growing it as a cash crop, which they shipped back to England in exchange for money and supplies. This new source of income helped the colony grow rapidly over the next several years.

After reading, answer the questions below.

1. Who were the original inhabitants of the area that was settled by the English?

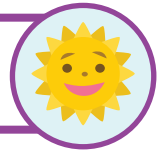
2. Name three challenges that the people of Jamestown faced.

3. What did the settlers do to earn money?

4. Imagine that you are a Native American living near Jamestown. How would you feel about the new settlers?



Reading Comprehension: The Secret Garden



Name: _____

Date: _____



The Secret Garden

by Frances Hodgson Burnett



The sun shone down for nearly a week on the secret garden. The Secret Garden was what Mary called it when she was thinking of it. She liked the name, and she liked still more the feeling that when its beautiful old walls shut her in no one knew where she was. It seemed almost like being shut out of the world in some fairy place. The few books she had read and liked had been fairy-story books, and she had read of secret gardens in some of the stories. Sometimes people went to sleep in them for a hundred years, which she had thought was rather foolish. She had no intention of going to sleep, and, in fact, she was becoming wider awake every day which passed at Misselthwaite. She was beginning to like to be out of doors; she no longer hated the wind, but enjoyed it. She could run faster, and longer, and she could skip up to a hundred. The bulbs in the secret garden must have been much astonished. Such nice clear places were made round them that they had all the breathing space they wanted, and really, if Mistress Mary had known it, they began to cheer up under the dark earth and work tremendously. The sun could get at them and warm them, and when the rain came down it could reach them at once, so they began to feel very much alive.

Mary was an odd, determined little person, and now she had something interesting to be determined about, she was very much absorbed, indeed. She worked and dug and pulled up weeds steadily, only becoming more pleased with her work every hour instead of tiring of it. It seemed to her like a fascinating sort of play. She found many more of the sprouting pale green points than she had ever hoped to find. They seemed to be starting up everywhere and each day she was sure she found tiny new ones, some so tiny that they barely peeped above the earth. There were so many that she remembered what Martha had said about the "snowdrops by the thousands," and about bulbs spreading and making new ones. These had been left to themselves for ten years and perhaps they had spread, like the snowdrops, into thousands. She wondered how long it would be before they showed that they were flowers. Sometimes she stopped digging to look at the garden and try to imagine what it would be like when it was covered with thousands of lovely things in bloom.



1. Name two or more things that Mary enjoys about the outdoors.

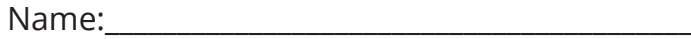
2. Complete the analogy.

snowdrops : flowers :: _____ :

- A. a cold winter wind : a warm summer breeze
- B. grains of sand on the beach : stars in the sky
- C. raindrops : budding plants

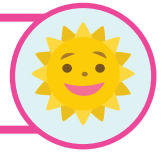
Match each word to its meaning.

astonished	a flower organ, like a seed
determined	surprised
intention	growing
bulb	plan
fascinating	resolved or purposeful
sprouting	interesting



Every picture tells a story. Write a story, using this picture as the setting. What happens next?

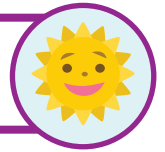
[illegible]



Date: _____



Narrative Writing: Prewriting Organizer



Name: _____

Date: _____

Before you write, organize your thoughts.

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

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

Title: _____

1. Main event- **First**

Supporting Details

2. Main event- **Next**

Supporting Details

3. Main event- **Then**

Supporting Details

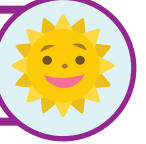
4. Main event- **Finally**

Supporting Details

Use this organizer to write your story on a separate piece of paper.



Editing with compliments, suggestions, and corrections



Name: _____

Date: _____

Read the short story. Then come up with compliments, suggestions, and corrections to help improve the story.

It was late at night and everyone had gone to bed ours ago. I was dreaming piecefully, when suddenly I woke up to a loud clattering sound coming from the kitchen. I rubed my eyes and nervously called out whose there? I waited, but the house was silent. "Hello?" I called out, a little louder. Still no one ansered. I cautiously climbed out of bed and grabbed my flashlight. Slowly, I tiptowed out of my room, toward the kitchen. As I got closer, I heard a low growling sound coming from a dark corner quickly, I turned on my flashlight and pointed it like a sword, expecting to see a monster. The brite light lit up the Kitchen and I let out a yelp. There, in the corner, was my cat, Noodles! She was sur rounded by pots and pans and in her pause, she held a tiny, shaking mouse. "Noodles!" I scold, "Look at this mess youve made!" I hurriedly shooed the frightened mouse out of the house before picking up all the pots and pans that had been knocked down. When I finally returned to bed, Noodles was asleep on my pillow, purring contentedly.

