SCHOLASTIC

Between Grades 5–6

Summer

Stay-on-Track PACK

Compiled by Mary Rose

Dear Teacher:

You have worked all year to instill the joy of learning in your students. By now, the standards have been met and summer is just around the corner. Here is a wonderful product that will keep that enthusiasm alive and help your students be prepared for the next step in their education: **Printables Summer Stay-on-Track Packs**.

These packs have been carefully compiled to present your students with a wide range of activities to assure that the skills you worked so hard to teach them during the school year will not be lost in the heat of the summer. Each activity is only one page long and all are matched to the Common Core State Standards for reading comprehension and math.

This packet is intended to be a review of skills presented during the regular school session, not new material, for the following reasons:

- These pages will be fun and easy for your students. We want them to enjoy this project and even to "play school" this summer.
- These lessons will evoke recall of your classroom instruction, which strengthens concepts you have already taught.
- Families will look at what the child is doing and be able to see how much he or she has learned. They will recognize how well you have taught these skills and will not be asked to teach brand-new skills to their child.
- Students will return to school ready to build on what you have already taught and what the summer activities have reinforced.

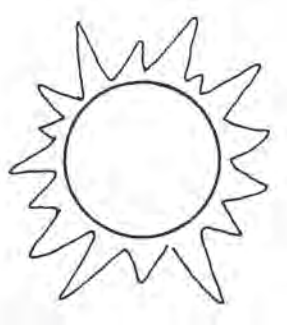
The Table of Contents divides the activities into a suggested week-by-week structure. We included 5 lessons each for weeks 1, 2, 3, 8, 9, and 10 and 6 lessons for weeks 4, 5, 6, and 7, thus putting the bulk of the work in the middle of the summer. This structure is intended to vary the targeted skills within each week and to maintain the child's interest and engagement over the entire summer.

The Standards and Skills pages provide short "family-friendly" explanations of each standard and tips to help them help their children. Some families may decide to focus on particular skills and standards, so pages that support each standard and skill are also listed with the standard for flexibility of use.

Because of the wide range of student abilities, it is likely that some pages will be quite easy for a given student and some may be a little challenging, but it is certain that every page has been selected for its fun factor, its appropriateness for the standards, and for its appeal to children.

Thank you for choosing Scholastic and Printables, and for all that you do for your students!

Welcome to the Summer Stay-on-Track Pack!



Between Grades 5–6

Dear Families,

We hope your child will enjoy these delightful activities from Scholastic's Printables website. Each page in this booklet has been especially selected to provide a review of the reading comprehension and math standards that your child's teacher likely covered in the past school year. Because this resource is designed to provide review and practice, we did not insert new concepts that you would have to introduce and explain to your child. There is great value to having your child practice and gain confidence on "secure skills."

We know that this material will be used in many ways: for children to play school, as rainy day fun, as serious "at-a-desk" lessons, and as independent work. We have suggested a week-by-week order, but you may choose to use the pages in any order that makes the most sense for you and your child. Because children have varied skills and school experiences, there are no strict guidelines for how much you should, or should not, help your child. The rule is to help as much as the child needs and to help where he or she needs it. Some pages will be quite easy; others will require some guidance. Students may need help in order to understand the directions. We have listed each standard and have provided a "Tip" to explain the standard or to offer a suggestion for further learning.

You may want to consider sending this completed booklet back to school in the fall. It will give your child's new teacher an idea of his or her skills and will help set the stage for upcoming instruction.

We wish you and your child a wonderful, fun, and productive summer!

Mary Rose and the Editors at Scholastic Printables

Table of Contents

Grade 5 Standards and Skills

READING AND LANGUAGE ARTS		
The student will...	**Activity**	**Tip**
...quote accurately from an informational text, explain what the text says, and be able to draw inferences from what has been read.	• Big Business (Week 1) • Theodore Roosevelt: The Trust Buster (Week 4)	Questions about what a reader has read fall into two categories: literal questions and inference questions. A literal question can be answered by going back to the text and locating the exact answer; inference questions must be answered by reading between the lines and determining what the author may have meant, but did not clearly state.
...see the similarities and differences in the structures of two or more texts (e.g., cause/effect, comparison, problem/solution, or description).	• The Eating Habits of a Mosquito/Ick! (Week 1)	Sometimes, as with this pair of texts, the difference in structure is clear (one is prose, the other poetry). It can also be helpful to look for clue words to determine a text's structure. For example, words like *first*, *then*, *after that*, and *finally*, indicate that events are being told in the order they happened (chronological order). Words like *alike* and *different*, or *however* and *on the other hand* indicate a comparison structure.
...summarize a text, determine the main idea, and explain how the important details support that idea.	• A Tale of No Tails (Week 2) • Colonists Come to America (Week 6) • What's For Lunch? (Week 7)	Because understanding what we read is important, this is one of the two most tested reading standards. Whenever your child is reading, make sure he or she recognizes the main idea of the text, can separate the main idea from minute, or supporting, details, and can explain how the details support the main idea.
...know how the characters reacted to the events and challenges they faced.	• The Farm (Week 2)	In every story there is a conflict or problem to be solved. Make sure your child can identify that conflict and then recognize how the characters reacted to it. (For instance, they may work as a team, show great courage, create an amusing situation, or fail miserably.)
...explain the relationships between the people, events, and/or ideas in an historical, scientific, or technical text.	• A President Preserves (Week 3) • The Liberty Bell (Week 10)	Draw connections between the beginnings of ideas or concepts and the progression of inventions or historical events. For instance, Alexander Graham Bell's telephone connects to the invention of smartphones. Help your child see these kinds of connections when he or she is reading historical or scientific texts.
...explain how a narrator's or speaker's point of view influences how events are described in a nonfiction text.	• Friend of the Everglades (Week 3) • Telling About Tigers (Week 8)	Many factors affect the point of view from which an author writes. As an example, look at these two newspaper headlines about the same event: FILTHY FRED'S FAMOUS BBQ FINALLY CLOSED DOWN BY HEALTH AUTHORITIES versus FRED'S FAMOUS BBQ PUT OUT OF BUSINESS BY RIDICULOUS GOVERNMENT REGULATIONS. Help your child recognize the power of point of view and how adjectives and adverbs can reveal biases.

READING AND LANGUAGE ARTS

The student will...	Activity	Tip
...explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	• Save the Wilbur (Week 4) • Monopoly on Atlantic City (Week 9)	It is important that students can recognize which evidence supports each of the points an author makes, as well as how all of the points and evidence work together to support the author's claim. In the same way that authors support the points that they make in texts, students should also learn to back up their opinions and statements with evidence from the text.
...analyze how illustrations or photographs contribute to the meaning and tone of a piece of fiction or a poem.	• The Talking Dog (Week 4)	It is important for students to understand how illustrations contribute to a story. There is a reason that Winnie the Pooh is drawn as smiling and friendly and the Big Bad Wolf is drawn big and bad. His frightening teeth and menacing look clearly match his character. No matter what the story, do not overlook the value of the illustrations.
...identify the theme of a story, play, or poem by using details found in the text.	• I Hate Bugs! (Week 5)	The *theme* is the major idea of lesson that a piece of literature conveys about life. There is no one right answer as long as your child can find details that relate to the theme. For example, a theme of the fairy tale *Cinderella* might be "kindness," but it might also be "meanness does not pay."
...know the meaning of domain-specific words and phrases for grade-level topics.	• Learning About Orcas (Week 5) • Meet the Sloth (Week 10)	*Domain-specific* words are those that are integral to certain topics. They may be difficult to read, spell, and understand, and they may have a far different meaning in a different context. For example, the weather words *cirrus* or *cumulonimbus clouds*; social studies words like *electoral college* and *senator*; or music words like *score*, *staff*, and *conductor*.
...know the meaning of words and phrases including figurative language such as idioms, metaphors, and similes.	• Figuratively Speaking (Week 5) • Crack! Splat! (Week 9)	Literal language is when the words mean exactly what they say: "Your room is very dirty." Figurative language is when words and phrases that do not mean exactly what they say: "Your room is a pigsty." This example is a metaphor (when we say something is what it obviously isn't). An example of hyperbole, or extreme exaggeration, is: "This is the dirtiest room in the world."
...use several sources (e.g., headings, captions, sidebars) to locate the answer to a question or solve a problem.	• Canadian Travels (Week 6) • Amazing Animals (Week 9)	One way to help your child increase his or her understanding of nonfiction text (and to improve test scores!) is to help him or her focus on text features, which include captions, sidebars, charts, graphs, and maps. Quite often, these features give important information that is not stated in the body of the piece.
...recognize that the narrator's or speaker's point of view often affects how events are described in a fiction text.	• Letters From Camp (Week 6)	When the author uses words like *I*, *me*, *we*, and *us* it indicates the story is being told in *first person*, that is the story happened to the person that is doing the telling. When the author uses the words *they*, *them*, *he*, and *she*, the story is being told in *third person*. Point of view changes depending on who is telling the story.

READING AND LANGUAGE ARTS

The student will...	Activity	Tip
...quote from the text when explaining what the text said and when drawing inferences from the text.	• A Trash Collector's Work is Never Done (Week 7)	A direct quote is one that uses the exact words from the speaker or text and includes proper punctuation: "*I will follow the yellow brick road*," *said Dorothy*. An indirect quote does not use the exact words of the speaker or text: *Dorothy said that she would follow the yellow brick road*.
...understand the similarities and differences in stories in the same genre (e.g., historical fiction, fables, mysteries) and their presentation of similar themes.	• Tall Tales (Week 7)	The term genre (*jon*-rə) simply means a kind of writing such as science fiction, mysteries, tall tales, or realistic fiction. Each style has a particular set of characteristics. Fairy tales often begin with "Once upon a time" and end with "happily ever after." Mysteries, of course, involve the solving of a riddle or crime.
...use details to compare and contrast two or more characters, settings, or events in a story, play, or drama.	• Mismatched Friends (Week 8)	While students are often asked to compare characters, they are less often asked to compare the settings or events in a piece of literature. Make sure your child notices changes in where the story is taking place (at school, in the castle) and changes in the events (a birthday party, a toy being broken).
...use information from two texts on the same topic in order to write about that subject with knowledge and understanding.	• American Architect/ The Father of Our National Architecture (Week 8)	Teachers often use more than one passage in order to provide in-depth information about a subject, or as a way to compare ideas, writing styles, biases, or data. These are called *paired texts*. Paired texts can be any combination of text types, such as a poem paired with an essay, an anecdote paired with a chart, a letter with a newspaper article, and so on.
...explain how paragraphs, scenes, or stanzas fit together to provide a structure for a story, play, or poem.	• Two Rice Cakes (Week 10)	The classic Greek play had five acts. Viewers could count on act one to introduce the characters and establish the setting; the next three acts to produce the conflict and show how the characters reacted; and act five to be the denouement—which explained and wrapped up the events that had just occurred. Most stories today follow this classic structure.

MATH

The student will...	Activity	Tip
...write and interpret numerical expressions.	• Evaluating Expressions (Week 1) • Solving One-Step Equations (Week 6) • Solving Two-Step Equations (Week 8)	Remind your child to complete operations within parentheses first. A number or letter beside a parenthesis means to multiply the answer by what was in the parentheses. 5(3 + 7) means to add 3 + 7 and then multiply the result by 5. A letter beside a number means to multiply (if y = 3, 5y means 5 x 3), and x + 3 = 10 is simply asking what you could put for x to make the equation true.
...represent and interpret data.	• Yard-Line Math (Week 1) • A Piece of the Pie (Week 3) • Graphs–Venn Diagrams (Week 7)	It is more important than ever to know how to read and interpret data presented in graphs and charts (for instance, bar graphs, Venn diagrams, and pie charts). As you work on these pages, help your child glean even more information than is asked in the questions. What patterns can be seen? What comparisons can be made?
...graph points on a coordinate plane to solve real-world and mathematical problems.	• Bedtime for Baby (Week 1) • Plotting Coordinates on a Graph (Week 4)	Coordinates are always given in twos. The first number tells how far across the graph to go. If it is a positive number, go to the right; if it is negative, go to the left. The second number tells how far up or down to go. If the number is positive, go up; if it is negative, go down. (Make sure your child counts the lines, not the spaces.) Where the two lines (horizontal and vertical) cross is where to plot the point by putting a dot.
...analyze patterns and relationships.	• Number Jumper (Week 2) • The Next Number ... (Week 5)	Although working with patterns may seem too easy for a student about to enter middle school, it is actually very important that your child be able to analyze patterns and number relationships. Seeing these relationships is how important discoveries have been made in science and in math. Work together to identify patterns and relationships in daily life.
...use equivalent fractions as a strategy to add and subtract fractions.	• Wake Up! (Week 2) • Fractions Are a Breeze (Week 5) • Into Infinity (Week 7)	Help your child see equivalent fractions ($\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$). Look for patterns in the top and bottom numbers (*numerators* and *denominators*) of fractions. Make a spread of 12 pennies, heads up. Divide these into three equal piles to show that $\frac{1}{3}$ is equal to $\frac{4}{12}$ and $\frac{2}{3}$ is equal to $\frac{8}{12}$. This process will help your child see how to subtract $\frac{8}{12} - \frac{1}{3} = \frac{1}{3}$.
...classify two-dimensional figures into categories based on their properties.	• Geometric Terminology (Week 2) • What Have You Learned About Geometry? (Week 4)	Since Kindergarten, your child has been learning about the properties of two-dimensional figures. (For example: A triangle has three sides and three angles; a square has four equal sides and four 90-degree angles.) However, there is still a lot to learn. Help your child be aware of the two- and three-dimensional figures in the world around us.

