

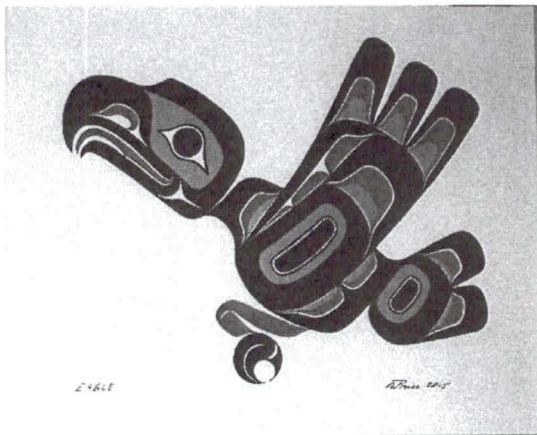
Intermediate Grades Art Lesson for May 2020

Title: Tlingit Whale Study

Materials: Construction paper- red, green, blue, black, yellow. White paper, scissors, glue.

Lesson: The Tlingit are a tribe in the upper region of North America, bordering Southern Alaska. Their name, in their own language, means "People of the Tide." They are from a beautiful land known as the Yukon. Take some time to look up the Yukon and how you can one day explore there.

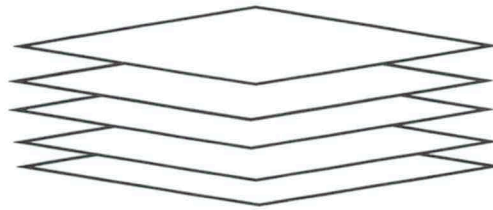
Every style of art has a set of characteristics and elements that help to distinguish it from other styles. Tlingit art consists of curvy features, bold lines, and bold colors that separate different parts of the art piece. This art often includes animal features to represent stories from the Tlingit culture. For examples, take a look at some of these art pieces.



Notice the clean details each Tlingit art piece possesses. Careful consideration was taken into making every line and every shape.

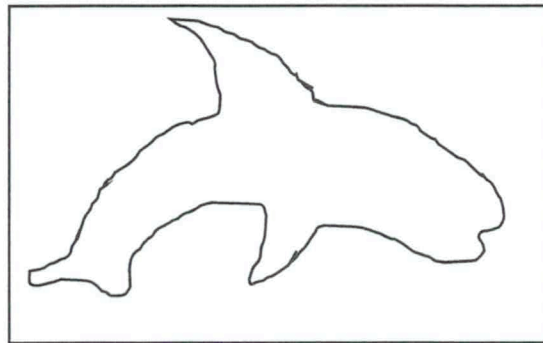
Today we will be making an art piece in the style of Tlingit Art as a study. The finished piece will be a whale.

Step 1: Begin by stacking all your colorful papers together. Save the white paper for later. For now, we need red, green, blue, black, and yellow.



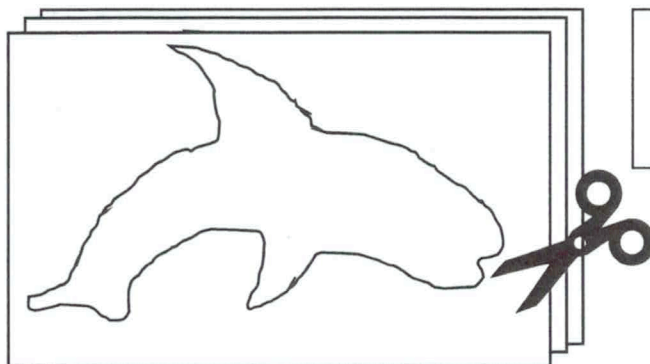
Stack the different colors of paper on top of each other.

Step 2: On the top piece of paper, draw your whale.



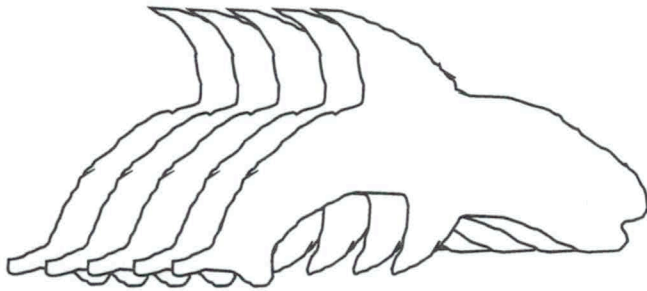
Remember to use curvy lines as you carefully draw your whale. Draw it big so it takes up a lot of the paper.

Step 3: Now we are going to cut our whale shape out of all the colorful papers.

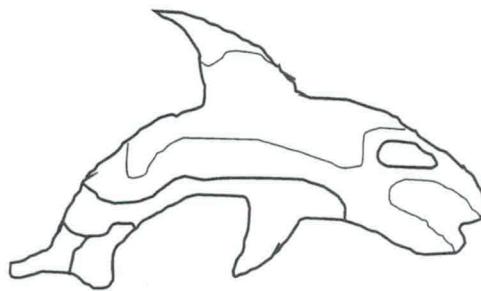


With our papers stacked, grab a scissors and cut them all together in the shape of the whale you drew.

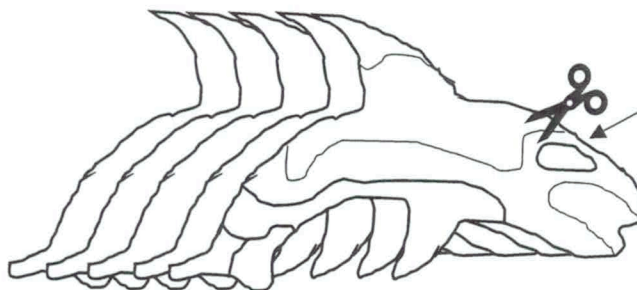
Now you should have a stack of whale shapes.



Step 4: This next step will be a little odd. Now we're going to draw different curved shapes on one of our whale shapes, which we will use to cut shapes out of all the whale shapes together.

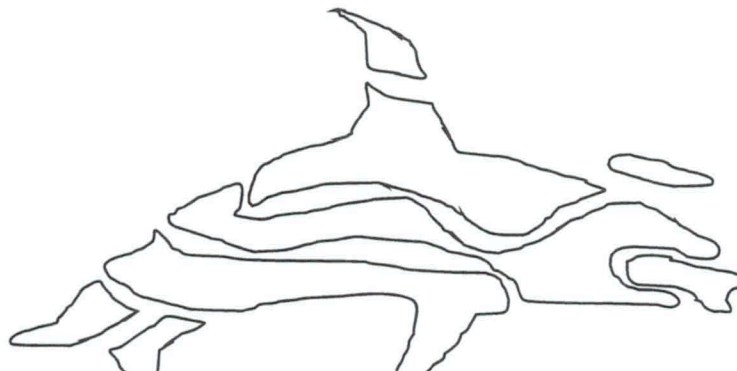


Step 5: After you've drawn the shapes on the whale shape, stack your whale cut outs and cut out the shapes you drew on them altogether.