1. Write three **compliments** for the author of this story.

2. Write three specific **suggestions** to improve the story.

3. Use editing marks to **correct** the spelling, grammar, punctuation, and capital letters in the story.

Editing Marks

Capitalize letter ≡

Add a period ●

Add a question mark (?)

add a word or comma ^

Take words or letters out ✂

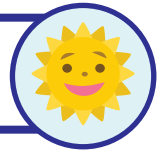
Correct spelling ○

Lowercase letter /

Indent ¶



Persuasive Writing Guide



Name: _____

Date: _____

A **persuasive paragraph** states and supports an opinion. Use the provided topic and follow the structure outlined below to write your own persuasive paragraph.

Topic: A new law will make it illegal for kids under the age of 14 to drink soda.

Introduction: State your position or opinion. Do you agree or disagree? Who is your audience? In other words, who are you trying to persuade? Keep your audience in mind when you write.

Reasons: List at least three reasons for your opinion. Think of your audience and what reasons might persuade them. Try using phrases like "for instance" or "in addition" to introduce your reasons.

Conclusion: Restate your opinion in a way that relates it to a greater statement about the world or society. In other words, why should your audience agree with your opinion?

Introduction: _____

Reason #1: _____

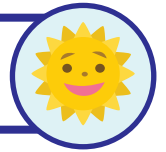
Reason #2: _____

Reason #3: _____

Conclusion: _____



Make a Claim



Name: _____

Date: _____

As you read, think of an opinion you have about the story. Then, use the template on page two to map out an argument that can support your claim. Remember: A claim is an opinion about a story that you can support with evidence from the text.

An Excerpt from

The Story of the Treasure Seekers by E. Nesbit

It was Oswald who first thought of looking for treasure. Oswald often thinks of very interesting things. And once he thought of it he did not keep it to himself, as some boys would have done, but he told the others, and said—

“I’ll tell you what, we must go and seek for treasure: it is always what you do to restore the fallen fortunes of your House.”

It was no use doing the thing by halves. We marked out a sort of square in the mouldy part of the garden, about three yards across, and began to dig. But we found nothing except worms and stones—and the ground was very hard. So we thought we’d try another part of the garden, and we found a place in the big round flower bed, where the ground was much softer. We thought we’d make a smaller hole to begin with, and it was much better. We dug and dug and dug, and it was jolly hard work! We got very hot digging, but we found nothing.

Presently Albert-next-door looked over the wall. We do not like him very much, but we let him play with us sometimes. Albert is always very tidy. He wears frilly collars and velvet knickerbockers. I can’t think how he can bear to.

And he said, “What are you up to?”

“We’re digging for treasure,” said Alice; “an ancient parchment revealed to us the place **of** concealment. Come over and help us. When we have dug deep enough we shall find a great pot of red clay, full of gold and precious jewels.”

Albert-next-door only snickered and said, “What silly nonsense!” He cannot play properly at all. It is very strange, because he has a very nice uncle.

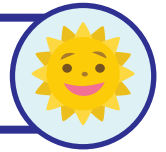
But Oswald said, “Come and dig! Then you shall share the treasure when we’ve found it.” So he came along and dug, and when once he was over the wall we kept him at it, and we worked as well, of course, and the hole got deep. Pincher worked too—he is our dog and he is very good at digging. He digs for rats in the dustbin sometimes, and gets very dirty. But we love our dog, even when his face wants washing.

“I expect we shall have to make a tunnel,” Oswald said, “to reach the rich treasure.” So he jumped into the hole and began to dig at one side. After that we took it in turns to dig at the tunnel, and Pincher was most useful in scraping the earth out of the tunnel—he does it with his back feet when you say ‘Rats!’ and he digs with his front ones, and burrows with his nose as well.

At last the tunnel was nearly a yard long, and big enough to creep along to find the treasure, if only it had been a bit longer. Now it was Albert’s turn to go in and dig. So Albert-next-door began to dig, and we stood on the ground over him, waiting—and all in a minute the ground gave way, and we tumbled together in a heap: and when we got up there was a little shallow hollow where we had been standing, and Albert-next-door was underneath, stuck quite fast, because the roof of



Make a Claim



Name: _____

Date: _____

the tunnel had tumbled in on him. He is a horribly unlucky boy to have anything to do with.