MATH

The student will...	Activity	Tip
...apply and extend previous understandings of multiplication and division in order to multiply and divide fractions.	• Everyone Needs Math! (Week 3) • How Does a Boat Show Affection? (Week 7) • Dividing Fractions (Week 10)	To multiply fractions, simply multiply the two top numbers (numerators); then multiply the two bottom numbers (denominators). For $\frac{4}{5} \times \frac{2}{3}$, multiply 4 x 2 = 8 to get the numerator and multiply 5 x 3 = 15 to get the denominator, making the answer $\frac{8}{15}$. To divide fractions, flip the second fraction upside down and do the multiplication as described above. For $\frac{3}{5}$ divided by $\frac{2}{3}$, flip the second fraction to become $\frac{3}{2}$, then multiply: $\frac{3}{5} \times \frac{3}{2} = \frac{9}{10}$.
...convert like measurement units within a given measurement system.	• Alert Converter (Week 3) • Linear Measurement Conversion (Week 5) • Fly the Coop (Week 9)	Measurement is often tricky for students, especially when it comes to converting units from one kind of measurement to another. It is easy to measure something in ounces or inches. It is more difficult to convert those numbers to pounds and yards. Help your child do lot of measuring this summer. Inch by inch, he or she will be miles ahead in the fall.
...understand the place value system.	• A Stinky Riddle (Week 4) • Every Number Has Its Place (Week 8)	Simply put, *place value* means that the value of a numeral depends on the place where it stands; the number 123 is different from the number 321. Remember when you are reading a number with decimals to say "and" at the decimal point. (e.g., 5.75 should be said "five and seventy-five hundredths"). Do not say "and" at any other time when reading numbers.
...perform operations with multi-digit whole numbers and with decimals to hundredths.	• Super Sudoku (Week 6) • A Smart Butterfly (Week 10)	Make sure your child copies these decimal problems vertically, lining up the decimal points, before trying to add or subtract. If necessary, add zeros to fill the spaces where there is no numeral.
...understand concepts of volume and relate volume to multiplication and addition (geometric measurement).	• Finding the Volume of Rectangular Prisms (Week 9)	Students at this grade level have learned to add or multiply to find the area of plane figures such as rectangles and squares. This activity requires your child to find the volume of three-dimensional figures (also called solid figures). To do this, your child can either add or multiply the numbers on the sides of the figures to find the volume.

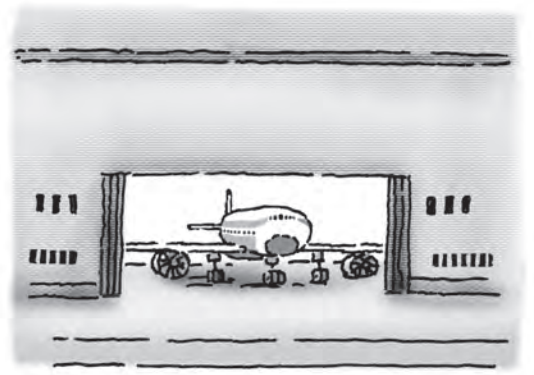
JUST FOR FUN!

Activity	Tip
• Fish Kite (Week 6)	If possible, make some copies of this fish kite and allow your child to make several of these to decorate a porch, patio, or bedroom. This activity will give your child a much-deserved break from academic practice.

Name _____ Date_____

Read the paragraph. Then answer the questions.

Big Business



Where do you build the world's largest jet airliner? First, you have to put up the world's largest building. That's just what happened in Everett, Washington. An airplane factory there covers more than 98 acres under one roof. More than 75 NFL football fields could fit inside! More than 15 railcars a day deliver parts to the factory. Workers use overhead cranes and forklifts to assemble the large pieces. Buyers from all over the world purchase the finished airplanes.

1. The main idea of this paragraph is

Ⓐ looking for the largest jet airliner.
Ⓑ railcars deliver parts to the factory.
Ⓒ the largest building is a jet factory.
Ⓓ how to build airplanes indoors.

2. How big is the world's largest building? (Give two details)

_____

_____

3. Where is the world's largest building located?

_____

4. From this paragraph, you can conclude that

Ⓐ only one plane is assembled at one time.
Ⓑ cranes do most of the work in the factory.
Ⓒ workers arrive at the factory by train.
Ⓓ many parts are made in other places.

Name _____ Date_____

Read the texts. Then answer the questions.

The Eating Habits of a Mosquito

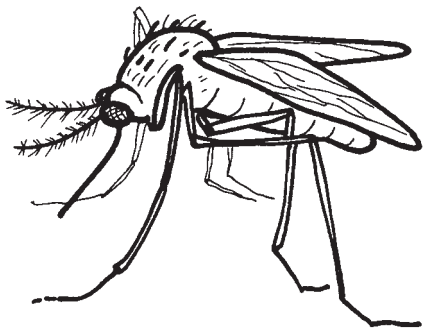
If you have ever been bitten by a mosquito, you can be sure it was a female. She was in search of blood. A female mosquito needs to feed on the blood of birds, reptiles, people, and other mammals. She uses the protein in the blood as nourishment while she is producing and laying eggs.

The male mosquito will never "bite" you. He feeds on flower nectar and other plant juices. It is from these sources that he gets all the food he needs.

Ick! by Mary Rose

Buzz went the mosquito.
Slap went the hand.
Splat went the blood
All over the sand.

One dead mosquito
A female, I guess
Looking for dinner
But, oh what a mess!



1. What is the text structure of the first piece?

Ⓐ cause and effect
Ⓑ problem and solution
Ⓒ sequence
Ⓓ description

2. How is the *structure* of second text different from the first?

_____

3. What fact is mentioned in both pieces?

_____

4. What do you learn in the first piece that you do not learn in the second?

_____

_____

Name _____ Date _____

Evaluating Expressions

In each expression, find the value when x = 3 and y = 5. Draw a line to match each answer on the left with one on the right.

LEFT	RIGHT
1. x + 7 =	**A.** 4y − 8 =
2. 2x + 8 =	**B.** 5y − 24 =
3. x + 20 =	**C.** 6y − 6 =
4. 3x − 4 =	**D.** 4y =
5. 10x − 6 =	**E.** y + 18 =
6. 5x + 5 =	**F.** y =
7. 4x =	**G.** 2y =
8. x − 2 =	**H.** 3y − 1 =

TRIPLE MATCH Challenge

If x = 3 and y = 5, then what is 3x − 9 + 1y? _____

Circle the answers that match above.

Yard-Line Math

A football field is divided into ten sections of 10 yards each. At each end of the field, 10-yard end zones are included. In this activity, the image of a 100-yard football field is depicted as a graph. Graphs use equal increments and contain data for comparison based on the increments. One space equals 10 yards and a half space equals 5 yards. Use the bold bars to determine yards gained by each player.

1. **Hall:** _____ full spaces _____ half spaces _____ yards
2. **Johnson:** _____ full spaces _____ half spaces _____ yards
3. **Martinez:** _____ full spaces _____ half spaces _____ yards
4. **Chow:** _____ full spaces _____ half spaces _____ yards
5. **Greene:** _____ full spaces _____ half spaces _____ yards

Your turn! Use a pen or colored pencil to make a graph of your data for the following scenario.

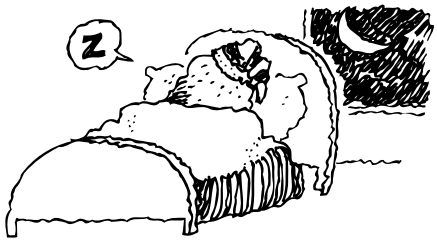
Suppose you run a total of 25 yards. Your starting point is the 50-yard line.

Where do you end your run? _____

Bedtime for Baby

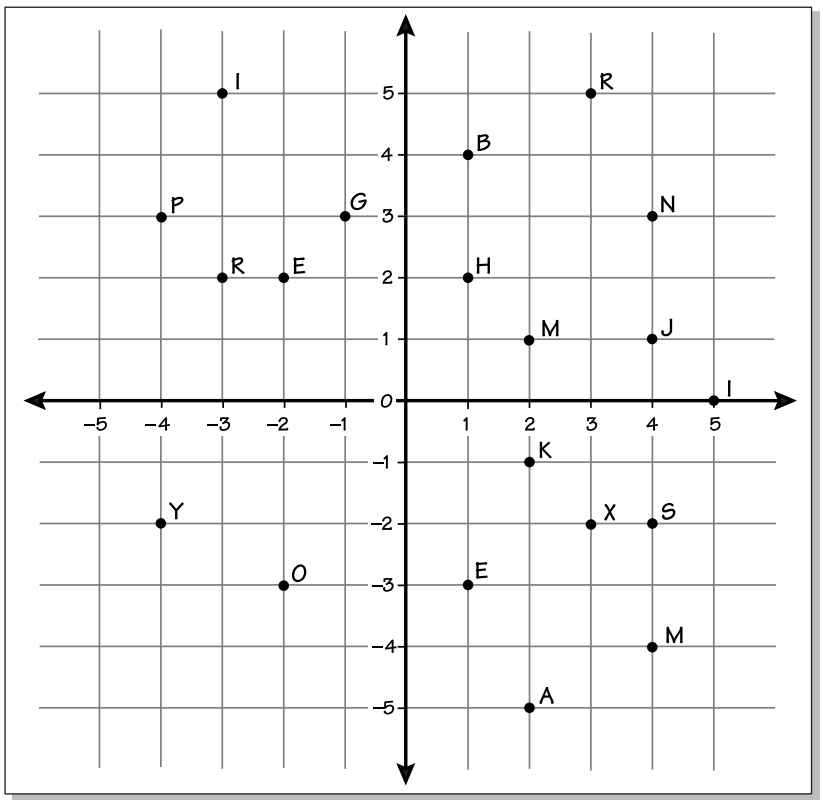
Name _____ Date _____

Riddle: What do baby sweet potatoes sleep in?



Use the coordinates to identify points on the graph. Then use the point names to solve the riddle by filling in the blanks at the bottom of the page.

1. (2,1) _____
2. (3,5) _____
3. (4,-2) _____
4. (5,0) _____
5. (1,-3) _____
6. (2,-5) _____
7. (-2,2) _____
8. (-3,5) _____
9. (4,-4) _____
10. (-4,-2) _____



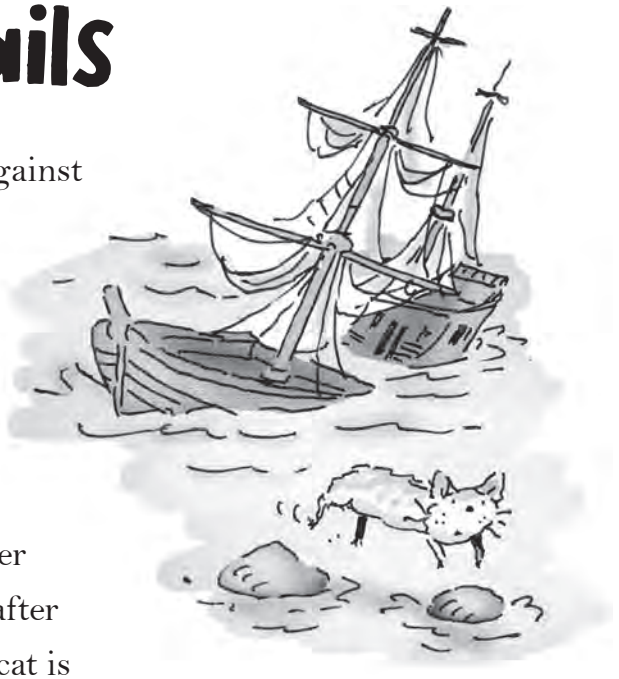
TH ___ ___ ___ “ ___ ___ ___ ___ ___ ___ ___ ”

7 4 2 10 6 9 1 8 5 3

Name _____ Date_____

Read the paragraph. Then answer the questions.

A Tale of No Tails



In 1588, the Spanish **Armada** sailed to fight against England. The armada consisted of a fleet of 130 ships. Aboard one of these ships was a tailless cat. Her job was to catch mice. After a great naval battle that England **dominated**, the Spanish ships set sail for home. The cat's ship was wrecked near the Isle of Man. The nimble cat got ashore safely and lived there ever after. Her many descendants became known as Manx cats after the name of their island home. Today, the Manx cat is known for being tailless. It's a marvelous tale.

1. What is particular about a Manx cat?

_____

2. Why was the Manx cat on a Spanish ship?

_____

3. Why did the cat get off the ship on the Isle of Man?

_____

4. What is an **armada**?

_____

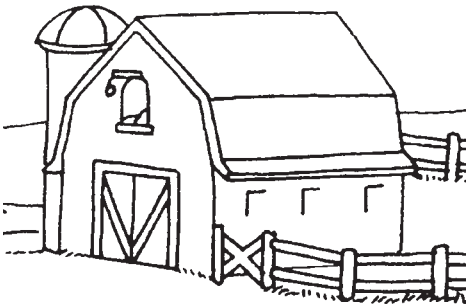
5. What is the meaning of the word **dominated**?

_____

Name _____ **Date** _____

Use the story to answer the following questions. Use an additional sheet of paper if needed.

The Farm



Mark loved visiting his grandfather's farm. He loved his lone walks over the freshly plowed soil that seemed to be patiently waiting for the next planting season. Then another bounty of corn, cotton, and soybeans would spring forth. Grandfather's work would be justly rewarded again. His life was this farm. It was all he knew, except for baseball. Grandfather was one of the seven sons of Walter Baker. The Baker boys were expected to rise before dawn, feed animals, load hay barns, and oil tractors, all before breakfast and departing for school. After school, they had additional chores to tend to once homework and dinner were out of the way.

This was their life, and it was a good one. It provided the Baker family with all they needed for food and finances. It also provided the eight Baker boys with amazing physical strength for playing high school sports and rising to star status in a five-county area. Farm work was physical; it was hard and it was not usually done very fast. This meant strength, discipline, stamina, and focus were all deeply engrained in these young men, and their high school coaches loved it.

Mark's grandfather was the baseball star, while his seven brothers pursued other sports. They all were offered college scholarships. They all graduated with business or agriculture degrees, but they all returned to Airedale County as that was what they knew, and the majors meant too much travel and separation from family. That was not the Baker family style back then.

February was approaching and that meant decision time was getting close for Mark. Mark spent a great deal of time at the farm with Grandfather over the holidays. They spent hours talking about Mark's choices for college or professional baseball. Only two weeks earlier Mark had received a call from a scout for the Arizona Diamondbacks telling him of their interest in the upcoming draft. Mark was flabbergasted. He was giddy with the whole idea of being a professional baseball player. This complicated his decision making, but he knew with Grandfather's wisdom and Baker family values, the ultimate decision would be one he would never regret. Life as a Baker boy playing baseball would be great. And after baseball, there was another field waiting for him, too, ready for a planting.

1. Describe Mark's grandfather. _____

   _____

   _____

2. What sport is shared by the boy and the grandfather? _____

3. How did life on the farm help Mark's grandfather? _____

   _____

   _____

4. Who is living in Airedale during the setting of this story? _____

5. What decision is Mark facing? _____

Number Jumper

Name _____ Date _____

A related or continued series is called a sequence. Write the next three numbers in these sequences.