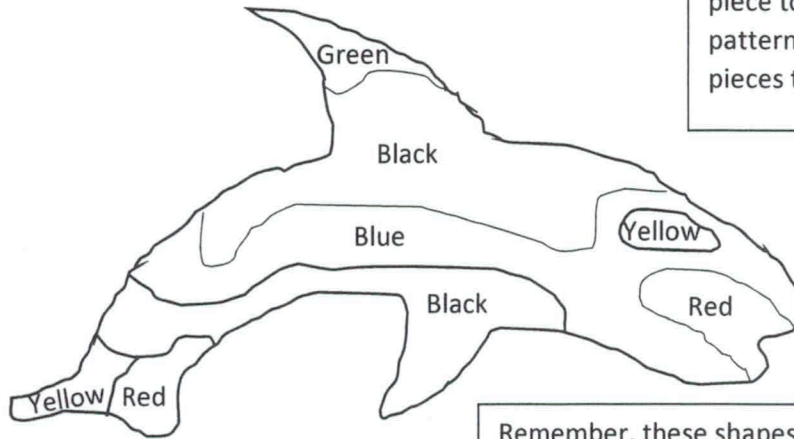


Stack your whale shapes then use a scissors to cut out the pieces you drew.

Now you should have several colorful pieces of a whale cutout.



Step 6: Now is the fun step. It's like putting together a puzzle, where you get to choose what color you want to use for each piece. Using glue, choose a color of each piece and glue them onto your white paper in the shape of your whale. Now your whale should be made up of several colors.



I'll include names of colors on each piece to give an example of the pattern you can put your puzzle pieces together in.

Remember, these shapes are just examples. Feel free to create your own shapes for the whale.

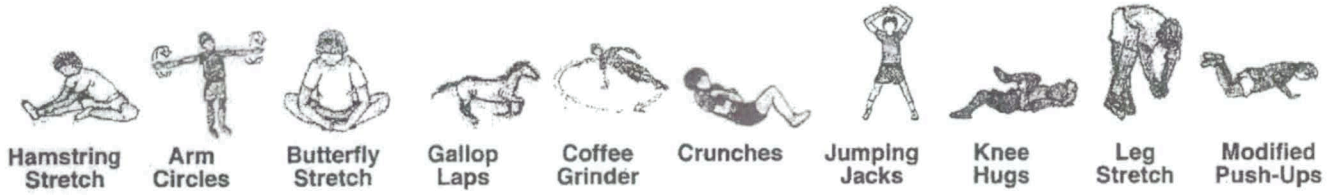
And Congratulations! You have completed your Tlingit Whale study. Great job on this school year in art. I hope you all have a great summer full of fun exploration!

Attention WUSD Secondary Students

This is Mr. Taylor again. Here with some fun activities you can do from home. Spring is here and I hope you are going outside, staying in your yard and being safe and healthy. Have fun with these activities and be safe.

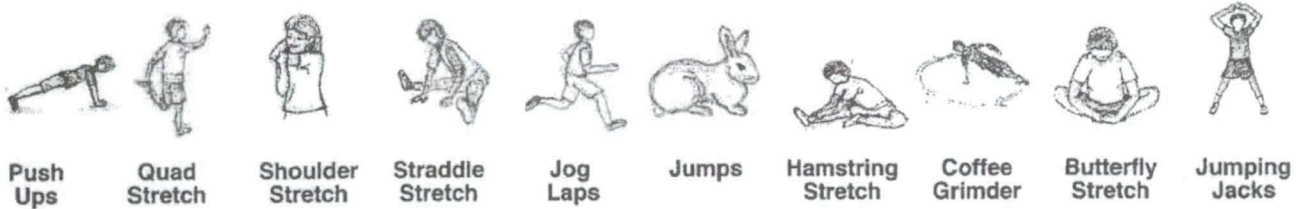
1. On the following page is an activity you can do from home. You put in your phone number three different times and that will tell you how many of each exercise you need to do. The picture will show you what activity you need to do.
2. The next page is called graph fitness. I want to cut up 6 pieces of paper and on each piece of paper I want you to write a letter. The first piece of paper you can write the letter A. The next piece, write the letter B. Keep going until you reach the letter F. Put the pieces of paper in a bag. Pick out a letter and get a dice and roll it. Scan over in the letter row and scan down in the number column. Wherever the letter row and the number column meet, look at the picture and do the exercise.
3. I want you to practice kicking a ball. In your yard, I want you to set up two large objects about 4 feet apart. Find a ball. I want you to pick out two numbers and multiply them. The two numbers should be between 2 and 10. I then want you to multiply the numbers and walk the amount of steps away from the two objects carrying the ball. I want you to try to kick the ball between the two objects to score a point. Do this a number of times to see how many points you can get. To make it more of a challenge, please choose higher numbers.

Phone Number Fitness



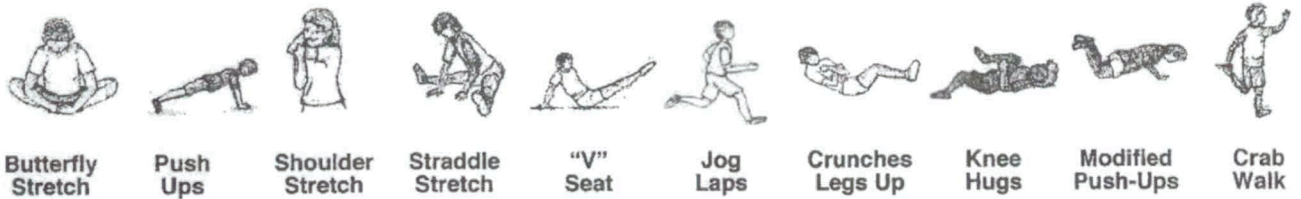
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Phone Number Fitness



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Phone Number Fitness



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FOURTH GRADE
HOME-BASED LEARNING
PACKET

WEEK OF
May 18 – May 22, 2020

NAME: _____
(First) **(Last)**

MY SCHOOL: _____

Prior Knowledge on words students have learned during the school year.

Greeting Parents and students as we enter into T'iannachil (April or end of month) and Shii' (springtime), we will review the words in the next lesson. Today you will learn on what was taught to your child prior on body parts. PLEASE write in the words from head to toe in Apache. (Attached a sheet for your to fill in) Here are the words:

Hair – shilsizil

Foot –shikee'

Head – shisits'in

Shoulders- shiwos

Mouth – shize'

Hands and Arms – shi'gan

Chin –shiyidaa

Fingers - shilagan

Chest- shiltil

Legs - shijag

Stomach – shibag

Ankles – shikets'in

Heels – shiketel

Underneath foot- shi ketal bi'gal yu

Toe – shikecho

Parents please do help your students with the assignment. Working together to sound out Apache words and they will build their use in it on a daily base.

Nii ganihi' ta'angis daa' jii wai!! (**WASH your hands everyday**) . Ashoog.

NIZHI' (NAME) :

DATE :

physical education



"every child is a winner when they try their very best!"

PE Choice Boxes for May 18-22, 2020

Choose one box each day.

Cross out the boxes when you have completed the task.