It was dreadful the way he cried and screamed, though he had to own it didn't hurt, only it was rather heavy and he couldn't move his legs. We would have dug him out all right enough, in time, but he screamed so we were afraid the police would come, so Dicky climbed over the wall, to tell Albert-next-door's uncle he had been buried by mistake, and to come and help dig him out.

Dicky was a long time gone. We wondered what had become of him, and all the while the screaming went on and on, for we had taken the loose earth off Albert's face so that he could scream quite easily and comfortably. Presently Dicky came back and Albert-next-door's uncle came with him. He has very long legs, and his hair is light and his face is brown. He has been to sea, but now he writes books. I like him.

"I confess that my curiosity is excited. I should like to know how my nephew happened to be buried," said Albert-next-door's uncle. "Well?"

"Well," Dora said, "I'm very sorry it happened to Albert—I'd rather it had been one of us. You see we were digging for treasure."

"Yes," said Alice, "and I think we were just coming to the underground passage that leads to the secret hoard, when the tunnel fell in on Albert. He is so unlucky," and she sighed.

Then Albert-next-door began to scream again, and his uncle wiped his face—his own face, not Albert's—with his silk handkerchief, and then he put it in his trousers pocket. It seems a strange place to put a handkerchief, but he had his coat and waistcoat off and I suppose he wanted the handkerchief handy. Digging is warm work.

"So you were digging for treasure," said Albert-next-door's uncle, wiping his face again with his handkerchief. "Well, I fear that your chances of success are small. I have made a careful study of the whole subject. What I don't know about buried treasure is not worth knowing. And I never knew more than one coin buried in any one garden—and that is generally—Hullo—what's that?" He pointed to something shining in the hole he had just dragged Albert out of. Oswald picked it up. It was a half-crown. We looked at each other, speechless with surprise and delight, like in books.

"Well, that's lucky, at all events," said Albert-next-door's uncle.

"Let's see, that's fivepence each for you."

"It's fourpence—something; I can't do fractions," said Dicky;

"there are seven of us, you see."

"Oh, you count Albert as one of yourselves on this occasion, eh?"

"Of course," said Alice; "and I say, he was buried after all. Why shouldn't we let him have the odd somethings, and we'll have fourpence each."

We all agreed to do this, and told Albert-next-door we would bring his share as soon as we could get the half-crown changed. He cheered up a little at that, and his uncle wiped his face again—he did look hot—and began to put on his coat and waistcoat.

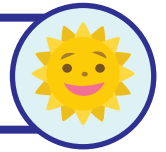
When he had done it he stooped and picked up something. He held it up, and you will hardly believe it, but it is quite true—it was another half-crown! "To think that there should be two!" he said; "in all my experience of buried treasure I never heard of such a thing!"

I wish Albert-next-door's uncle would come treasure-seeking with us regularly; he must have very sharp eyes: for Dora says she was looking just the minute before at the very place where the second half-crown was picked up from, and she never saw it.





Make a Claim



Name: _____

Date: _____

My claim:

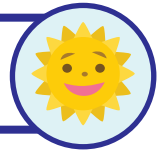
List two pieces of evidence from the story that support your claim. This could be an observation about a character, something they did or said, or some other event in the story.

Evidence #1:

Evidence #2:



Response to Literature



Name: _____

Date: _____

An Excerpt from

The Land of the Blue Flower by Frances Hodgson Burnett

Read the story below. Then use the prompt to write a response.

The Land of the Blue Flower was not called by that name until the tall, strong, beautiful King Amor came down from his castle on the mountain crag and began to reign.

Only once, when he was a boy of twelve, a strange and painful thing happened to him. From his kingdom in the plains below there had been sent to him a beautiful young horse which had been bred for him. Never had so magnificent an animal been born in the royal stable. When he was brought into the courtyard the boy King's eyes shone with joy. He spent the greater part of the morning in exercising and leaping him over barriers. The Ancient One in his tower chamber heard his shouts of exultation and encouragement. At last the King went out to try him on the winding mountain road.

When he returned he went at once to the tower chamber to the Ancient One, who, when he raised his eyes from his great book, looked at him gravely. "Let us climb to the battlements," the boy said. "We must talk together."

So they went, and when they stood looking out on the world below, the curving turquoise sky above them, the eyes of the Ancient One were still more grave. "Tell me, young King."