1. 0, 3, 8, 15, _____

2. 9, 17, 25, 41, 57, _____

3. 128, 64, 32, 16, _____

4. 100, 81, 64, 49, _____

5. 95, 91, 87, 83, _____

6. 2, 8, 32, 128, _____

7. 60, 57, 53, 48, _____

8. 30, 27, 24, 21, _____

9. 4, 12, 20, 28, _____

10. 1, 3, 5, 7, _____

11. 1, 4, 8, 13, _____

12. $\frac{1}{2}, \frac{2}{3}, \frac{3}{4}, \frac{4}{5},$ _____

13. 3, 4, 7, 11, _____

14. 1, 2, 3, 5, 8, _____

15. 4, 8, 12, 16, _____

16. $\frac{2}{3}, \frac{4}{5}, \frac{6}{7}, \frac{8}{9},$ _____

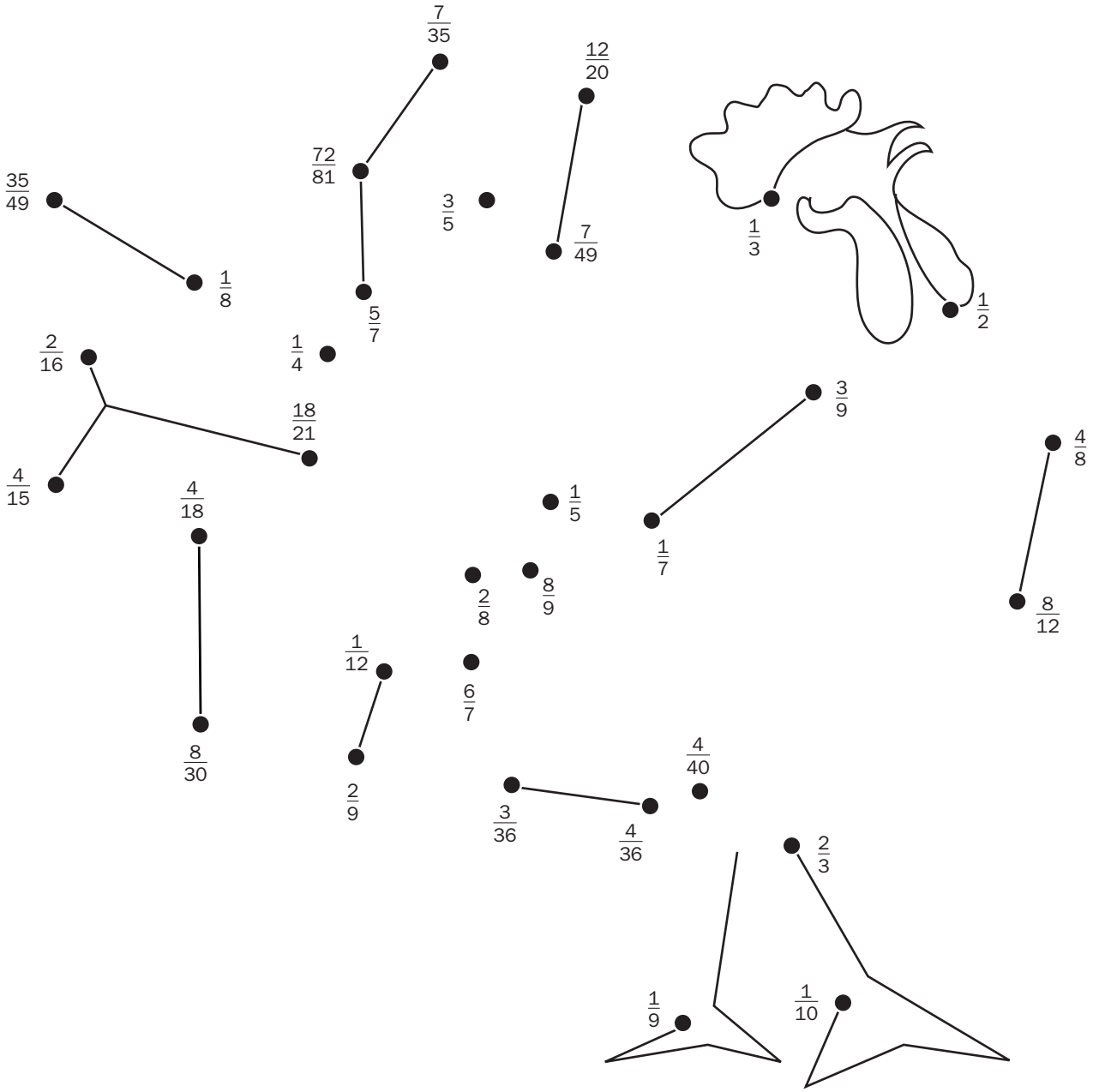
17. 1, 3, 9, 27, 81, _____

18. 2, 4, 7, 11, _____

Name _____ Date _____

Wake Up!

Did you know the sun has an alarm clock? To find out what it looks like, complete the picture. Find two fractions that are equivalent, and then connect them with a line. Continue connecting equivalent fractions until the picture is complete.



Geometric Terminology

Match the geometric terms on the left side of the page to the correct shape on the right. Use a ruler or a straightedge to draw a line from the term to the shape (dot to dot). Your line will pass through a number and a letter. The number tells you where to write your letter in the code boxes to answer the riddle below.

What should you do if Godzilla suddenly starts to cry?

pentagon •

ray •

intersecting lines •

rectangle •

line •

triangle •

point •

perpendicular lines •

circle •

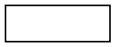
line segment •

square •

hexagon •

parallel lines •

octagon •

• 

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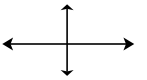
• 

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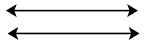
• 

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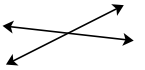
• 

1	2	3	4	5	6	7	8	9	10	11	12	13	14

Name _____ Date_____

Read the passage. Then answer the questions.

A President Preserves

President Franklin D. Roosevelt (1883–1945) loved trees. As a boy, he took great interest in his family's land in Hyde Park, New York. He learned the importance of preserving the land. Later, as president, he created job programs for unemployed people in the field of **conservation**. During the early 1930s, **catastrophic** dust storms had stripped away valuable soil in the Great Plains. Roosevelt's programs taught farmers how to protect the soil and how to plant trees as windbreaks to keep the soil from blowing away.

1. What three things does this passage tell you that Franklin D. Roosevelt learned as a child?

_____

_____

_____

2. How did what he learned affect his decisions as president?

_____

3. What is the meaning of the word **conservation** in this text?

_____

4. What is the meaning of the word **catastrophic** in this text?

_____

Name _____ **Date**_____

Read the paragraph. Then answer the questions.

Friend of the Everglades

Marjory Stoneman Douglas was the heroine of the Everglades, a **unique** environment in Florida. Many animals make their home in this wetland region. Nevertheless, for years the Everglades were being drained off for buildings and roads. The water was polluted. So Douglas wrote a book, *The Everglades: River of Grass*. In it she explained why the Everglades were important and should be protected. In 1969, Douglas started an organization called Friends of the Everglades. The Friends kept an airport from being built there!

1. Which phrase best reflects the writer's point of view?

- ◯ A. annoyed by the work of Douglas
- ◯ B. uninterested in the fate of the Everglades
- ◯ C. impressed by the efforts of Douglas

2. In this paragraph, the word **unique** means

- ◯ A. unexceptional.
- ◯ B. valuable.
- ◯ C. one of a kind.
- ◯ D. unfamiliar.

3. Which word would most likely *not* describe Marjory Stoneman Douglas?

- ◯ A. determined
- ◯ B. involved
- ◯ C. careless
- ◯ D. concerned

4. The main idea of this paragraph is

- ◯ A. the work of Marjory Stoneman Douglas.
- ◯ B. the animals in the Everglades.
- ◯ C. how building polluted the Everglades.
- ◯ D. a special environment in Florida.

Name _____ Date _____

Everyone Needs Math!

Riddle: Why did the artist need math?

To find the answer to the riddle, solve the multiplication problems. Then, match each product with a letter in the Key below. Write the correct letters on the blanks below.

❶ $3 \times \frac{1}{2} =$ _____

❷ $5 \times \frac{1}{3} =$ _____

❸ $2 \times \frac{1}{6} =$ _____

❹ $4 \times \frac{2}{5} =$ _____

❺ $3 \times \frac{3}{4} =$ _____

❻ $2 \times \frac{7}{8} =$ _____

❼ $6 \times \frac{6}{9} =$ _____

❽ $5 \times \frac{2}{3} =$ _____

❾ $4 \times \frac{4}{7} =$ _____

❿ $6 \times \frac{9}{11} =$ _____

Key

3/2 ..... M	45/11 ..... F	10/3 ..... E
16/7 ..... Y	9/4 ..... D	8/7 ..... G
6/3 ..... W	2/3 ..... Z	36/9 ..... R
2/6 ..... N	54/11 ..... U	8/5 ..... S
14/8 ..... B	3/6 ..... T	5/3 ..... B

Riddle Answer: **HE PAINTE** ___ ___ ___ ___ ___ ___ ___ ___ ___ ___.

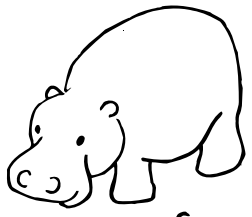
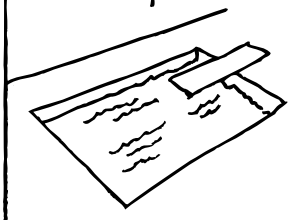
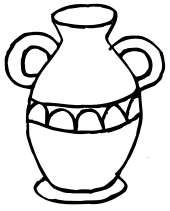
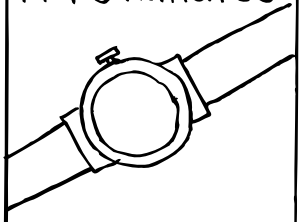
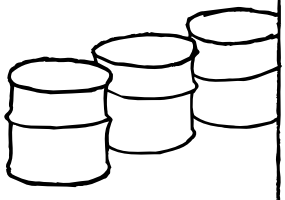
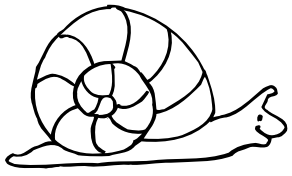
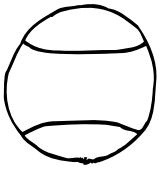
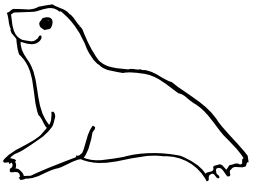
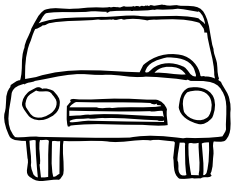
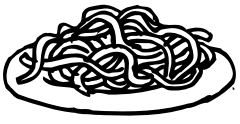
❺ ❷ ❾ ❸ ❿ ❶ ❻ ❽ ❼ ❹

Alert Convertor

Name _____ Date _____

Convert small units of measure to large units. Example: inches into feet ➔ 12 in. = 1 ft. ➔ total inches in the first problem below ÷ 12 = number of feet. Use the chart for reference.

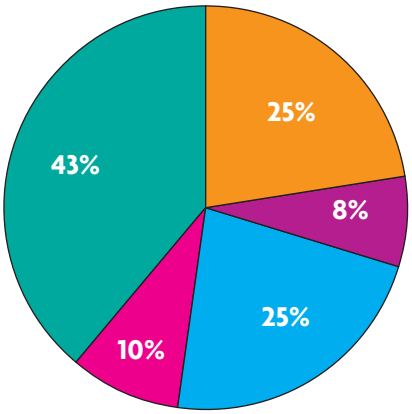
12 in. = 1 ft.	7 days = 1 week
32 oz. = 1 qt.	36 in. = 1 yd.
8 oz. = 1 cup	12 units = 1 doz.
60 min. = 1 hr.	16 oz. = 1 lb.
8 pts. = 1 gal.	

1. 132 inches  _____ feet	2. 300 pints  _____ gallons	3. 120 ounces  _____ cups	4. 1440 minutes  _____ hours
5. 48 pints  _____ gallons	6. 45843 days  _____ weeks	7. 1800 inches  _____ yards	8. 888 inches  _____ feet
9. 1068 units  _____ dozen	10. 3168 ounces  _____ pounds	11. 32,000 oz.  _____ pounds	12. 2760 inches  _____ feet

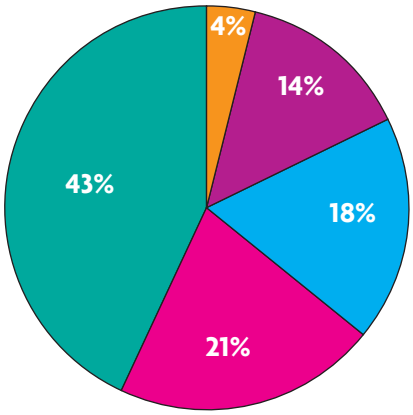
A Piece of the Pie

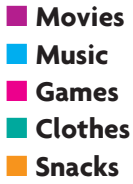
Study the circle graphs on this page, then answer the following questions by choosing the best answer.

Sadie's Monthly Allowance



Katie's Monthly Allowance





1. **Which category is the largest expense for Katie and the smallest for Sadie?**
   A. games & clothing
   B. clothing & music
   C. music & snacks
   D. clothing & movies

2. **Katie's chart shows she uses 43% toward clothing. Which category of hers is about 50% of that?**
   A. movies
   B. clothes
   C. music
   D. games

3. **Sadie plans to combine her snacks and movie allocations for two months in order to buy more cool clothes. How much of her allowance will she have to spend on clothing after the two months?**
   A. 65%
   B. 58%
   C. 66%
   D. 56%

4. **If Sadie spends 15% more on games than she does now, what will her total be then?**
   A. 25%
   B. 15%
   C. 10%
   D. 31%

5. **Which two categories does Sadie spend equal amounts on each month, and how do they impact her total monthly allowance distribution?**
   A. She spends equal amounts on clothing and movies and it gives her less for games.
   B. She spends equal amounts on movies and snacks, and it does not affect her budget.
   C. She spends equal amounts on snacks and music and that consumes half of her allowance.
   D. She spends the same as Katie on clothing.

Name _____ **Date** _____

Read the story and answer the questions.

Theodore Roosevelt:
The Trust Buster

Theodore Roosevelt was the twenty-sixth President of the United States. He was an active reformer. One of his reforms dealt with preventing companies from forming trusts. Atrust was created when businesses joined together to form large monopolies. Roosevelt was not against big business, but he wanted the government to have the power to make sure that big businesses acted fairly. He realized that the number of trusts were rapidly increasing. The problem with a trust was that they would put pressure on smaller businesses to either join the trust or face the possibility of going out of business. Sometimes the trusts would also agree to raise prices on their goods. Consumers, in turn, would have to pay more for these companies'products.