<p>How Fast Can You Go?</p> <p>Pick a distance and see how fast you can run the distance.</p>	<p>Wild Arms</p> <p>As fast as you can complete:</p> <p>10 Arm Circles front & back</p> <p>10 Forward punches</p> <p>10 Raise the Roof's</p>	<p>Jumping Jacks</p> <p>Do 20, take a break, do 20 more.</p>
<p>Step Jumps</p> <p>Find a step and jump up and down 50 times. Be careful. Take a break if you need to.</p>	<p>Sit Ups</p> <p>Do 20, take a break, do 20 more.</p>	<p>Crawl Like a Seal</p> <p>Lie on your stomach, arms straight out front. Use your arms to pull your lower body along keeping your legs and back straight.</p>
<p>Wake and Shake</p> <p>As soon as you get out of bed shake your body any way you like for 10 seconds. Are you up now? Good! Now jump up and down 10 times.</p>	<p>Play Catch</p> <p>Grab any kind of ball and play catch with a family member. Keep your eyes on the ball and catch it with your hands not your body.</p>	<p>Push-Ups</p> <p>Do 20, take a break, do 20 more.</p>



Writing Choice Boxes for May 18-22, 2020

Choose 5 that interest you. Cross out the boxes when you have completed the task.

Write about a special family event or tradition.	Write about a day when nothing seemed to go right.	There are four seasons. Which season is better? Why?
You are the smallest fish in the ocean. What would you see?	What is your favorite sport to play? Watch on TV?	Many adults have jobs. What kind of job do you want to have someday?
What is your favorite pet? Why?	Which is worse to lose eyesight or hearing? Why?	Describe the weather outside your window right now.
If you could turn into any zoo animal, what would it be? Explain.	Explain the steps to playing your favorite game of choice.	You are taking a trip to outer space. Write about your journey as you travel.

Name _____ Date _____

Assessment 3

Reading

Read the passage. Then answer the questions.

Kira's Library

Every bookshelf in Kira Green's bedroom was overflowing with books! Kira loved reading, and because her collection of books, magazines, and comic books was so enormous, it wouldn't fit on her shelves. She didn't want to get rid of any of them, so Kira stacked some things beside the window, then she shoved some of the books under her bed to get them out of the way.

Although Kira was very proud of her collection, it had gotten to the point that whenever she wanted to read something, it was practically impossible to find! Kira decided she had to get organized. She started by sorting her magazines, which is what she was doing when she heard footsteps coming up the stairs.

Just then, Kira's mother walked into her room and asked, "Where are you, Kira?"

"I'm right here," Kira said, popping her head out from behind a towering pile of magazines.

"We have a big problem here, Kira," Mrs. Green said, looking upset.

"I know. I know. I need to get more bookshelves and straighten out this mess!" Kira answered.

"There's no space in here for any more bookshelves," Mrs. Green said. "In fact, I think it's time for you to get rid of some of these books. Maybe you could donate some."

"I can't donate them to strangers, Mom; these are my favorites!" Kira cried.

"Well," said Mrs. Green, "unfortunately all this stuff is becoming hazardous, so you'll need to figure out a different solution."

Kira was in a pickle! While she didn't want to give away her books, she knew her mother was right. Her collection had taken over her bedroom, and there was no other storage space in their apartment for it.

Name _____ Date _____

The next day during lunch, Kira asked her friends to help her brainstorm ideas. “Maybe you could sell your comic books and earn some money,” Andrea suggested.

“What about adding another room to your apartment?” Paul asked.

“I don’t want to sell my comics, and you can’t just add a room to an apartment,” Kira replied.

After a few moments of silence, Andrea suggested that they think about it separately and meet outside the library after school. *That’s it! The library. That’s my solution!* Kira thought, smiling. For the rest of the day the wheels were spinning in her mind. She had a plan, and she was working out all the details, getting more excited as the day went on.

“I’ve figured out what to do,” Kira announced when she saw Andrea and Paul later that afternoon. “I’m going to begin my own book club that will function like a library. I’ll bring some of my books and magazines to school, and our friends and classmates can borrow my books, magazines, and comics for free,” Kira explained. “And if enough people borrow my books each week, then I will always have enough room! I’ll have some for my neighbors to borrow, too. This is going to be great!”

To help Kira get started, family and friends arranged her collection into categories and made a list of every book, magazine, and comic book. Then they put a label inside each item and helped Kira decide which ones to loan out first. She came up with a rotation system that would be easy for her to manage. They were ready to be loaned to friends and neighbors.

Kira talked to her teacher about loaning the books and magazines to the kids at school. She loved the idea. Kira’s teacher allowed her to spend several minutes each morning lending books and magazines to her classmates. On the first day, Kira’s classmates lined up eagerly. “Hey, Kira,” called Jack, “do you have the latest issue of *Adventure* magazine?”

“I certainly do!” she said.

“I can’t believe I get to read all this awesome stuff for free,” Jack commented. Other students also talked excitedly about the books and how generous it was of Kira to let her friends borrow them.

Kira was thrilled. Her club was off to a great start, and she was helping her classmates at the same time! Even better, she didn’t have to get rid of a single book!

Name _____ Date _____

Reading

- 1 What is the meaning of the idiom “in a pickle” as it is used in the passage?
 - (A) in a small space
 - (B) sad and confused
 - (C) scared or nervous
 - (D) in a difficult situation

- 2 What is a theme of the passage?
 - (A) The library is a great place to find books.
 - (B) You should always keep your bedroom organized.
 - (C) Sometimes you can help yourself by helping others.
 - (D) Friends can help you find a solution to your problems.

- 3 Which word used in the passage has the suffix that means “in a certain way”?
 - (A) sorting
 - (B) collection
 - (C) announced
 - (D) unfortunately

- 4 Which **two** words in the first paragraph help the reader understand the setting and problem of the passage?
 - (A) overflowing
 - (B) magazines
 - (C) stacked
 - (D) shelves
 - (E) window
 - (F) shoved

Name _____ Date _____

- 5 How have Kira's feelings about her large book collection changed from the beginning of the story to the end of the story? Support your answer with details from the passage.

Name _____ Date _____

Reading

Read the passage. Then answer the questions.

The Unstoppable Clara Barton

Clara Barton was born in 1821 in Massachusetts. She was a bright and independent child. She was also somewhat shy. Her father had been in the Army and told Clara stories of his time serving. Her older brother David had a bad fall from the roof when he was building a barn. After the accident he was too weak to care for himself. Clara cared for him and discovered her talent for helping those in need. When she was still a teenager, she became a teacher. She later opened a public school in New Jersey.

In 1861, when the Civil War broke out, Clara went to work helping wounded soldiers. Initially she collected and distributed supplies for the Army. She used her own money to buy food, clothing, and other supplies. She turned the limited supplies into nutritious meals, comforted the patients, and made sure they had water.

In 1862, Clara began assisting surgeons in dangerous battlefield conditions. She got so close to battle that she was once shot through the sleeve. She soon proved extremely useful by developing quick, effective systems to help as many soldiers as possible. Her triage system is still used today. It helps doctors treat the most needy patients first. The system has three levels: those who need immediate care, those who can wait a little while, and those who can wait hours or days.

Clara worked tirelessly at a total of 16 battle sites. She became known as the “angel of the battlefield.” She had two guiding principles during the war. The first principle was “unconcern for what cannot be helped.” She would not spend time trying to deal with situations that could not be improved. It was not that she didn’t care about the cases that could not be improved. She knew that to help as many people as possible she needed to move on to those she could help. The second principle was “control under pressure.” No matter what was going on around her, Clara stayed calm and carried out her responsibilities.