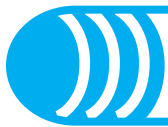
"Something strange has happened," King Amor answered. "I have felt something I have not felt before. I was riding my horse around the field on the plateau and he saw something which he refused to pass. It was a young leopard watching us from a tree. My horse reared and snorted. He would not listen to me, but backed and wheeled around. I tried in vain to persuade him, and suddenly, when I saw I could not make him obey me, this strange new feeling rushed through all my body. I grew hot and knew my face was scarlet, my heart beat faster and my blood seemed to boil in my veins. I shouted out harsh, ugly sounds—I forgot that all things are brothers—I lifted my hand and clenched it and struck my horse again and again. I loved him no longer, I felt that he no longer loved me. I am hot and wearied and heavy from it still. I feel no more joy. Was it pain I felt? I have never felt pain and do not know. Was it pain?"

"It was a worse thing," answered the Ancient One. "It was anger. When a man is overcome by anger he has a poisoned fever. He loses his strength, he loses his power over himself and over others, he throws away time in which he might have gained the end he most desires. THERE IS NO TIME FOR ANGER IN THE WORLD."

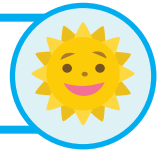
After reading, respond to this prompt on a separate piece of paper.

In the story, the Ancient One explains that anger is a poison that takes away a person's strength and power. Describe a time that you were poisoned by anger. Compare your own experience to that of King Amor.

*Hint: Try using words like *similarly*, *unlike*, or *comparatively* and refer to specific examples in the story.

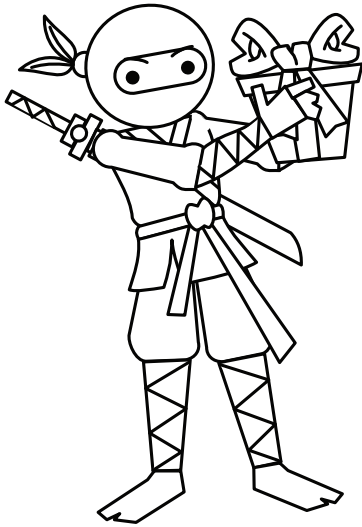


Develop Character and Setting



Name: _____

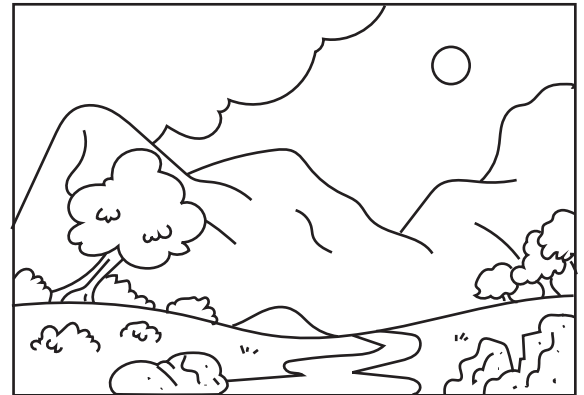
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Use interesting adverbs and adjectives to describe this character. Hint: Use a computer or dictionary to find descriptive words.



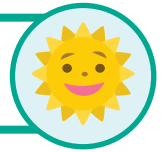
Use descriptive language to describe this scene.



Write a story with the character and setting you described. Make sure to include vivid descriptions in your story. Use extra paper if needed.



Haiku How-To



Name: _____

Date: _____

Haiku is a style of Japanese poetry that traditionally describes nature. A haiku poem has *three lines* and *17 syllables*. The first line has five syllables, the second has seven, and the third has five.

Count the syllables in the example below:

An old silent pond. _____
A frog jumps into the pond-- _____
splash! Silence again. _____

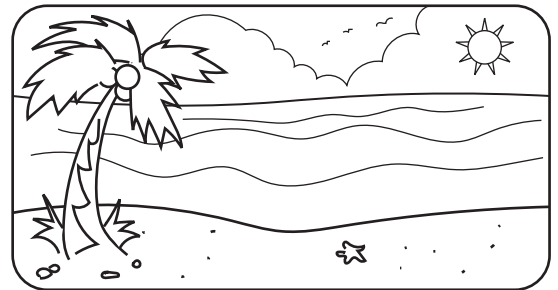
-Matsuo Basho

Complete the haiku below by filling in the blanks.
Remember to count the syllables.

Sun shines on _____

A warm breeze blows _____

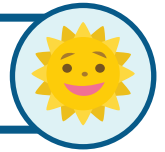
Summer is _____



**Now it's your turn! Pick something from nature and describe it using the haiku form.
Remember to count the syllables in each line.**



Research Report: Polar Bears



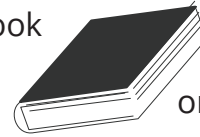
Name: _____

Date: _____



Step 1: Gathering the Facts

Use a book



or computer



to find facts about polar bears. Then fill in the sentences below. Use the completed sentences from this page to make a report on page 2.