During Roosevelt's presidency, the government began to file suit against these large trusts, charging that a trust's goal was to force smaller companies out of business and reduce competition. For this reason, some people called him a "trust buster." Roosevelt claimed that he did not want to break apart trusts. He only wanted to ensure that they acted in a fair manner.

1. What is the main idea of this story? (Circle the answer)

Ⓐ Roosevelt was a champion for small businesses.

Ⓑ Roosevelt was a champion for big businesses.

Ⓒ Roosevelt wanted businesses to operate in a fair manner.

2. What is a trust?

_____

3. What did trusts do that Roosevelt did not approve of?

_____

_____

4. What was Roosevelt's intention in having the government sue the trusts?

_____

_____

5. Do you agree with Roosevelt's actions? Why or why not?

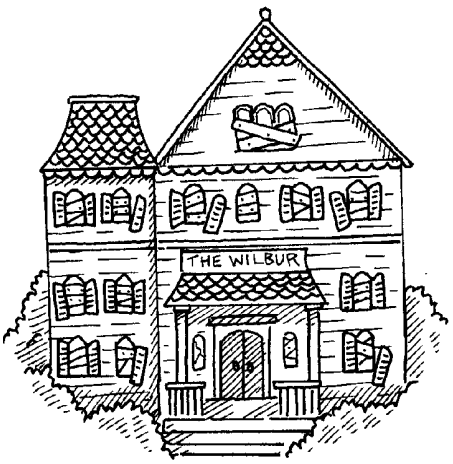
_____

_____

Directions
Read the passage. Choose the best answer to each question.

HINT: To make judgments about a passage, think about *why* the author wrote it.

Save the Wilbur



Mayor Nichols has talked about tearing down the Wilbur Hotel to make room for a parking garage. This is a terrible idea! The Wilbur is an important part of our town's history. We should preserve it instead of tearing it down.

Today the Wilbur is empty and boarded up, but it was once the loveliest building on Main Street. The hotel had comfortable rooms and a terrific restaurant. Famous people, including two presidential candidates, stayed there. Our town was proud of the Wilbur.

Is the Wilbur doomed for sure? Not if concerned citizens can find a way to restore and reopen it. If you think the Wilbur should be saved, make sure Mayor Nichols hears from you!

HINT: To find a fact, look for a statement that can be proven true.

A **Which action taken by the mayor would please the author most?**

Ⓐ building a new hotel beside the new parking garage
Ⓑ inviting famous people to visit the town
Ⓒ tearing down the Wilbur to build a gasoline station
Ⓓ finding a different location for the parking garage

B **Which idea from the passage is a fact?**

Ⓕ Tearing down the Wilbur Hotel is a terrible idea.
Ⓖ The Wilbur Hotel should be preserved.
Ⓗ The Wilbur Hotel is empty and boarded up.
Ⓙ The Wilbur Hotel was once the loveliest building in town.

C **The author mentions that two presidential candidates stayed at the Wilbur as evidence to support the idea that**

Ⓐ citizens should vote.
Ⓑ the Wilbur was a fine hotel.
Ⓒ the town is famous.
Ⓓ the Wilbur had lots of rooms.

D **Look at the underlined part of the sentence. Choose the answer that shows the correct capitalization and punctuation of the underlined part.**

The Wilbur Hotel was owned by <u>Mr and mrs Bernard</u>.

Ⓕ Mr and Mrs Bernard
Ⓖ Mr. and mrs. Bernard
Ⓗ Mr. and Mrs. Bernard
Ⓙ Correct as it is

Name _____ Date_____

Read the story. Then answer the questions.

The Talking Dog

Kerry was driving through Montana and stopped at a diner. A sign in the window read "Talking Dog for Sale." She took a seat at the empty counter.

"Do you have a talking dog for sale?" she asked the man behind the counter.

"I do indeed," he replied, and he whistled. "Over here, Max!"

A hound scampered over to Kerry and sat on the stool beside her.

"Can you talk?" she asked.

"Sure," said Max. "I speak so well that I have worked for the United States government. Sometimes I used to curl up in the corner and listen to the conversations of the enemies of this great country. They thought I was just a dumb dog, but back in the office I could tell the generals and heads of state every word that I had overheard."

"Wow!" Kerry exclaimed to the man. "Max is amazing. How much do you want for him?"

"Ten dollars."

"Ten dollars! Why so cheap?" inquired Kerry.

"Why? He's a liar!" said the man. "He's never been anywhere. He spends all his time here in the diner, sleeping and snoring in one of my booths!"

1. What did Kerry notice outside the diner?

_____

2. Explain how the illustration matches the story.

_____

3. How did Max say he had helped the government?

_____

4. Why is the ending of this story funny?

_____

A Stinky Riddle

Name _____ Date _____

Riddle: How do skunks measure length?

Answer each problem. Then use the Decoder to solve the riddle by filling in the spaces at the bottom of the page.

1. In the number 52,370, the digit 2 is in which place? _____
2. In the number 619,246, which digit is in the hundred thousands place? _____
3. In the number 2,027,635, the digit 3 is in which place? _____
4. In the number 37,196,511, which digit is in the millions place? _____
5. In the number 402,819,335, which digit is in the ten millions place? _____
6. In the number 9,817,248,100, which place is the digit 9 in? _____
7. In the number 6,543,210,789, which place is the digit 5 in? _____
8. Which number is greater: 727,912 or 699,534? _____
9. Which number is smaller: 4,847,266 or 5,000,122? _____
10. Which number is greater: 7,446,726,012 or 7,446,732,011? _____

Decoder

7,446,726,012	K
ones	P
1	W
4,847,266	T
7	N
thousands	I
699,534	A
hundreds	O
7,446,732,011	T
billions	R
tens	S
ten millions	B
6	E
5,000,122	D
ten thousands	V
0	E
hundred millions	M
9	F
5	H
727,912	E

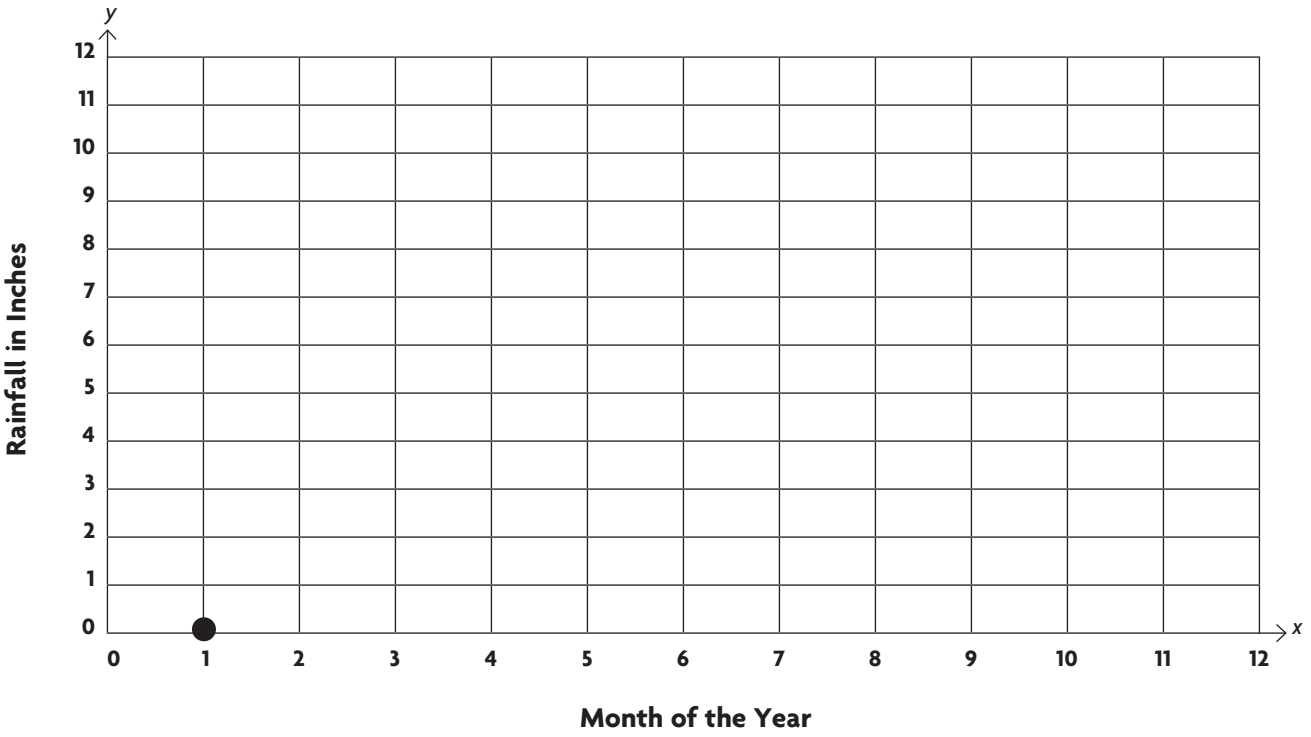
IN "SC ___ ___ ___ " ___ ___ ___ ___ ___ ___ ___

8 4 9 1 7 5 10 2 6 3

Plotting Coordinates on a Graph

Plot each of the given ordered pairs on the coordinate plane below. Note: Ordered pairs or "*coordinates*" are written with respect to the ***x*** axis & ***y*** axis (*x, y*). See example given.

Amy's Rainfall Record—2011



1. **(1, 0)** ✔
2. **(3, 4)**
3. **(6, 7)**
4. **(8,2)**
5. **(2,1)**
6. **(4,12)**
7. **(5,10)**
8. **(9,3)**
9. **(12,1)**
10. **(7, 2)**
11. **(10, 5)**
12. **(11, 6)**

What Have You Learned About Geometry?

Match each geometry term with its picture.

_____ 1. **cone**

_____ 2. **trapezoid**

_____ 3. **square pyramid**

_____ 4. **cylinder**

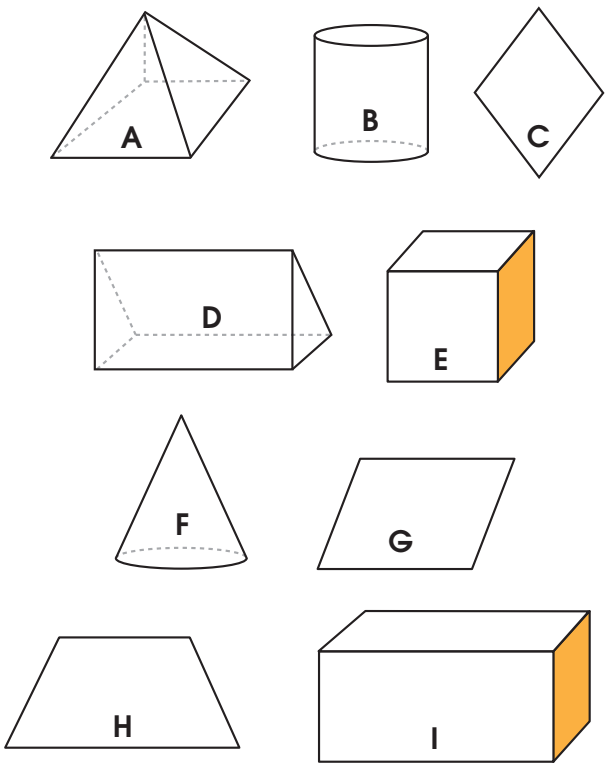
_____ 5. **triangular prism**

_____ 6. **rectangular prism**

_____ 7. **cube**

_____ 8. **parallelogram**

_____ 9. **rhombus**



Review the information about perimeter and area in the box. Then solve each problem.

10. **A tabletop is shaped like a right triangle with a base of 35 inches and a depth of 40 inches. What is the area of the tabletop?**

_____

11. **Cesar has a new desk that is 18 inches long and 12 inches wide. What is the area of Cesar's desk?**

_____

12. **If Al hits a home run on a baseball diamond, which has three bases and home plate that are each 90 feet apart, how many feet will he run rounding the bases?**

_____

Finding Perimeter and Area	
Perimeter of a rectangle	*2 x length + 2 x width*
Area of a rectangle	*length x width*
Area of a triangle	*½ (base x height)*

13. **How many feet of fencing will Mr. Stanley need to fence a school yard 90 feet long and 60 feet wide?**

_____

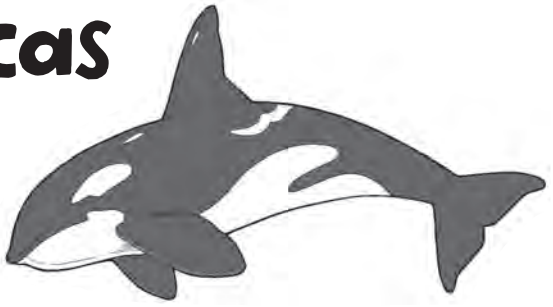
14. **What is the area of a brick patio that is 8 feet long and 12 feet wide?**

_____

Name _____ **Date** _____

Read the story and answer the questions.

Learning About Orcas



Orcas, also known as "killer whales," live their whole lives in the same family group called a pod. A mother can give birth to a calf every two years. The mother nurses and protects the young calf. Each member of the pod is committed to protecting the group.

Orcas have no vocal chords but make sounds through their blowholes. The blowhole allows the animal to whistle. Pod members are in constant communication, and since each whale's "whistle" is unique, the pod can tell who is "calling." The whistle is also used as a distress signal. Orcas also make clicks and "click trains" when talking.

When an orca sends out a signal, the pod listens in silence. When the first "speaker" has completed his or her "talking," another pod member will respond. Only the pod leader can "talk over" the signal of another pod member.

It is not unusual for these animals to reach a length of 40 feet and a weight in excess of 15,000 pounds. A tuna fisherman in the Southeast Pacific reported witnessing a pod of 15 orcas surrounding a school of dolphins. The orcas swam in ever-tightening circles around the dolphins. Suddenly, one orca left the circle and swam straight through the dolphin school, biting and chewing on anything it hit. Within minutes each orca followed the same tactic. After striking, each orca would return to the circle thereby keeping the dolphins trapped.

Orcas rarely hurt humans unless provoked. For this reason, marine parks the world over feature them. The orcas are fast learners in captivity. A newly captured orca is placed with already trained animals and soon learns all of the tricks. Trainers must keep ahead of them because the animals quickly become bored with the same tricks and begin to invent new tricks on their own.

1. An orca calf, at birth—

- Ⓐ stays with the pod only until it is grown.
- Ⓑ lives by feeding on whatever it can catch.
- Ⓒ is nursed by its mother.
- Ⓓ leaves its mother and swims with the pod.