After the Civil War ended in 1865, Clara worked for the United States War Department. She tracked down information about missing soldiers and helped to reunite soldiers with their families. She also became a lecturer, giving public talks. Her talks about her experiences in the war were very popular. Her heroism and hard work on the battlefields became known throughout the country.

Name _____ Date _____

While she was visiting Europe, Clara learned about the International Red Cross, an organization that was established to help people in times of war. She set out to establish an American branch of this organization. Its focus would be not only on war but also peacetime disasters, such as floods, earthquakes, and famines. In 1881, as a result of her efforts, the American Red Cross became a reality. Clara became its first president. During her time with the American Red Cross, she oversaw aid for victims of disasters such as the Johnstown Flood in Pennsylvania in 1889 and the Galveston Flood in Texas in 1900.

Clara Barton headed the American Red Cross for 23 years, until she was 91 years old. Today, monuments honor her work during the Civil War and her life of service. One of the monuments built in her honor is at Antietam National Battlefield in Maryland. Another such monument can be found at her final home in Glen Echo, Maryland.

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- 6 What event helped Clara Barton discover her gift for helping others?
- (A) She opened a school.
 - (B) The Civil War began.
 - (C) She assisted surgeons on the battlefield.
 - (D) She cared for her brother after he had an accident.
- 7 What did Clara Barton do **after** the Civil War ended that made her actions well known?
- (A) She called herself “the angel of the battlefield.”
 - (B) She took care of her brother after his accident.
 - (C) She had several monuments built in her honor.
 - (D) She gave public talks about her experiences on the battlefield.

Name _____ Date _____

Reading

- 8 Which structure does the author use in the passage?
- (A) Sequence
 - (B) Description
 - (C) Problem and Solution
 - (D) Compare and Contrast
- 9 Underline the word that means a group of people that join together for a purpose.

She set out to establish an American branch of this organization. Its focus would be not only on war but also peacetime disasters, such as floods, earthquakes, and famines. In 1881, as result of her efforts, the American Red Cross became a reality.

- 10 This question has two parts. First, answer part A. Then, answer part B.

Part A

What can readers infer about Clara Barton based on the passage?

- (A) She hoped to become a doctor after the war.
- (B) She did everything she could to help others.
- (C) She enjoyed the excitement of battlefields.
- (D) She was quiet and preferred to be alone.

Part B

Which sentence(s) from the passage **best** supports the answer in part A?

- (A) Her talks about her experiences in the war were very popular.
- (B) She would not spend time trying to deal with situations that could not be improved.
- (C) No matter what was going on around her, Clara stayed calm and carried out her responsibilities.
- (D) Clara worked tirelessly at a total of 16 battle sites. She became known as the “angel of the battlefield.”

Name _____ Date _____

Reading

Read the passage. Then answer the questions.

Meet Eleanor Roosevelt

In 1932, Franklin Roosevelt was elected president of the United States. His wife, Eleanor, told reporters in her practical, no-nonsense way, “There isn’t going to be any First Lady. There is just going to be plain, ordinary Mrs. Roosevelt.” She wanted people to respect her for her own accomplishments, not because she was the president’s wife.

Eleanor Roosevelt was not ordinary, however. After she married Franklin Roosevelt in 1905, she became active in public service. During World War I, she worked for the American Red Cross. Then, in 1921, Franklin Roosevelt suffered a bout with a disease called polio that left him unable to walk. Because of his illness, his mother told him to retire from politics. Eleanor convinced him to continue.

Eleanor began helping Franklin with his political career, and she never stopped. After he became president, she gave press conferences and spoke out on behalf of many causes. These causes included human rights and children’s issues. She helped the League of Women Voters, which encouraged women to take an active part in government. She gave radio broadcasts and wrote a daily newspaper column called “My Day,” for which she earned more money than Franklin did as president. All of that was in addition to raising five children.

Eleanor focused a great deal of her energy on helping the poor and finding ways the government could help them. This was particularly important during the Great Depression, which lasted from 1929 to 1939. She also stood firmly against racial discrimination. She fought the unfair treatment of minorities whenever and wherever she could.

Because the First Lady was so involved in everything that went on, people called her the “legs and ears” of the president. Some people criticized her for being too involved in the government. After all, she was “only” the First Lady. Others wondered if she wanted to be president someday. She said that while she was not interested, many other women were worthy of the office. However, she added, “At this time, no woman can obtain and hold the support necessary for election.”

Name _____ Date _____

Reading

Franklin's death in April 1945 didn't stop Eleanor, however. From 1945 until 1953, she worked for the United Nations. President Truman asked her to serve as the United States representative to the United Nations. She helped to write the UN's *Universal Declaration of Human Rights*. This document lists rights that people all over the world should have. Eleanor felt this document was her greatest achievement. Though she worked for the rights of all humans, she continued to focus on women's issues, as well. Because of her efforts, President John F. Kennedy appointed her chair of the Commission on the Status of Women. She held many important positions in her life. She traveled the world until her death in 1962.

Eleanor Roosevelt was once a shy, timid little girl who faced great suffering. Both her parents died when she was very young. Yet Eleanor overcame her fears and her hardships to become the "First Lady of the World." She said, "You gain strength, courage, and confidence by every experience in which you really stop to look fear in the face. You must do the thing you think you cannot do." No other First Lady of the United States has received as many awards and honors as she did. Though she has been gone many years, Eleanor Roosevelt continues to be one of the world's most admired women.

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- 11 The author states, "Eleanor Roosevelt continues to be one of the world's most admired women." Which **two** details from the passage support the author's opinion?
- (A) She traveled the world until her death in 1962.
 - (B) Both of her parents died when she was very young.
 - (C) Others wondered if she wanted to be president someday.
 - (D) She helped to write the UN's *Universal Declaration of Human Rights*.
 - (E) Because of her efforts, President John F. Kennedy appointed her chair of the Commission on the Status of Women.

Name _____ Date _____

- 12 Read the sentence from the passage.

President Truman asked her to serve as the United States representative to the United Nations.

What is the meaning of the word serve as it is used in the passage?

- (A) to wait on a table
 - (B) to act as a servant
 - (C) to be of definite use
 - (D) to perform the duties of
- 13 The author uses the following quote from Eleanor Roosevelt in the passage.

You gain strength, courage, and confidence by every experience in which you really stop to look fear in the face. You must do the thing you think you cannot do.

What is the meaning of the adage “stop to look fear in the face”?

- (A) work through your fears
- (B) back away from your fears
- (C) be honest about your fears
- (D) stop doing something if you have fears

Name _____ Date _____

- 14 This question has two parts. First, answer part A. Then, answer part B.

Part A

Read the paragraph from the passage.

Eleanor focused a great deal of her energy on helping the poor and finding ways the government could help them. This was particularly important during the Great Depression, which lasted from 1929 to 1939. She also stood firmly against racial discrimination. She fought the unfair treatment of minorities whenever and wherever she could.

What does the word discrimination mean as it is used in the passage?