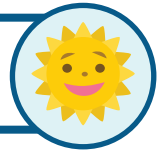
1. Polar bears live

2. They are unique because

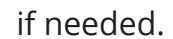
3. A polar bear can be known to

4. They are threatened by

5. Most people don't know

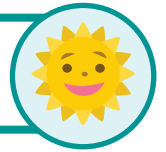


Date: _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



Introductions for Informational Writing



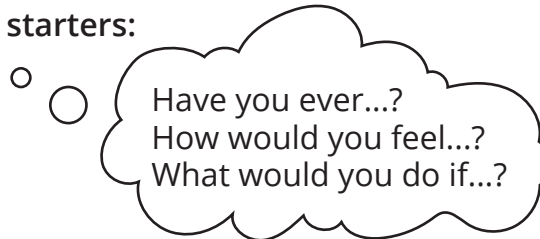
Name: _____

Date: _____

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

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

Here are some example hook question starters:

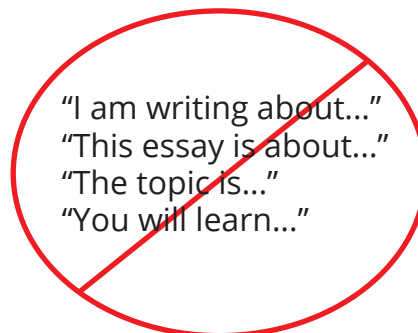


Practice writing your own hook questions:

1. _____
2. _____
3. _____

Some common mistakes when writing an introduction are:

- Giving all the information up front.
- Introducing text in a boring way that doesn't make the reader interested in the topic.

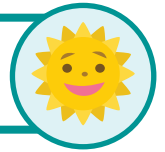


Here's an example of a strong introduction:

How would you feel if a stranger came into your home? You might be scared or angry. That's exactly how the Wampanoag people felt when European settlers arrived in North America in 1620. But, eventually the Wampanoag people helped the newcomers survive their first winter in America.



Introductions for Informational Writing



Name: _____

Date: _____

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

The word 'climate' describes conditions like temperature, rainfall, and wind in a particular region. Scientists keep track of data, or information, about climate so that they can see how things change over long periods of time. In recent years, scientists have noticed that the average temperature of the entire planet has increased. This increase in temperature is called 'global warming.'

Scientists who are studying the changes in Earth's climate have discovered that humans are partly responsible for global warming. The things we do every day, like drive cars and raise cattle for food, release gases that are trapped by the atmosphere. The atmosphere is like a blanket that surrounds our planet, and when the gases are trapped, it warms the air temperature in what scientists call the 'greenhouse effect.'

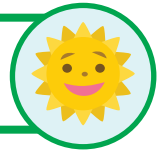
We can help slow or stop climate change by reducing the amount of gases that are released into the atmosphere. Carbon dioxide is a is a greenhouse gas that is released when we drive cars or burn fossil fuels, like coal. But planting trees and other plants can help slow global warming because plants take in carbon dioxide and release oxygen. Other greenhouse gases, like methane, are produced when the waste in landfills decomposes. By recycling and composting waste whenever possible, we can limit what ends up in landfills.

Steps to write an introduction:

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



Conclusions for Informational Writing



Name: _____

Date: _____

Read the text below. Then, follow the steps to write a conclusion.

Would you like to live in a cliff? If you lived with the Anasazi people in the year 900, you probably would have had a home carved into the side of a cliff. The Anasazi were early ancestors of the present Pueblo Indians, who built their homes into rocky cliffs.

Between a.d. 900 to about 1450, the Anasazi lived in what is now the American Southwest region, including parts of Arizona, Colorado, Utah, and New Mexico. They used shallow natural caves and cliff overhangs, or carved entire rooms into the sides of sheer rock cliffs. Most of these cliff dwellings were built in canyons or plateaus, near a source of water.

Because of their unusual location, these cliff homes provided protection to the Anasazi. They were inaccessible from above and could only be entered using removable ladders, which made them easily defensible against predators and enemy tribes. They also served as natural barriers against harsh weather, like extreme heat, rain, and wind.

Steps to write a conclusion:

1. Read the introduction and underline the hook.
2. Read the body of the text and highlight one key word or phrase in each body paragraph that you would want a reader to remember.
3. Write a conclusion paragraph.
 - Briefly remind readers of the main facts from the body, without restating them in exact words.
 - Make a connection back to the hook in the introduction paragraph.
 - Add a memorable ending that will make a reader think more about the topic.