2. In the example from the story, when the orcas hunted the dolphins, they—

- Ⓐ kept circling until the dolphins tired.
- Ⓑ hunted in a group.
- Ⓒ ate their prey once they drew blood.
- Ⓓ hunted on their own.

3. Scientists who study orcas' communication have discovered that—

- Ⓐ orcas are silent most of the time.
- Ⓑ pods have strict rules for "talking."
- Ⓒ they love "talking" so much they often talk over each other.
- Ⓓ their single method of "talking" is to make a whistling through their blowholes.

4. Orcas in captivity—

- Ⓐ learn very slowly.
- Ⓑ create all of their own tricks.
- Ⓒ are easily amused.
- Ⓓ quickly learn routines and tricks.

Name _____ Date_____

Read the poem. Then answer the questions.

I Hate Bugs

I hate bugs.
I hate their creepy, crawly
six-leggedness.
I hate their antennae
Always probing and waving around
Like they are threatening me.

I hate bugs.
I hate the way they hide
And appear right when
you least expect them,
Dropping out of a tree
Or sniggling out of a closet.

I hate bugs.
I hate the screechy
loud sounds they make
In the day
And especially in the night.
I hate the way they stare at me
And skitter across the floor,
Daring me to stomp on them.

But one bug is beautiful,
Small, and gentle,
Giving a soft glow.
He friendlies up the darkest night
And makes me less afraid
Of what might be lurking in the shadows.

The little firefly can crawl on my hand
And I am delighted.
He makes me happy with his yellow light.
He is my darkness friend.
I don't hate this bug at all.

1. All of these words could be used to describe a theme of the poem: *fear*, *disgust*, *appreciation*. Choose the one you think best represents the theme and write a sentence explaining your choice.

_____

_____

_____

2. What words does the speaker of the poem use to describe the firefly? What do these words show about her feelings toward fireflies?

_____

_____

_____

Figuratively Speaking

Metaphors, **similes**, **hyperbole**, **personification**, *and* **oxymorons** *are examples of figurative language.*

- *A* simile *makes a comparison between two unlike things, using* **like** *or* **as**.
  Example: She was quiet as a mouse.
- *A* metaphor *makes a comparison between two unlike things, without using* like *or* as.
  Example: The road was a ribbon of moonlight.
- *A* personification *gives human characteristics and qualities to nonhuman things, like animals, nature, and objects.*
  Example: The moon peeked through the clouds and smiled down on us.
- *A* hyperbole *is an exaggerated statement used to heighten the effect.*
  Example: The ice-cream sundae had toppings that were a mile high.
- *An* oxymoron *is a figure of speech that combines normally contradictory terms.*
  Example: "Good night, good night! Parting is such sweet sorrow." – *Romeo and Juliet*

Circle the answer that best describes each example of figurative language.

1. **Johnny was white as a ghost.**
   A. metaphor B. simile C. personification D. oxymoron

2. **Santos looked so sad . . . like a candle with the flame gone.**
   A. metaphor B. personification C. simile D. hyperbole

3. **Flaming ice**
   A. simile B. oxymoron C. metaphor D. personification

4. **She's so happy, she's walking on clouds.**
   A. oxymoron B. simile C. hyperbole D. metaphor

5. **When he gets sick, my father is a big baby.**
   A. metaphor B. personification C. oxymoron D. hyperbole

6. **The ground rushed up to meet me very suddenly.**
   A. metaphor B. personification C. hyperbole D. simile

The Next Number . . .

Name _____ Date _____

✏ Sometimes sets of numbers have something in common. They follow a pattern. Take a look at the numbers 4, 6, 8, and 10. As the pattern continues, each number gets larger by 2. Try completing the number patterns in the problems below. Some are tougher to figure out than others. Give 'em a try. Good luck! Use the space below and to the right to work out the problems.

1. 8, 11, 14, 17, 20, _____, _____, _____

2. 27, 29, 31, 33, 35, _____, _____, _____

3. 2, 7, 12, 17, 22, 27, _____, _____, _____

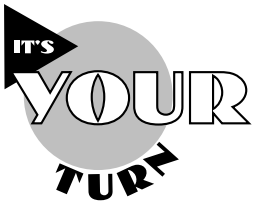
4. 5, 9, 14, 23, 37, 60, _____, _____, _____

5. 39, 46, 53, 60, 67, 74, _____, _____, _____

6. 6, 7, 13, 20, 33, 53, _____, _____

7. 4, 15, 26, 37, 48, _____, _____, _____

8. 93, 116, 209, 325, 534, 859, _____, _____



Come up with several number patterns of your own. Ask someone to complete the pattern.

Fractions Are a Breeze

Sail into fractions by renaming each fraction below in lowest terms.

If the fraction is equal to 1/2 or 3/4, shade the box blue.

If the fraction is equal to 1/4, shade the box yellow.

If the fraction is equal to 1/3, shade the box green.

If the boxes are colored correctly, a picture will appear.

$\frac{3}{6}$	$\frac{2}{8}$	$\frac{21}{42}$	$\frac{75}{150}$	$\frac{31}{62}$	$\frac{11}{22}$	$\frac{7}{14}$
$\frac{50}{100}$	$\frac{9}{36}$	$\frac{11}{44}$	$\frac{32}{64}$	$\frac{30}{60}$	$\frac{6}{12}$	$\frac{60}{120}$
$\frac{4}{8}$	$\frac{7}{28}$	$\frac{16}{64}$	$\frac{3}{12}$	$\frac{8}{16}$	$\frac{40}{80}$	$\frac{12}{16}$
$\frac{9}{18}$	$\frac{25}{100}$	$\frac{6}{24}$	$\frac{8}{32}$	$\frac{19}{76}$	$\frac{48}{64}$	$\frac{5}{10}$
$\frac{10}{20}$	$\frac{17}{68}$	$\frac{12}{48}$	$\frac{13}{52}$	$\frac{20}{80}$	$\frac{25}{100}$	$\frac{14}{28}$
$\frac{35}{70}$	$\frac{8}{32}$	$\frac{10}{40}$	$\frac{15}{60}$	$\frac{40}{160}$	$\frac{14}{56}$	$\frac{5}{20}$
$\frac{21}{28}$	$\frac{12}{24}$	$\frac{40}{80}$	$\frac{15}{30}$	$\frac{33}{66}$	$\frac{15}{20}$	$\frac{75}{100}$
$\frac{5}{10}$ $\frac{2}{6}$	$\frac{12}{36}$	$\frac{9}{27}$	$\frac{30}{90}$	$\frac{20}{60}$	$\frac{11}{33}$	$\frac{6}{18}$ $\frac{2}{4}$
$\frac{18}{24}$	$\frac{9}{12}$ $\frac{5}{15}$	$\frac{15}{45}$	$\frac{8}{24}$	$\frac{10}{30}$	$\frac{3}{9}$ $\frac{6}{8}$	$\frac{30}{40}$

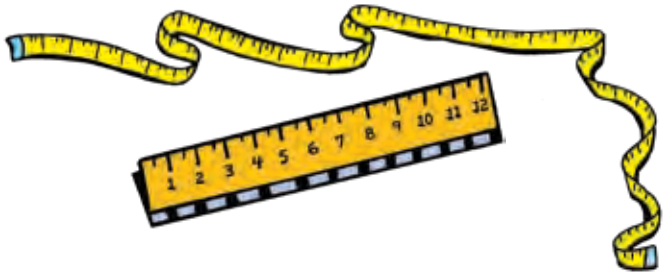
Bon Voyage!

Linear Measurement Conversion

Convert each measurement of length into a different but equal length.
Remember: 12 inches equals 1 foot; 36 inches equals 3 feet; 3 feet equals 1 yard.

Example: 38 inches = 3 feet 2 inches

1. **56 inches = _____ feet and _____ inches**
2. **41 inches = _____ feet and _____ inches**
3. **$1\frac{1}{4}$ feet = _____ inches**
4. **$3\frac{3}{4}$ feet = _____ inches**
5. **$2\frac{1}{2}$ feet = _____ inches**
6. **3 yards = _____ feet**
7. **2 yards = _____ feet**
8. **4 yards = _____ feet**
9. **11 feet = _____ yards and _____ feet**
10. **16 feet = _____ yards and _____ feet**
11. **3 yards = _____ inches**
12. **2 yards = _____ inches**
13. **5 yards = _____ inches**
14. **65 inches = _____ yards and _____ inches**
15. **75 inches = _____ yards and _____ inches**



Name _____ **Date** _____

Read the story and answer the questions.

Colonists Come to America

After Christopher Columbus discovered America in 1492, many people wanted to come live in the new land. Many Europeans left their countries and settled along the Atlantic Coast of North America between Florida and Canada. Some people came to make a better life for themselves. Other people, especially the Pilgrims, Puritans and Quakers, came to gain religious freedom.

The London Company, a group of men who sought out gold and other types of riches, came to America in hopes of finding wealth in the new land. This group of men asked the king of England for land in America. They also asked for permission to establish a colony. Upon arrival in America, the London Company founded Jamestown, the first permanent English settlement in America. It was founded in 1607. This group eventually purchased ships and supplies and began relocating people who wanted to move to and settle in America.

A voyage to America took about eight weeks and was dangerous. Fierce winds would often blow the ships off course. Many ships would end up shipwrecked. The ships were also often crowded and dirty. Many passengers on these voyages became ill and some even died. Upon arrival in America, life did not become any easier. There were many hardships to face because much of the land was covered with dense forests.

1. About how long did it take colonists to travel to America?

_____

2. Name three groups of people who came to America in search of religious freedom.

_____

3. Why was the London Company originally formed?

_____

4. Why was a voyage to America dangerous?

_____

_____

5. Why do you think it would be difficult to arrive in a new country with most of the land covered with dense forests?

_____

_____

Canadian Travels

Imagine you are taking a trip to Nova Scotia, Canada. Use this table of contents from a travel guide to choose the best answer to each question.

Contents

1. **On which pages would you find information about things to see in Halifax?**
   A. pages 15–20
   B. pages 21–24
   C. pages 47–58
   D. pages 71–92

2. **Which section of the book probably has information about early settlers in Nova Scotia?**
   A. How to Get to Nova Scotia
   B. Visitor Services
   C. Customs Information
   D. History

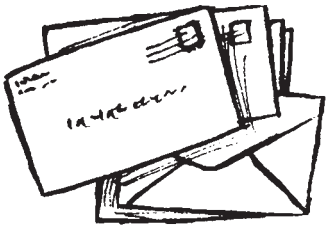
3. **To find information about hotels, you should begin reading on what page?**
   A. page 9
   B. page 105
   C. page 219
   D. page 225

4. **To find information about fishing and hiking, you should look under—**
   A. Recreation
   B. Travel Tips
   C. Campgrounds
   D. Maps

5. **On which pages should you look for a schedule of special events that take place in August?**
   A. pages 15–20
   B. pages 25–30
   C. pages 193–206
   D. pages 219–224

Name _____ Date_____

Read the letters. Then answer the questions.



Letters from Camp by Mary Rose

Dear Mom and Dad,

Thank you so much for sending me to this wonderful camp! I love sleeping in the cabins because it is just one big room and everyone is in bunk beds. We stay awake late at night talking and giggling and telling stories.

The best activities here are swimming in the lake, (It has MUD on the bottom and fish go around my legs!), archery (I hit the bull's eye once today!), and crafts. Today I made three bracelets and gave two of them to my new friends.

I miss you and daddy and Fido, but I love it here and wish it would last more than a week.

Your happy camper!
Emily

Dear Mom and Dad,

I am trying very hard to like this camp, but really, I do prefer a nice clean pool. Here we swim in a LAKE! I can't even see my feet and there are things swimming around my legs. ICK!

And you didn't tell me that I would have to share a room with 15 other girls! I am surrounded by gigglers who don't get quiet until at least 11 when the camp counselor makes them stop.

I did have a good time with the crafts, though. I made a couple of potholders and a pretty bracelet.

Next year can we just go to a motel as a family?

I miss you terribly,
Margaret

1. What activities did these girls do that were the same?

_____

2. On what issue do Emily and Margaret agree?

_____

3. How was Margaret's point of view different from Emily's?

_____

4. Which camper do you think might be homesick?

_____

Name _____ Date _____

Solving One-Step Equations

Solve for x. Draw a line to match each answer on the left with one on the right.

LEFT		RIGHT	
1. $x + 3 = 10$	$x =$ _____	**A.** $4x = 36$	$x =$ _____
2. $x - 3 = 10$	$x =$ _____	**B.** $x + 20 = 26$	$x =$ _____
3. $4x = 32$	$x =$ _____	**C.** $x + 11 = 24$	$x =$ _____
4. $6x = 18$	$x =$ _____	**D.** $x - 6 = 2$	$x =$ _____
5. $x - 10 = 12$	$x =$ _____	**E.** $9x = 27$	$x =$ _____
6. $x + 5 = 14$	$x =$ _____	**F.** $9x = 36$	$x =$ _____
7. $2x = 8$	$x =$ _____	**G.** $x + 8 = 30$	$x =$ _____
8. $8x = 48$	$x =$ _____	**H.** $2x = 14$	$x =$ _____

TRIPLE MATCH Challenge

Boat rides in Myriad Harbor cost $2. A group arrived and paid $18 for everyone to go on the boat. How many people were in the group?

_____

Circle the answers that match above.