- (A) wrongful behavior toward others
- (B) inflexible attitude or opinion about others
- (C) carefully formed belief about groups of people
- (D) knowing what makes groups of people different

Part B

Which phrase from the passage **best** helps the reader understand the meaning of discrimination?

- (A) stood firmly
- (B) unfair treatment
- (C) wherever she could
- (D) particularly important

- 15 What is the main idea of the passage “Meet Eleanor Roosevelt”? Use key details from the text to support your answer.

Name _____ Date _____

Reading

Read the passage. Then answer the questions.

A Piece of the Past

On a warm spring day, Nate sat on a small mound of dirt in his backyard. He had been working outside all morning. He wiped the sweat off his forehead and ran his fingers through the soil. A few days ago, Nate's dad had suggested that they start a vegetable garden, and Nate had eagerly agreed. He enjoyed being out in the sun, and he loved the feel of the damp earth between his fingers. His father had bought several small tomato and squash plants to start their garden, and Nate was ready to get the project under way.

Nate's dad showed him how to handle each young seedling and how to prepare the soil. Nate began by using a trowel to turn over the earth. The deeper he dug, the cooler and damper the soil became. He pulled out a large stone, and then the small shovel hit something sharp. Nate carefully dug under the object and then excavated it from the dirt. It was small, black, and triangular. Nate rubbed off all the dirt and called, "Hey, Dad, I found something!"

"What is it?" asked his dad.

"I am not sure," Nate said, "but look here." Nate held out his open hand, and the sun glinted off the shiny black object. He was sure he'd seen something like it in one of his books at school, but he couldn't quite remember the name.

"Well, look at that," his dad said, whistling softly. He took the object and held it up to the sunlight. "It's an arrowhead," he said, "sending us a message from the past."

"A message from the past?" asked Nate.

"Yes," said his dad, "and it says that our ancestors hunted right here." Nate's family was part Comanche, and they lived in Kansas, where their ancestors had migrated.

"Arrowheads were used for hunting animals, right?" asked Nate.

"Yes, the Comanche used bows and arrows to hunt a variety of animals, including buffalo," his dad explained.

Name _____ Date _____

Reading

“Dad, did you ever hunt buffalo?” Nate asked.

“No, Son, of course not,” Nate’s dad said with a quiet laugh. “The buffalo had disappeared long before I was born.”

Nate’s dad went on to explain that the land where they lived was once inhabited by enormous buffalo herds. He told Nate that the Comanche had relied on the buffalo for meat and used the animals’ hides for warmth. “No part of the buffalo was wasted,” he said. As Nate listened, he imagined the huge buffalo stampeding in thunderous herds across the vast plains.

“Let’s go inside for the day,” his dad said. “It’s been quite a memorable day. I’d say that we are off to a good start with our garden, and you found quite a treasure there!”

They gathered up their tools, and Nate brushed the dirt off his clothes. He couldn’t wait to show the arrowhead to his friends and tell them what his dad had revealed about their ancestors. He knew they would be as excited as he was to actually hold a piece of the past. He was going to try to find that book, too, so he could learn even more about the arrowhead.

Nate took one last look at the arrowhead and then put it in his pocket. He and his dad walked inside, both of them lost in daydreams about the buffalo and the people of long ago.

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- 16 Which of the following sentences from the passage contains an example of personification?
- Ⓐ “The deeper he dug, the cooler and damper the soil became.”
 - Ⓑ “Nate held out his open hand, and the sun glinted off the shiny black object.”
 - Ⓒ “It’s an arrowhead,” he said, “sending us a message from the past.”
 - Ⓓ “The buffalo had disappeared long before I was born.”

Name _____ Date _____

- 17 What **two** messages are revealed when Nate finds the arrowhead?
- Ⓐ that the soil was good for gardening
 - Ⓑ that Nate enjoyed working in the dirt
 - Ⓒ that Nate’s ancestors once hunted there
 - Ⓓ that the Comanche had relied on the buffalo
 - Ⓔ that Nate should have paid more attention in school
- 18 Read the sentences from the story below. Underline the word that has a prefix with the meaning outside or no longer.

The deeper he dug, the cooler and damper the soil became. He pulled out a large stone, and then the small shovel hit something sharp. Nate carefully dug under the object and then excavated it from the dirt. It was small, black, and triangular.

- 19 Read the paragraph from the story. Underline the **three** words in the paragraph below that have a similar meaning to the word large.

Nate’s dad went on to explain that the land where they lived was once inhabited by enormous buffalo herds. He told Nate that the Comanche had relied on the buffalo for meat and used the animals’ hides for warmth. “No part of the buffalo was wasted,” he said. As Nate listened, he imagined the huge buffalo stampeding in thunderous herds across the vast plains.

Name _____ Date _____

- 20 This question has two parts. First, answer part A. Then, answer part B.

Part A

From whose point of view is the passage “A Piece of the Past” told?

- Ⓐ Nate
- Ⓑ Nate’s dad
- Ⓒ a Comanche ancestor
- Ⓓ a narrator who is not a character in the passage

Part B

Read the sentences from the passage.

Nate’s dad showed him how to handle each young seedling and how to prepare the soil. Nate began by using a trowel to turn over the earth. The deeper he dug, the cooler and damper the soil became. He pulled out a large stone, and then the small shovel hit something sharp.

Which words support your answer from part A?

- Ⓐ he, the
- Ⓑ him, he
- Ⓒ dad, began
- Ⓓ Nate, young

Name _____ Date _____

Writing

Read and answer each question.

- 21 Choose the sentence that contains a spelling error.
- Ⓐ We enjoyed watching the colorfull sunset.
 - Ⓑ Chris was restless as he waited for his turn.
 - Ⓒ Ella rode her bike across the smooth pavement.
 - Ⓓ She earned extra points on the test for neatness.
- 22 Julio is writing a story for his class about a special event. He wants to revise his draft by combining short sentences using relative adverbs or pronouns. Read the draft of these sentences from his story and complete the task that follows.

There is one day that will always stand out in my mind as being special. It changed my life forever. That was the day. My baby brother was born. Jonah makes me smile, and I know we will be best friends when he is older.

Which revision is correct for the underlined sentences?

- Ⓐ That was the day when my baby brother was born.
 - Ⓑ That was the day which my baby brother was born.
 - Ⓒ That was the day, on which my baby brother was born.
 - Ⓓ That was the day, the day when my baby brother was born.
- 23 Which sentence has an error in grammar usage?
- Ⓐ “Put your math book on your desk,” said Ms. Diaz.
 - Ⓑ We added three-digit numbers during math class today.
 - Ⓒ Chloe stood across Morgan in line as the class walked to lunch.
 - Ⓓ “Will you finish your homework before dinner?” asked Aunt Sue.

Name _____ Date _____

Writing

- 24 Sofia is writing a story for her class about a camping trip. Read the draft of her paragraph and complete the task that follows.

For Simon, the best part of any camping trip was the camp fire. He loved having a fire at night. Simon also enjoyed the smell of the burning wood and cooking hot dogs in the fire. Before the sun went down, he and his uncle collected broken tree limbs in the forest and carried them back to camp.

The writer wants to replace the underlined words to make her writing more descriptive. Which **three** phrases would be better choices?

- (A) to sit and watch the fire after dark
 - (B) how the glowing orange flames lit the night
 - (C) to make a big fire with wood he found around
 - (D) to watch the bright flames dancing in the darkness
 - (E) listening as the flames crackled like breaking glass
 - (F) building a fire and watching the flames that came from it
- 25 Which sentence has an error in organization?
- (A) Some seeds did not receive enough water, so they did not sprout.
 - (B) The tallest plant had a height of six inches, so it received enough sun and water.
 - (C) The plants that were kept inside did not receive any sunlight, so they did not grow.
 - (D) All of the seeds were planted in the same garden, so they had the same type of soil.

Name _____ Date _____

- 26 A student is writing a report about white-tailed deer. Read the draft of the paragraph and answer the question that follows.

Does have babies in the spring. The fur of the babies is reddish-brown and has white spots. This helps them blend in with the forest around them and keeps them safe from bobcats, mountain lions, and other animals.

What is the **best** way to rewrite the first sentence of the paragraph?

- (A) Does, which are female deer, have baby deer, called fawns, in the spring.
 - (B) Mother deer have small, baby deer at the beginning of the year.
 - (C) A doe is a mother deer who has babies in May or June.
 - (D) Does have fawns in the spring.
- 27 Gabby wrote this informational report for her science class. Read this paragraph from the report and the question that follows.

(1) Different kinds of sharks have different shapes of teeth. The shape depends on what they eat. (2) Some sharks have wide, sharp teeth, for tearing apart their prey. (3) Sharks that live near the ocean floor have thick, flat teeth for crushing food. (4) Sharks can have as many as 3,000 teeth at a time.

Which sentence should be removed?

- (A) sentence 1
- (B) sentence 2
- (C) sentence 3
- (D) sentence 4

Name _____ Date _____

Writing

- 28 Doug wrote the following paragraph as part of a story. Underline the **two** words with spelling errors.

It started out as the perfect day for a picnic. The sun was shining, and there was a warm breeze. I helped Dad by packing fruit and water bottles in the basket. He got meat, cheese, and bread, and Mom packed a blanket for us to sit on. We hurried around the house to gather everything we would need. Our family was so happy about spending the day together that we did not notice the change in weather outside. The blue sky had grown dark as thick clouds collected above.

- 29 Terrell wrote this passage about playing with his friends. Read his passage and underline the **two** sentences that have adverb or adjective errors.

After school yesterday, my friends and I went to the playground for several hours. It was the warmer day in months, so we were happy to be able to play outside. First we raced to the swings, where I went higher than any of my friends. Next we ran to the slides. There are three slides, and the green one is the fastest, so we all took turns on that one. While we were on the slides, Jordan's mom picked him up, and we were all disappointed. He had to leave earliest than me.

Name _____ Date _____

- 30 Marisol wrote a story about the first day of school. Read the paragraph from Marisol's story. Then, rewrite the paragraph to be better organized. Be sure to include transition words and details to make the events clear.

A huge smile grew across my face! After getting off the bus, I walked to room 27, my new classroom. The sign on the classroom door said, "Welcome to Mr. Harper's Class!" Luis was in Mr. Harper's class last year, and I was hoping he would be my teacher, too! I was nervous as I wondered who my new teacher would be. My heart was beating so fast I thought it might pound its way out of my chest.

Name _____ Date _____

Research

Read and answer each question.

- 40 A student is writing a report about echolocation. Read the sentences from the source and the directions that follow.

Dolphins find their way in the ocean by making clicking sounds that send back echoes. This is called echolocation, a way to locate objects using sound. Dolphins use echolocation to help them catch fish to eat. The sounds that bounce off the fish let the dolphin know where the fish are.

The parts of the student's report are listed below. Choose **three** parts of the report where information from the source should be placed.

- (A) What is echolocation?
 - (B) Echolocation in nature
 - (C) Echolocation and humans
 - (D) Using echolocation to find food
 - (E) Experiments with echolocation
 - (F) What we still need to learn about echolocation
- 41 A student has made a plan for research. It includes this research question: Why do chameleons change colors? Which of these is the **best** source for the information needed to answer the research question?
- (A) *Reptiles*
a book about different types of reptiles
 - (B) www.chameleons101.com
a website with information about chameleons
 - (C) "Lizards as Pets"
a magazine article about having a lizard as a household pet
 - (D) "Reptiles from Around the World"
a magazine article with information about different reptiles from each continent

Name _____ Date _____

- 42 A student is planning a report about plants. The report will need to include several parts. Based on the information in the source below, identify **three** parts that could be included in the report.

Table of Contents
Chapter 1 Parts of a Plant
Chapter 2 Functions of Each Plant Part
Chapter 3 Plants as Food
Chapter 4 Plants as Medicine
Chapter 5 Poisonous Plants

- Ⓐ Where Plants Live
 - Ⓑ Humans Need Plants
 - Ⓒ Plants That Eat Insects
 - Ⓓ Plants in the Rainforest
 - Ⓔ Plant Parts and Their Jobs
 - Ⓕ Plants to Stay Away From
- 43 A student is writing a research report about dog breeds. Here is the first draft. Underline the sentence that should not be in a research report.

There are over 163 recognized breeds of dogs. Different breeds of dogs are unique in some way, making them the perfect pet for different owners. My favorite type of dog is a husky. Some dogs would love to play fetch for hours. Some dogs are high maintenance, and some dogs barely need a thing.

Name _____ Date _____

Research

- 44 A student is writing a research report on volleyball equipment. She finds the following paragraph in an article. Underline the sentence that she could best use in her report.

Volleyball is a sport played by men and women. There are 6 players on each side of the court at one time. There is a net that is 7 feet high dividing the court in half. Players can hit the ball 3 times on each side. Games are played to 25 points.

Vocabulary

1. **Factor pairs** are two numbers that when multiplied give a certain product.

The factors of 6 are 1, 2, 3, and 6. Find which pairs of factors have a product of 6.

$1 \times 2 = \underline{\quad}$ Are 1 and 2 a factor pair for 6? $\underline{\quad}$

$2 \times 3 = \underline{\quad}$ Are 2 and 3 a factor pair for 6? $\underline{\quad}$

2. A **multiple** is the product of a given whole number and any non-zero whole number.

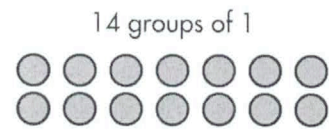
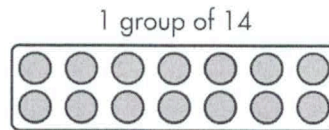
6 is a multiple of each of its factors: 1, 2, 3, and 6.

Show how each factor can be multiplied to get a product of 6.

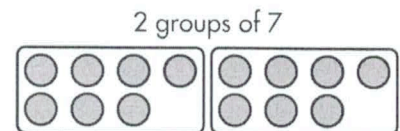
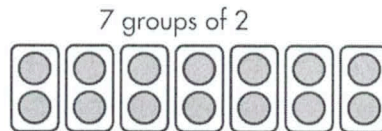
Use 1 as a factor: $1 \times \underline{\quad} = 6$ Use 2 as a factor: $2 \times \underline{\quad} = 6$

3. Find the factor pairs for 14.

First, find the factors of 14.