Super SUDOKU

Name _____ Date _____

Adding Decimals

Directions

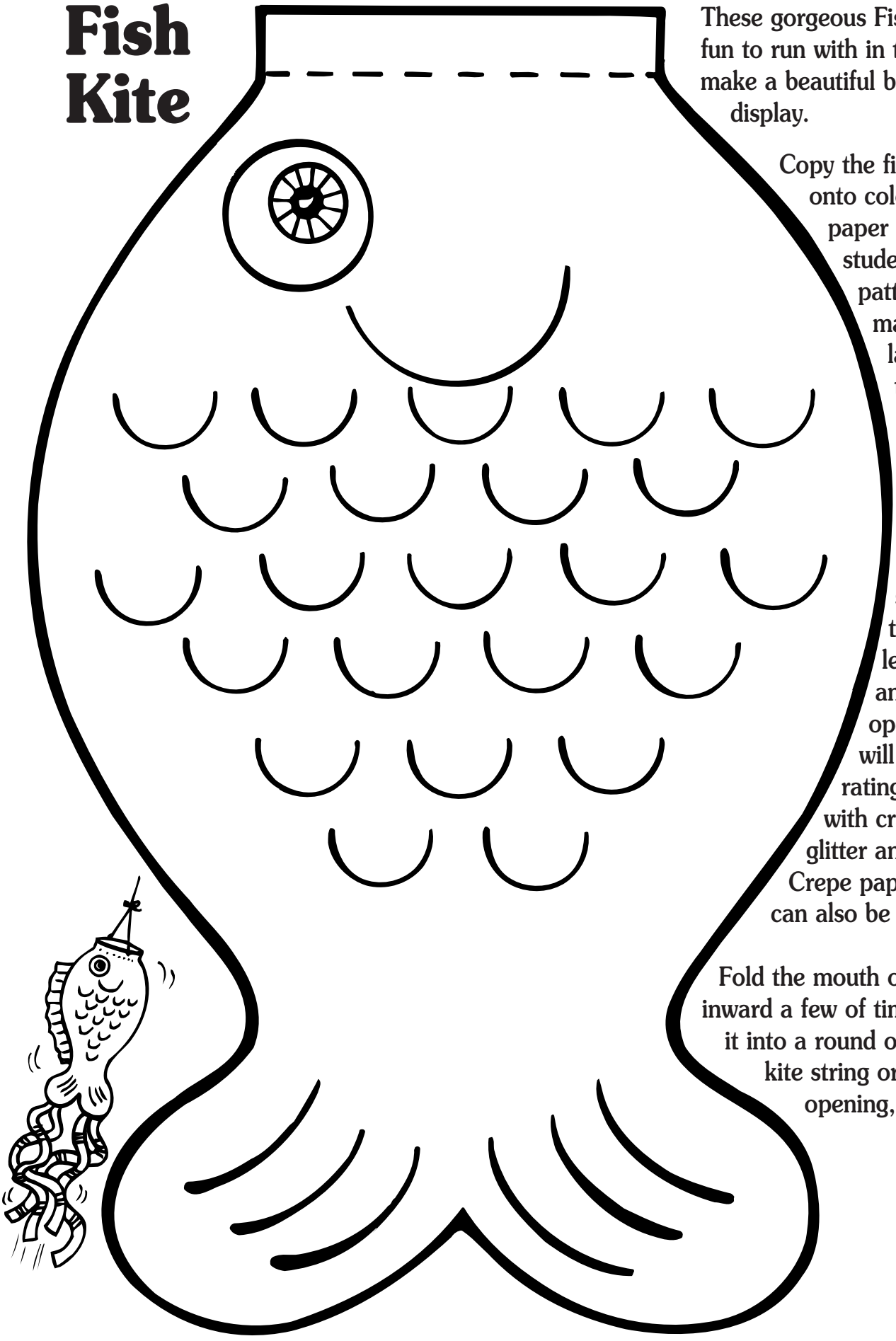
- Every row, column, and 2-by-2 box ⊞ should contain each of these digits:

6 7 8 9

- Fill in each blank with the correct number to solve the problem.

0.3 + 0.5 = 0._	0.15 + 0.45 = 0._	0.6 + 0.3 = 0._	0.4 + 0.3 = 0._
0.33 + 0.57 = 0._	0.14 + 0.56 = 0._	0.6 + 0.2 = 0._	0.3 + 0.3 = 0._
0.51 + 0.09 = 0._	0.85 + 0.05 = 0._	0.32 + 0.42 = 0._4	0.04 + 0.04 = 0.0_
0.25 + 0.5 = 0._5	0.02 + 0.8 = 0._2	0.5 + 0.1 = 0._	0.2 + 0.7 = 0._

Fish Kite



These gorgeous Fish Kites are fun to run with in the wind and make a beautiful bulletin board display.

Copy the fish pattern onto colored typing paper and have each student cut two patterns. (You may want to enlarge the pattern for larger fish kites.)

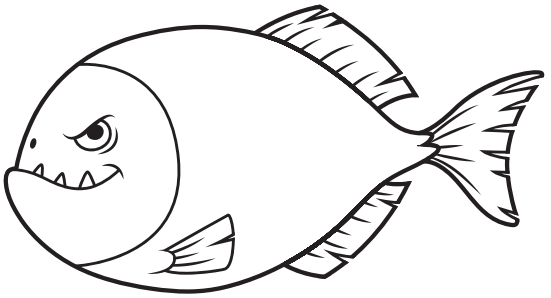
Students can staple or glue the edges of their two fish shapes together, leaving the tail and mouth open. Children will love decorating their kites with crayons, paints, glitter and markers. Crepe paper streamers can also be added.

Fold the mouth of the kite inward a few of times and shape it into a round opening. Attach kite string or yarn to the opening, as shown.

Name _____ Date _____

Read the passage. Then answer the questions.

What's for Lunch?



Have you ever heard of a fish called a caribe? These blood-thirsty fish are more commonly known as piranhas. These South American natives live in the mighty Amazon River. Piranhas range in size from as small as four inches to as large as 18 inches in length. Animal and human life along the Amazon are terrorized by vicious schools of piranhas. A single school may include more than a thousand fish. Scientists believe that for their size, piranhas are more dangerous than sharks. With their razor-sharp teeth, they can strip the flesh from the carcass of any animal down to its skeleton in a matter of minutes. Approximately 20 different varieties of piranhas have been identified. Gold or red spots on bluish-gray, green, or yellow bodies are the most common varieties of the caribe.

Read each statement below. If it is true, write **T**. If it is false, write **F**.

1. All piranhas are green. _____

2. Piranhas are native to North America. _____

3. They terrorize animal life. _____

4. Schools can number in the thousands. _____

5. Piranhas have razor-sharp teeth. _____

6. Piranhas are not as dangerous as sharks. _____

7. Another name for this fish is caribe. _____

8. There are roughly 20 varieties of piranhas. _____

9. The piranha is an endangered fish. _____

10. Piranhas can have spots. _____

Provide three details from the text that support the idea that piranhas are dangerous fish.

_____

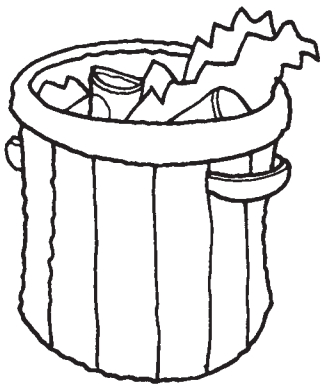
_____

_____

Name _____ Date _____

Read the passage. Then fill in the letter with the best answer for each question.

A Trash Collector's Work Is Never Done



Brian Kane was a trash collector in Denver, Colorado. Eight hours a day, five days a week, fifty weeks a year, he rode on the back of a garbage truck. At each stop, he would jog quickly to the back of buildings, then drag heavy trash cans to the truck. Brian never complained.

Brian saw these hardships as opportunities to become strong and fit. His job was a training ground for his lifelong dream: to climb Mount Everest. On his thirtieth birthday, Brian took a leave from his job and flew to Nepal to begin the long, difficult journey up Mount Everest.

Brian first climbed to a base camp. He planned to bring three oxygen canisters with him to the summit. At 29,028 feet, it would be hard to survive without extra oxygen. Over the next two months, Brian climbed to 26,000 feet, to Camp Four—the last place to rest below the summit. But when Brian saw this camp, he gasped and fell to his knees.

"Trash!" he cried. Nearly a thousand empty oxygen canisters littered the camp area. Humans had turned this beautiful, remote place into a giant trash heap. Sad, but determined, Brian continued to follow his dream. Two days later he stood proudly on the peak of Mt. Everest. He had reached the "roof of the world!"

Two days after this great achievement, Brian stuffed a dozen empty oxygen canisters in his pack and headed down the mountain. He smiled to himself as he realized that the work of a trash collector is never done.

1. How does Brian feel about his job as a trash collector?

Ⓐ He does not like his job.

Ⓑ He hates the smell of garbage.

Ⓒ He likes to work outside and to be in shape.

Ⓓ He always complains about the hard work.

2. Why did Brian drop to his knees when he saw the pile of trash on Mount Everest?

Ⓐ He missed his job as a trash collector.

Ⓑ He was so tired he could not stand.

Ⓒ He realized that pollution and trash are everywhere.

Ⓓ He wanted to see how many oxygen canisters there were.

3. Use a properly punctuated direct quote from the text to tell what Brian called the top of Mount Everest.

_____

_____

_____

4. Why did Brian carry twelve empty oxygen canisters down the mountain?

Ⓐ He believed even small efforts are important in keeping the Earth clean.

Ⓑ He thought they are valuable.

Ⓒ He planned to organize a party.

Ⓓ He needed to fill the canisters.

Name _____ **Date** _____

Read the story and answer the questions.

Tall Tales

Many types of stories, such as myths and fables, began in Europe and Asia, but the tall tale is a completely American invention. Perhaps you have heard of some of the most famous tall tales - Paul Bunyan and Babe the Blue Ox, Rip Van Winkle or Pecos Bill. What do all of these characters have in common? All of the characters were honorable heroes and fought on the side of good. For example, Pecos Bill was thought to have lassoed a cyclone to save his neighbors. Early American settlers did not have televisions or radios. For entertainment, they sat around campfires spinning, or making up, tall tales. Later, they would tell their children and grandchildren the stories, always exaggerating just a little bit. It was not important for these stories to be historically correct. It was only important that they were fun. Next time you hear a tall tale, remember that these "yarns" had their start in America.

1. What is the main idea of this story? (Circle the answer)

Ⓐ You cannot believe a tall tale.

Ⓑ Tall tales began in America.

Ⓒ Myths and fables began in Europe and Asia.

2. Why was Pecos Bill considered a hero?

_____

3. If you were telling a "yarn," you might be accused of: (Circle the answer)

Ⓐ exaggerating the details of a story

Ⓑ telling the truth

Ⓒ telling only your side of a story

4. What characteristics do the heroes of tall tales share?

_____

_____

5. Would you rather watch TV or sit around a campfire making up stories with friends and family? Explain your answer.

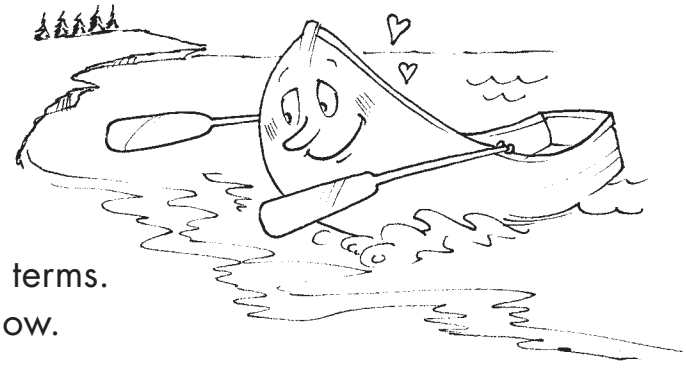
_____

_____

Name: _____ Date: _____

Riddle

How does a boat show affection?



Multiply. Rename the answers in lowest terms. Solve the riddle using your answers below.

$\frac{5}{6} \times \frac{3}{5} = \frac{\quad}{\quad}$ G	$\frac{6}{1} \times \frac{8}{3} = \frac{\quad}{\quad}$ I
$\frac{4}{8} \times \frac{3}{4} = \frac{\quad}{\quad}$ H	$\frac{4}{3} \times \frac{1}{6} = \frac{\quad}{\quad}$ S
$\frac{6}{12} \times \frac{1}{3} = \frac{\quad}{\quad}$ A	$\frac{3}{2} \times \frac{2}{3} = \frac{\quad}{\quad}$ O
$\frac{6}{9} \times \frac{9}{1} = \frac{\quad}{\quad}$ U	$\frac{5}{10} \times \frac{2}{5} = \frac{\quad}{\quad}$ T
$\frac{1}{2} \times \frac{5}{6} = \frac{\quad}{\quad}$ E	$\frac{2}{2} \times \frac{4}{7} = \frac{\quad}{\quad}$ R

Solve the Riddle! Write the letter that goes with each answer.

16	$\frac{1}{5}$	$\frac{3}{8}$	6	$\frac{1}{2}$	$\frac{2}{9}$

$\frac{1}{5}$	$\frac{3}{8}$	$\frac{5}{12}$	$\frac{2}{9}$	$\frac{3}{8}$	1	$\frac{4}{7}$	$\frac{5}{12}$.

Into Infinity

Solve the problems. Then rename the answers in lowest terms.

If the answer is $\frac{1}{4}$, $\frac{1}{8}$, or $\frac{1}{16}$, color the shape purple.

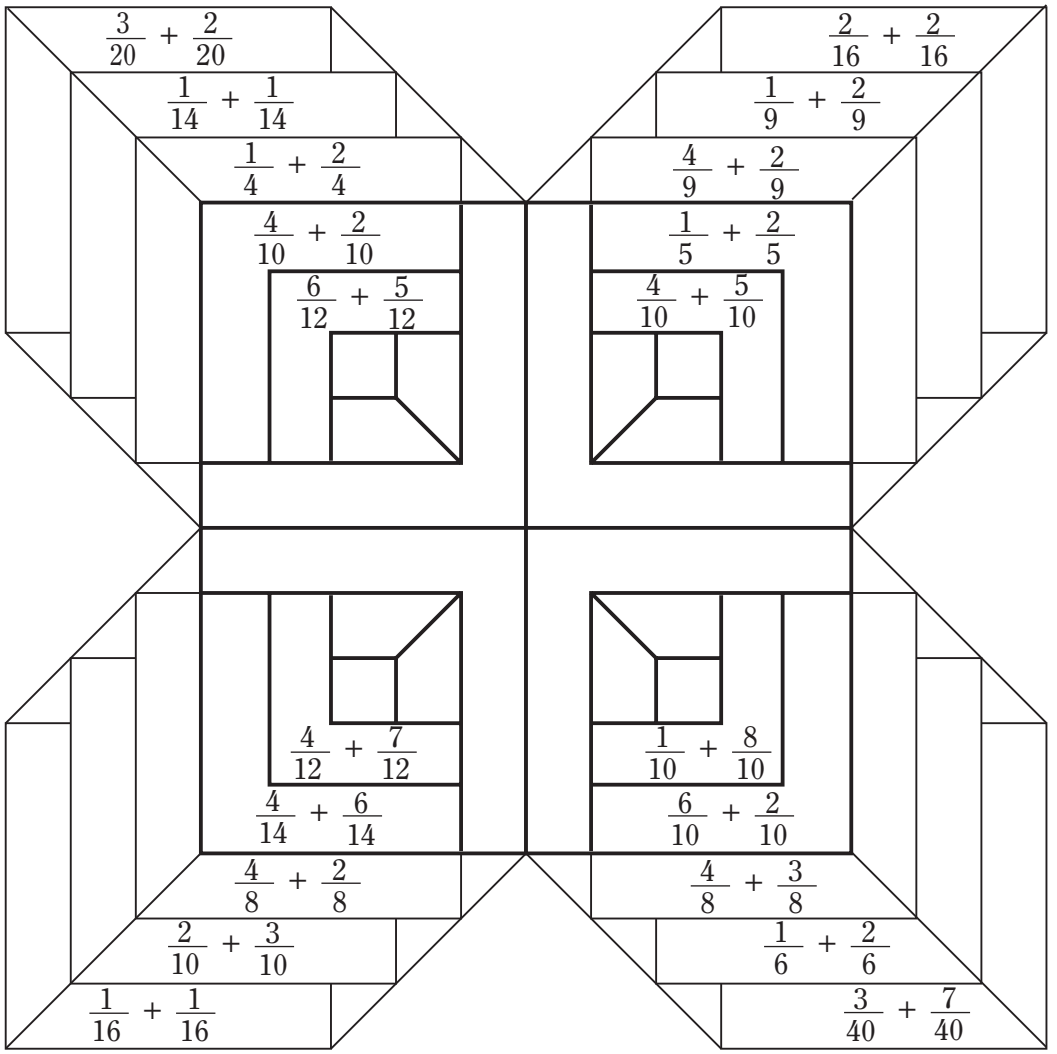
If the answer is $\frac{1}{2}$, $\frac{1}{3}$, or $\frac{1}{7}$, color the shape blue.