Determine which pairs of factors have a product of 14.



$1 \times \underline{\quad} = 14$ and $\underline{\quad} \times 1 = 14$

$2 \times \underline{\quad} = 14$ and $\underline{\quad} \times 2 = 14$

The factor pairs for 14 are:

1 and _____

2 and _____

4. Find the factor pairs for 24.

1 group of _____ or 24 groups of _____ 3 groups of _____ or 8 groups of _____

2 groups of _____ or 12 groups of _____ 4 groups of _____ or 6 groups of _____

The factor pairs are _____.

On the Back!

5. Write the factor pairs for 40.

Vocabulary

1. A **prime number** is a whole number greater than 1 that has exactly 2 factors, 1 and itself.

Circle the prime numbers:

2	3	4	5	6	7	8
1×2	1×3	1×4	1×5	1×6	1×7	1×8
		2×2		2×3		2×4

2. A **composite number** is a whole number greater than 1 that has more than 2 factors.

Circle the composite numbers.

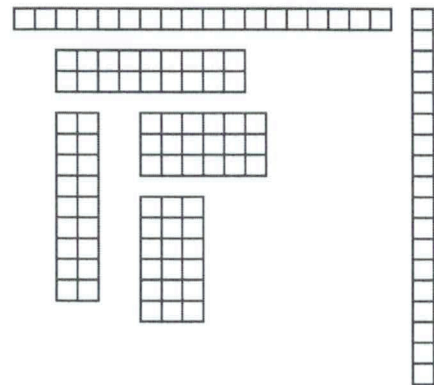
2	3	4	5	6	7	8
1×2	1×3	1×4	1×5	1×6	1×7	1×8
		2×2		2×3		2×4

3. Is 18 a prime or a composite number?
Use the arrays at the right to name the factors of 18.

Factors of 18:

_____ , _____ , _____ , _____ , _____

18 is a _____ number because it has more than two factors.

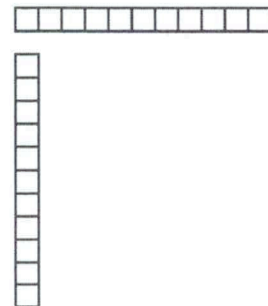


4. Is 11 a prime or composite number?
Use the arrays at the right to name the factors of 11.

Factors of 11:

_____ , _____

11 is a _____ number because it only has two factors, 1 and the number itself.



On the Back!

5. Determine if each number is prime or composite.
Draw arrays for each.

15

19

Vocabulary

1. A **multiple** is the product of a given factor and a whole number. You can use a multiplication chart to help find some multiples for numbers.

List some multiples of 5.

Step 1: Find the column (or row) for 5.

Step 2: All the numbers in that column (or row) are multiples of 5.

Multiples of 5, in the chart, are:

5, 10, _____, _____, _____, 30, 35,

_____, _____

×	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

2. What are some multiples of 8? Use the multiplication chart above.

Step 1: Find the column (or row) for 8.

Step 2: All the numbers in that column (or row) are multiples of 8.

In the chart, the multiples of 8 are:

8, 16, _____, _____, _____, _____, _____, 72

3. Is 48 a multiple of 6?

Think: What number times 6 equals 48? _____

48 is a multiple of 6 because 6 times _____ equals 48.

4. Is 39 a multiple of 9?

Think: What number times 9 equals 39?

39 is not a multiple of 9 because _____

On the Back!

5. Write 5 multiples of each number.

6

12

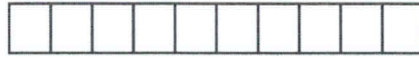
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Name _____

AZ Vocabulary

1. A **fraction** represents a part of a whole. An area model is a tool used to model fractions.

Shade 7 parts of the area model to show $\frac{7}{10}$.



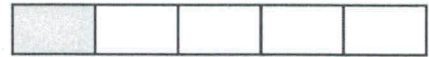
2. The **denominator** of a fraction is the bottom number. It tells how many equal parts make 1 whole.

What is the denominator of $\frac{7}{10}$? _____

3. The **numerator** of a fraction is the top number. It tells how many of the equal parts to use.

What is the numerator of $\frac{7}{10}$? _____

4. What fraction does the area model show? _____

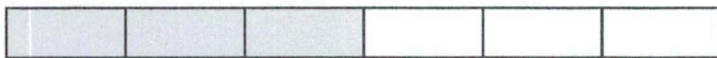


5. Shade $\frac{2}{5}$ more of the area model.

6. What part is shaded in all? _____

7. $\frac{1}{5} + \frac{2}{5} =$ _____

8. What fraction does the area model show? _____



9. Shade $\frac{1}{6}$ more of the area model.

10. What part is shaded in all? _____

11. $\frac{3}{6} + \frac{1}{6} =$ _____

On the Back!

12. Use fraction strips or draw an area model to find $\frac{5}{12} + \frac{6}{12}$.

Vocabulary

1. To **decompose** a fraction means to break it into the sum of two or more parts.

The equation at the right shows one way to decompose _____.



$$\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} = \frac{4}{5}$$

2. A **mixed number**, such as $2\frac{3}{4}$, has a whole number part and a fraction part.

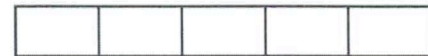
In $2\frac{3}{4}$, _____ is the whole number part and _____ is the fraction part.

3. There are different ways to decompose a fraction. This area model shows another way to decompose $\frac{4}{5}$. Write the fractions to complete the equation.



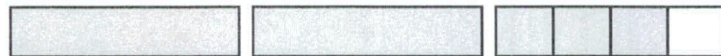
$$\frac{2}{5} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$$

4. There are several ways to decompose $\frac{4}{5}$. This equation uses 3 addends to decompose $\frac{4}{5}$. Shade the area model to show the equation.



$$\frac{1}{5} + \frac{2}{5} + \frac{1}{5} = \frac{4}{5}$$

5. You can decompose a mixed number. The area models show two ways to decompose $2\frac{3}{4}$. Complete the equations.



$$1 + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 2\frac{3}{4}$$



$$\frac{4}{4} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 2\frac{3}{4}$$

On the Back!

6. Use fraction strips or draw an area model to show two different ways to decompose $\frac{7}{8}$. Write an equation for each model.

Vocabulary

1. Fractions have a **like denominator** when the bottom number of both fractions is the same.

The like denominator for $\frac{3}{10}$ and $\frac{2}{10}$ is _____.

2. Two fractions that represent the same part of the whole are **equivalent fractions**.

Divide to find a fraction equivalent to $\frac{5}{10}$. $\frac{5}{10} = \frac{5}{10} \div \frac{\square}{\square} = \frac{\square}{\square}$

3. To find the sum of $\frac{3}{10} + \frac{2}{10}$, decompose, or take apart, one or both fractions.

$\frac{3}{10}$ can be written as _____ + _____ + _____.

$\frac{2}{10}$ can be written as _____ + _____.

So, $\frac{3}{10} + \frac{2}{10}$ can be written as

_____ + _____ + _____ + _____ + _____.

$\frac{3}{10} + \frac{2}{10} =$ _____

4. To find the sum of $\frac{2}{8} + \frac{5}{8}$, decompose, or take apart, one or both fractions.

$\frac{2}{8}$ can be written as _____ + _____.

$\frac{5}{8}$ can be written as _____ + _____ + _____ + _____ + _____.

So, $\frac{2}{8} + \frac{5}{8}$ can be written as

_____ + _____ + _____ + _____ + _____ + _____ + _____.

$\frac{2}{8} + \frac{5}{8} =$ _____

On the Back!

5. Find the sum of $\frac{1}{8} + \frac{5}{8}$ by decomposing the fractions.

Vocabulary

- In a **fraction**, the numerator can be less than, equal to, or greater than the denominator. Write an example of each.
less *equal* *greater*
- A **mixed number** has a whole number part and a fraction part. Write three examples of mixed numbers.

- An area model can be used to model the subtraction of fractions.



Find $\frac{11}{12} - \frac{7}{12}$.

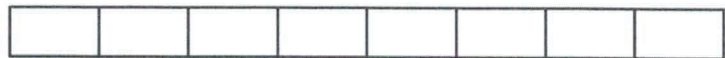
$\frac{11}{12} - \frac{7}{12} = \underline{\hspace{2cm}}$

Step 1: Shade the area model to show the greater fraction.

Step 2: Cross out the number of parts equal to the lesser fraction.

Step 3: Count the remaining shaded parts to find the difference.

- Use the area model to find $\frac{5}{8} - \frac{3}{8}$.



$\frac{5}{8} - \frac{3}{8} = \underline{\hspace{2cm}}$

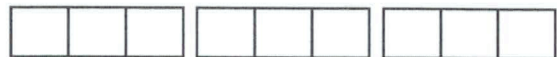
- Use the area model to find $\frac{6}{4} - \frac{3}{4}$.



$\frac{6}{4} - \frac{3}{4} = \underline{\hspace{2cm}}$

- Use the area model to find $\frac{7}{3} - \frac{2}{3}$. You can write the difference as a fraction or a mixed number.

$\frac{7}{3} - \frac{2}{3} = \underline{\hspace{2cm}}$ or $\underline{\hspace{2cm}}$



On the Back!

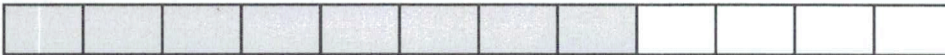
- Use fraction strips or draw an area model to find $\frac{7}{10} - \frac{3}{10}$.

Vocabulary

1. The **denominator** of a fraction is the bottom number. It tells how many equal parts make 1 whole.

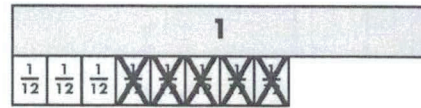
What is the denominator of $\frac{8}{12}$? _____

2. The **numerator** of a fraction is the top number. It tells how many equal parts are shaded.



What is the numerator of $\frac{8}{12}$? _____

To subtract fractions, subtract the **numerators**.
Write the difference over the like **denominator**.



3. Find $\frac{8}{12} - \frac{5}{12}$.

Step 1: Subtract the numerators.

_____ - _____ = _____

Step 2: Write the difference of the numerators over the like denominator.

$\frac{\square}{12}$

4. Find $\frac{5}{6} - \frac{2}{6}$.

Subtract the numerators. $5 - 2 =$ _____

Write the difference over the like denominator. $\frac{\square}{6}$

5. Find $\frac{5}{10} - \frac{4}{10}$.

Subtract the numerators. $5 - 4 =$ _____

Write the difference over the like denominator. $\frac{\square}{10}$

6. $\frac{3}{5} - \frac{2}{5} =$ _____

7. $\frac{2}{2} - \frac{1}{2} =$ _____

On the Back!

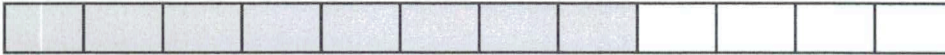
8. Find the difference between $\frac{5}{8}$ and $\frac{2}{8}$.

R9 Vocabulary

1. The **denominator** of a fraction is the bottom number. It tells how many equal parts make 1 whole.

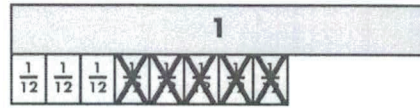
What is the denominator of $\frac{8}{12}$? _____

2. The **numerator** of a fraction is the top number. It tells how many equal parts are shaded.



What is the numerator of $\frac{8}{12}$? _____

To subtract fractions, subtract the **numerators**.
Write the difference over the like **denominator**.



3. Find $\frac{8}{12} - \frac{5}{12}$.

Step 1: Subtract the numerators.

Step 2: Write the difference of the numerators over the like denominator.

$$\frac{\quad}{12} - \frac{\quad}{12} = \frac{\quad}{12}$$

4. Find $\frac{5}{6} - \frac{2}{6}$.

Subtract the numerators. $5 - 2 =$ _____

Write the difference over the like denominator. $\frac{\quad}{6}$

5. Find $\frac{5}{10} - \frac{4}{10}$.

Subtract the numerators. $5 - 4 =$ _____

Write the difference over the like denominator. $\frac{\quad}{10}$

6. $\frac{3}{5} - \frac{2}{5} =$ _____

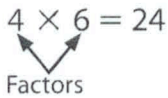
7. $\frac{2}{2} - \frac{1}{2} =$ _____

On the Back!

8. Find the difference between $\frac{5}{8}$ and $\frac{2}{8}$.

Vocabulary

1. Numbers multiplied together to find a product are called **factors**.



The factors are _____ and _____.

The factors are _____, _____, and _____.

The product is _____.

The product is _____.

2. What are the factors of 8?

Use the arrays to help write the missing factors.

1 row of 8 _____ \times 8 = 8

8 rows of 1 _____ \times 1 = 8

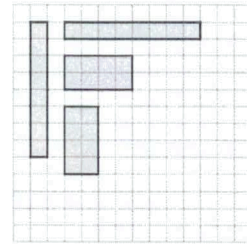
2 rows of 4 _____ \times 4 = 8

4 rows of 2 _____ \times 2 = 8

There are _____ possible ways to arrange 8.

List the factors of 8.

_____ / _____ / _____ / _____



3. Draw all the possible arrays for 16 on the grid at the right.

There are _____ possible arrays for 16.

Use the arrays to help write the factors.

_____ row of 16 _____ \times _____ = 16

_____ rows of 1 _____ \times _____ = 16

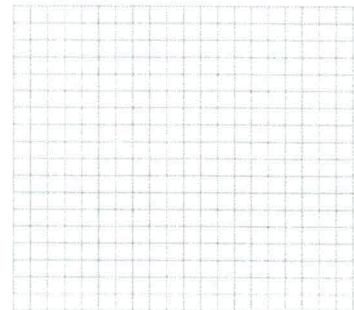
_____ rows of 8 _____ \times _____ = 16

_____ rows of 2 _____ \times _____ = 16

_____ rows of 4 _____ \times _____ = 16

List the factors of 16.

_____ / _____ / _____ / _____



On the Back!

4. Find all the possible factors of 18. Use a grid to help.