If the answer is $\frac{2}{3}$, $\frac{3}{4}$, or $\frac{7}{8}$, color the shape green.

If the answer is $\frac{3}{5}$, $\frac{4}{5}$, or $\frac{5}{7}$, color the shape yellow.

If the answer is $\frac{9}{10}$ or $\frac{11}{12}$, color the shape pink.

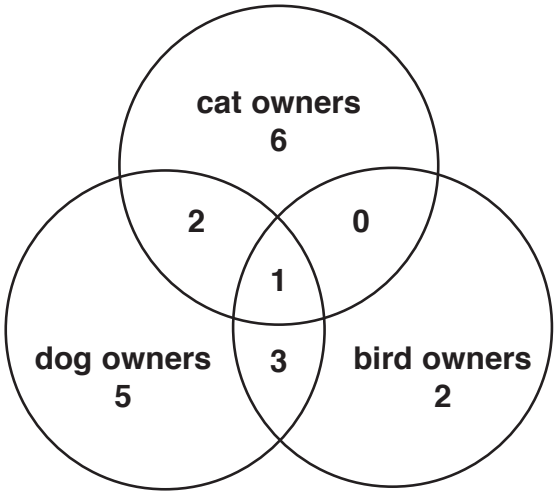
Finish the design by coloring the other shapes with colors of your choice.



Name _____ Date_____

Graphs-Venn Diagrams

The following diagram is called a Venn diagram. It gives information about a group of pet owners. The area where the circles overlap show the number of people who own more than one type of pet.



Answer the following questions using the information given on the Venn diagram above.

1. How many pet owners are represented all together by the diagram? _____
2. How many people own a cat, a dog and a bird? _____
3. How many people own both a dog and a cat? _____
4. How many people own both a bird and a cat? _____
5. How many people own only a dog or a bird? _____

Take a survey of friends and family members. Find out how many of them play sports, how many play a musical instrument, and how many like to read. Record your results in the Venn diagram below.

Name _____ Date_____

Read the paragraph. Then answer the questions.

Telling About Tigers

Tigers are the biggest members of the cat family. These magnificent cats are solitary animals and need a large territory in which to hunt. They mark their territory with urine so that other tigers are warned away. Tigers track their prey in silence and then pounce for the kill. A tiger can eat 40 pounds of meat in one meal. Unfortunately, tiger habitats have been destroyed in many parts of Asia, their homeland. Scientists think there may be only 3,000 to 6,000 tigers left in the wild. These mighty animals are close to **extinction**. It is such a shame.

1. Which phrase best reflects the writer's point of view?

- ◯ A. regretful about the loss of tigers
- ◯ B. joyful about the habitat of tigers
- ◯ C. curious about the fate of tigers

2. From this paragraph, you can conclude that

- ◯ A. tigers need to change their habits to save themselves.
- ◯ B. tiger habitats need to be preserved to save tigers.
- ◯ C. tigers should start hunting in groups.
- ◯ D. tigers should learn to eat less food.

3. Write *fact* or *opinion* next to each sentence.

_____ A. These mighty animals are close to extinction.
_____ B. Tigers are the biggest members of the cat family.
_____ C. It is such a shame.

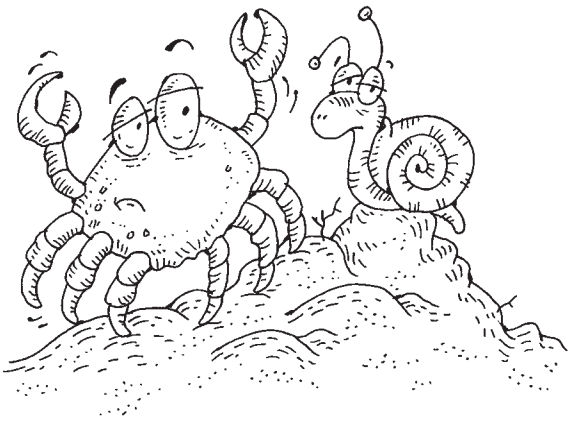
4. In this paragraph, the word **extinction** means

- ◯ A. dying out.
- ◯ B. extending.
- ◯ C. exercising.
- ◯ D. overeating.

Name _____ **Date** _____

Read the story. Think about the ways the two friends are mismatched.

Mismatched Friends



Crab and Snail were unlikely friends. Snail was slow and always lagged behind Crab. Snail offered, "You lead the way whilst I watch your back and warn you of danger, like friends do." Crab rolled his eyes, but accepted the arrangement.

One day Crab invited Snail to explore a nearby sandy beach, but Snail wisely refused Crab's offer. His mother had warned him that there were hungry seagulls on the beach, just looking for a snail dinner.

Crab mocked his friend. "Be brave! You walk in front and I'll watch your back and warn you of danger." Trusting Crab's friendship, Snail accepted.

Snail relaxed and explored. He was so excited he didn't realize that he was on the beach alone. When Snail turned to thank Crab for his wonderful adventure, he saw a seagull diving right toward him. Snail froze with fear, but the bird scooped him up and flew off.

And where was Crab? He was hiding. He had not warned Snail. He had simply saved himself by hiding in a hole he had dug in the sand.

After dark, Crab dashed from the hole to tell Mama Snail about her son—but out popped Snail! "How did you escape?" asked Crab.

"She-Gull brought me home instead of eating me. She told me to listen to my mother when she warns me about danger—and to find better friends."

1. What did Snail do to be a friend to Crab?

_____

2. What did Crab NOT do for Snail?

_____

3. What cowardly thing did Crab do and why did he do it?

_____

4. Write a sentence (or two) to compare the characters of Snail and Crab.

_____

_____

_____

Name _____ Date_____

Read the texts. Then answer the questions.

American Architect

by Linda Ward Beech

Who was one of the finest architects during Thomas Jefferson's time? The answer is Thomas Jefferson. One of his first projects was to plan his own home, Monticello. He started designing in 1767 and began building in 1770. He lived there until his death in 1826. Years later he helped design the handsome buildings at the University of Virginia. Jefferson also helped plan the new U.S. capital, Washington, D.C.

The Father of Our National Architecture

by Mary Rose

Our third President, Thomas Jefferson, was the main author of the Declaration of Independence. But what you may not know is that he was also an architect. His style is called *neoclassical* (new-classical) and is noted for symmetry, domed roofs, a triangle over the door, and columns at the front of porches. Most of his buildings are made of red brick with white trim around the windows. His designs grace his own home, Monticello, and many of the buildings at the University of Virginia. He also influenced the design of the White House. Thomas Jefferson has been called "the father of our national architecture."

1. List two pieces of information that were in both articles.

_____

_____

2. List two pieces of information that were in the second piece, but not in the first.

_____

_____

3. What was the name of Jefferson's home?

_____

4. In what year was his home completed?

_____

Name _____ Date _____

Solving Two-Step Equations

Solve for x. Draw a line to match each answer on the left with one on the right.

LEFT		RIGHT	
1. $3x - 6 = 24$	x = _____	**A.** $10x - 50 = 50$	x = _____
2. $2x + 9 = 33$	x = _____	**B.** $9x + 14 = 77$	x = _____
3. $5x - 7 = 13$	x = _____	**C.** $2x - 1 = 3$	x = _____
4. $10x + 18 = 38$	x = _____	**D.** $3x - 24 = 0$	x = _____
5. $4x - 5 = 23$	x = _____	**E.** $11x + 20 = 119$	x = _____
6. $5x - 4 = 41$	x = _____	**F.** $7x + 12 = 40$	x = _____
7. $4x + 10 = 30$	x = _____	**G.** $3x + 5 = 41$	x = _____
8. $9x + 8 = 80$	x = _____	**H.** $8x - 10 = 30$	x = _____

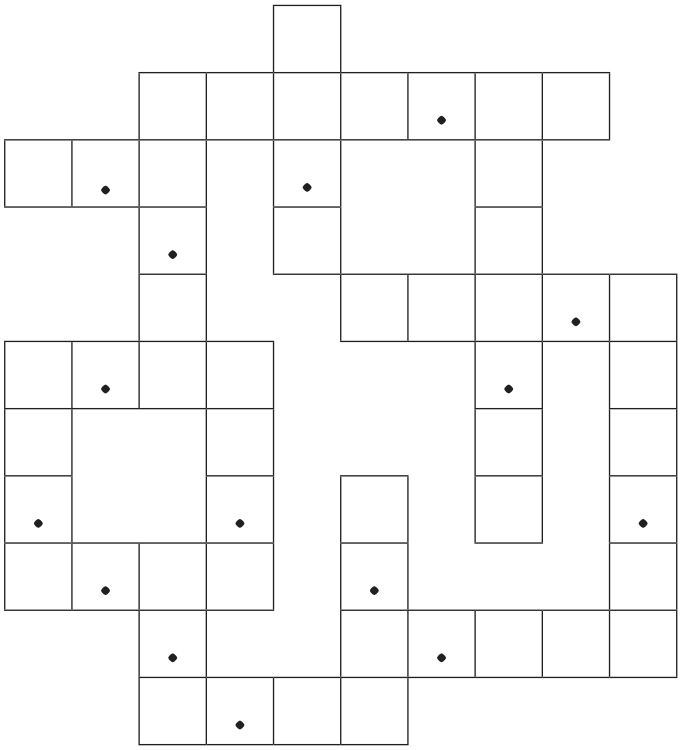
TRIPLE MATCH Challenge

Greg's brother Pete is three years more than twice as old as him. The sum of their ages is 30. How old is Greg? _____

Circle the answers that match above.

Every Number Has Its Place

Write each decimal in standard form on the lines below. Fit the number into the puzzle. The decimal points occupy one space and are already written in the puzzle.



1. **three and forty-four hundredths**

   _____

2. **four and six tenths**

   _____

3. **forty-one and seven tenths**

   _____

4. **four thousand sixteen and thirty-two hundredths**

   _____

5. **nine hundred forty-seven and thirty-six hundredths** _____

6. **six and five tenths** _____

7. **fifty-six and four tenths** _____

8. **one and thirty-five hundredths** _____

9. **one and six thousandths** _____

10. **forty-five and sixty-three hundredths** _____

11. **fifteen and three tenths** _____

12. **three hundred seventeen and nine tenths** _____

13. **three thousand seven and fifty-five hundredths** _____

14. **six and nineteen hundredths** _____

15. **six and ninety-nine hundredths** _____

Crack! Splat!

When you want readers to "hear" something you are describing, you can use words that imitate the sound it makes. This use of words is called **onomatopoeia**.

The teakettle hissed as the water came to a boil.
As the blazing campfire crackled, it warmed the chilled campers.
Everyone buzzed with excitement as they awaited the president's arrival.

What comes to your mind when you read aloud each word listed below? Add to the following list of words that imitate sounds. Answer these questions to get started. What does your stomach do when you are hungry? What does a glass do when it breaks? What do high-heeled shoes do on a marble floor? What does falling rain do on a tin roof?

tick tock _____ _____

hum _____ _____

fizz _____ _____

zoom _____ _____

meow _____ _____

ding dong _____ _____

Use onomatopoeia to complete each of the following sentences. Try to use some of the words from your list.

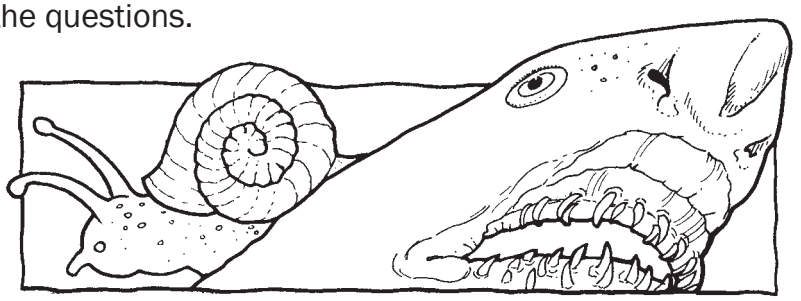
1. **The dried leaves _____ underfoot as we walked through the woods.**
2. **The subway _____ to a stop as it pulled into the station.**
3. **The cat's sharp claws _____ the upholstery to shreds.**
4. **The racing car _____ by at 140 miles per hour.**
5. **The well-oiled machine _____ quietly in the background.**
6. **When I opened the bottle of soda, it _____ in my face.**
7. **The windows _____ noisily as the wind grew stronger.**
8. **Some of the floorboards and wooden steps in our house are loose, so they _____ _____ when you walk on them.**
9. **The siren _____, warning both drivers and pedestrians along the busy street to make a path for the approaching ambulance.**
10. **We _____ for air as smoke filled the room.**

Think of a scene, such as the morning after a heavy snowfall, an approaching thunderstorm, or a walk down a busy city street. Use onomatopoeia to develop the scene so that the readers will hear the sounds. Then ask a friend or family member to read your writing and identify the onomatopoeia you used.

Name _____ Date _____

Read the paragraph. Then answer the questions.

Amazing Animals



All animals are fascinating, and some are truly amazing! For example, did you know that sharks' teeth are almost as hard as steel, or that kangaroo rats can survive longer without water than camels? Study the chart below to learn more about several amazing animals.

Animal	Where It Lives	Vertebrate or Invertebrate	Fascinating Fact
albatross	near most oceans	vertebrate	can sleep while flying
caterpillar	all over the world	invertebrate	has three times as many muscles as humans
chameleon	forests in Africa and Madagascar	vertebrate	can move its eyes in two different directions at the same time
cockroach	all over the world	invertebrate	can live for up to a week without a head
crocodile	tropical climates	vertebrate	eats only about 50 meals a year
giant squid	oceans throughout the world	invertebrate	has eyes bigger than a baby's head

1. Which animal lives in the ocean?

_____

2. What is amazing about an albatross?

_____

3. Which three animals live all, or nearly all, over the world?

_____ _____ _____

4. Which animal eats only about once a week?

_____

5. Which animal can live for up to a week with no head?

_____

Name _____ Date _____

Based on what you've read, circle the letter with the best answer for each question.

Monopoly on Atlantic City

Atlantic City, N.J.—Times are tough. Jobs are scarce. Money is tight. That's why people are going wild about the new game, Monopoly.

Monopoly lets you live in a make-believe world full of money. Go to Baltic Avenue and put up a new house. Go to Marvin Gardens and buy four new houses there, too. Go to Park Place and buy a new hotel. With Monopoly money, even a poor person can be a tycoon. He or she can become rich and powerful.

Monopoly is the brainchild of Charles Darrow, a salesman. He used to come to Atlantic City on holiday. Then hard times began. Darrow lost his job. But he still had his imagination.

With no job, he had lots of free time. He used it to create a game. He called it Monopoly because the word means "the complete control of something." Places on the game board are named for streets in Atlantic City.

At first, Darrow made the game boards himself. But he couldn't make enough. Too many people wanted them. They loved playing Monopoly. It made them feel wealthy and daring, even if just for the moment.

This year, Darrow sold his game. Now it will be made by a company named Parker Brothers. Let's hope they can make enough!

1. People loved playing Monopoly because
- Ⓐ it let them pretend they had money.
- Ⓑ the game was long and boring.
- Ⓒ it was about a place for vacations.
- Ⓓ the game cost a lot of money.

2. Why was it unusual for people to be buying houses and hotels in 1935?
- Ⓐ There was nothing for sale.
- Ⓑ There was no land to build on.
- Ⓒ Atlantic City didn't exist.
- Ⓓ People didn't have money to spend.

3. Why was Monopoly so popular back in 1935?
- Ⓐ People were tired of the same old games.
- Ⓑ Atlantic City was a popular vacation spot.
- Ⓒ Many people were poor then but they could play at being a rich tycoon.
- Ⓓ They wanted to have a board game made by Charles Darrow.

4. Where did the names Park Place and Marvin Gardens come from?
- Ⓐ They are places found in Atlantic City.
- Ⓑ They do not exist anywhere.
- Ⓒ They are places in Darrow's hometown.
- Ⓓ They are names found in many cities.

5. Why did Charles Darrow sell his game to Parker Brothers?
- Ⓐ He couldn't make enough game boards.
- Ⓑ The company loved playing the game.
- Ⓒ He had to move to another city.
- Ⓓ He wanted to invent a new game.

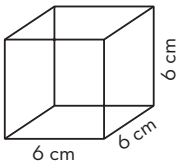
6. Why was the game named Monopoly?
- Ⓐ Charles Darrow probably wanted complete control of it.
- Ⓑ The object of the game was to own everything.
- Ⓒ Charles Darrow was rich.
- Ⓓ He wanted to invent a new game.

Name _____ Date _____

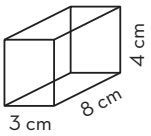
Finding the Volume of Rectangular Prisms

Find the volume of each rectangular prism. Draw a line to match each answer on the left with one on the right.

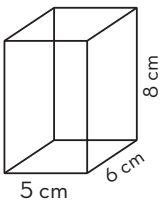
LEFT

1. 

Volume = _____

2. 

Volume = _____

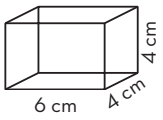
3. 

Volume = _____

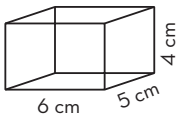
4. 

Volume = _____

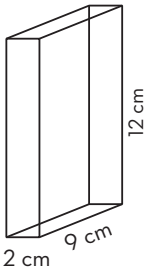
RIGHT

A. 

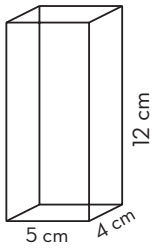
Volume = _____

B. 

Volume = _____

C. 

Volume = _____

D. 

Volume = _____

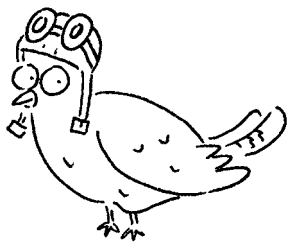
TRIPLE MATCH Challenge

A set of 12 identical cubes have sides of 2 centimeters. What is the total volume of all the cubes? _____

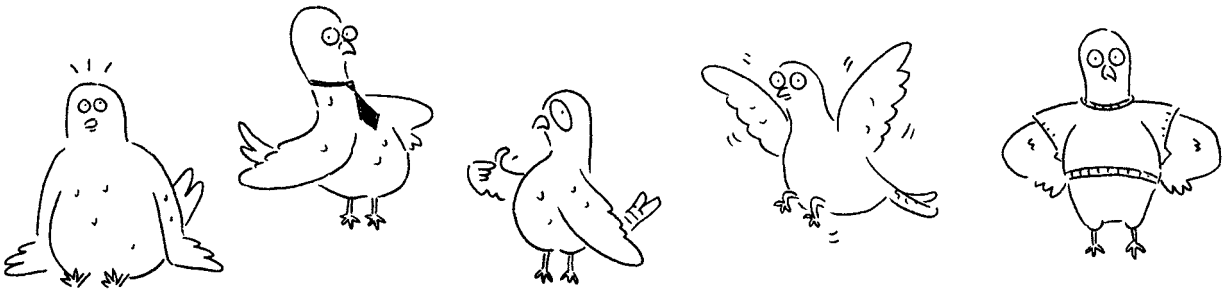
Circle the answers that match above.

Name _____ Date _____

Fly the Coop



These birds have flown the coop! Luckily, they didn't get too far before they returned home. How many yards, feet, or inches did the homing pigeons put on their wings? Answer the questions below to find out.



How far is that in . . .

1.	Flyer flew 150 yards.	feet _____	inches _____
2.	Feathers McGee flew 2,100 inches.	feet _____	yards _____
3.	Claws flew 36 feet.	inches _____	yards _____
4.	Ruthie the Rambler flew 57 yards.	feet _____	inches _____
5.	Beatrice Birdbrain flew 126,720 inches.	feet _____	yards _____
6.	Wendy Wings flew 80 yards.	feet _____	inches _____
7.	Lucy Landingpad flew 243 feet.	yards _____	inches _____
8.	Coop Cooper flew 1,800 inches.	feet _____	yards _____

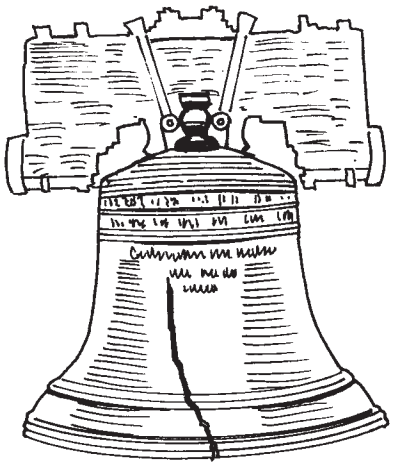
Challenge:

Perry Pigeon flew 2 miles. **feet** _____ **inches** _____

Name _____ **Date** _____

Read the story and answer the questions.

The Liberty Bell



The Liberty Bell is located in Philadelphia, Pennsylvania. The bell was first rung on July 8, 1776 to announce the adoption and the signing of the Declaration of Independence by the Founding Fathers of our country. Inscribed on the Liberty Bell are the words, "Proclaim Liberty throughout the land unto all the inhabitants thereof." The original name of the bell was the Province Bell. The name was changed to the Liberty Bell after the signing of the Declaration of Independence. It was rung every year on the anniversary of the signing of the Declaration of Independence until 1835, when the bell broke. Now a ceremony is held near the Liberty Bell to honor the anniversary, but the bell is not rung. There was one special occasion when the bell was rung. On June 6,1944, when the Allied forces landed on the beaches of Normandy in France on D-Day, officials again rang the bell. Thousands of tourists still view the Liberty Bell every year when visiting Philadelphia.

1. What is the main idea of this story? (Circle the answer)

Ⓐ The Liberty Bell is an important part of the history of the United States.

Ⓑ Philadelphia is the home of the Liberty Bell.

Ⓒ The Liberty Bell has been damaged.

2. A word that means "the annual or yearly commemoration of an event" is? (Circle the answer)

Ⓐ occasion

Ⓑ anniversary

Ⓒ officials

3. What event occurred on July 8, 1776?

_____

_____

4. By what name was the Liberty Bell first known?

_____

5. For what one event was the Liberty Bell rung after 1835?

_____

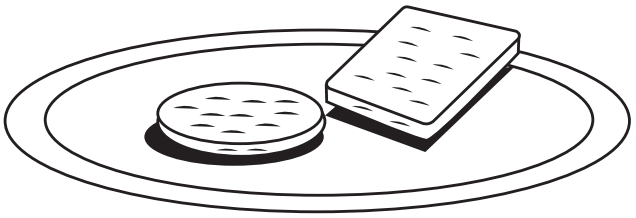
_____

Name _____ Date _____

Read the folk tale. Then answer the questions.

Two Rice Cakes

by Martin Lee and Marcia Miller (abridged)



When Hung-Vuong was king, the people believed that the sky was round and the earth was square. Hung-Vuong had twenty-two sons. One day he called his sons to him. He said, "I am old. I need an heir. So there will be a contest. Each of you shall travel our land. You shall find a food special enough to please me. The prince whose dish is best shall become king. You have until spring."

Hung-Vuong secretly hoped that the quest would teach the princes about the land one of them would rule, but he said nothing. All of the princes left to seek the perfect food—that is, all except the youngest son. He went home to his wife and children. Tiet-Lieu was unlike his brothers. He was not a poet, a hunter or a warrior. He was a rice farmer.

In the spring, the princes returned to offer the king their special foods. One prince made fish with wild mushrooms; another presented roasted peacock on flower petals; a third offered shrimp in ginger.

Then Tiet-Lieu came forward. He served the king a modest offering of one square rice cake and one round one. At last the king decided. "The highest honor goes to Tiet-Lieu. His food was pure because he grew the rice himself and used water from our land. His helpers were his own family. Tiet-Lieu understands our people." The emperor and twenty-one princes bowed to Tiet-Lieu, the new king.

1. What problem did the king have?

_____

2. How was Tiet-Lieu unlike his brothers?

_____

3. Why did the rice cakes impress the king?

_____

4. What do the first and last paragraphs of this story have in common?

_____

Name _____ Date_____

Read the passage. Then answer the questions.

Meet the Sloth

The sloth is a fascinating animal that lives in the trees of tropical forests in Central America. It spends much of its time hanging upside down from branches. A sloth moves very slowly and is a vegetarian, feeding only on leaves and fruit as it goes. During the rainy season, a sloth has a greenish tinge. Tiny plants called green algae live in the sloth's fur where they capture moisture from the rain. The algae provide camouflage for the sloth in the green treetops. Being able to blend in is very helpful because a sloth could never move quickly enough to escape its enemies.

1. Where does the sloth live?

_____

2. What is a vegetarian?

_____

3. How do the algae survive in the sloth's fur?

_____

4. Why does the sloth need the algae?

_____

Name _____

Skill: Dividing Fractions

Divide the fractions and reduce your answer to lowest terms.

1. $\frac{1}{3} \div \frac{1}{6} =$

2. $\frac{5}{6} \div \frac{2}{3} =$

3. $\frac{7}{12} \div \frac{1}{4} =$

4. $\frac{1}{9} \div \frac{2}{3} =$

5. $\frac{10}{11} \div \frac{2}{5} =$

6. $\frac{7}{8} \div \frac{5}{24} =$

7. $\frac{4}{5} \div \frac{7}{10} =$

8. $\frac{11}{12} \div \frac{3}{4} =$

9. $\frac{9}{20} \div \frac{3}{5} =$

10. $\frac{9}{14} \div \frac{3}{7} =$

11. $\frac{17}{20} \div \frac{5}{20} =$

12. $\frac{5}{12} \div \frac{15}{24} =$

13. $\frac{4}{5} \div \frac{1}{10} =$

14. $\frac{1}{6} \div \frac{7}{24} =$

15. $\frac{15}{16} \div \frac{3}{4} =$

16. $\frac{11}{18} \div \frac{2}{9} =$

17. $\frac{14}{27} \div \frac{7}{9} =$

18. $\frac{13}{30} \div \frac{1}{15} =$

A Smart Butterfly

When multiplying with decimals, place the decimal point in the product, counting from right to left, the same number of places as the sum of the decimal places in the factors.

6.95×3 — *The decimal point is 2 places, counting from right to left, in the top factor. There is no decimal point in the bottom factor. 2 + 0 = 2*

$6.95 \times 3 = \$20.85$ — *Place the decimal point 2 places, counting from right to left, in the product.*

Multiply. Then use the code to answer the riddle below.

I.	E.	A.	T.	W.	O.
2.8 x 3	26.5 x 4	32.8 x 7	20.41 x 5	0.24 x 9	0.04 x 8

H.	S.	I.	T.	I.	M.
3.06 x 6	300.1 x 8	24.81 x 6	24.6 x 5	41.5 x 3	0.416 x 5

T.	M.	C.	N.	A.	A.
45.6 x 8	48.5 x 3	4.53 x 3	3.08 x 4	3.49 x 7	6.94 x 9

Why did the butterfly learn decimals?

____	____		____	____	____		____							
124.5	123.0		2.16	62.46	2,400.08		229.6							

____	____	____	____	—	____	____	____	____	____	____	____	____	____	____	.
2.080	0.32	102.5	18.36		106.0	145.5	24.43	364.8	148.86	13.59	8.4	62.46	12.32		

Answer Key

WEEK 1

Big Business, Page 9

1. C
2. It covers 98 acres. More than 75 NFL football fields can fit inside.
3. Everett, Washington
4. D

The Eating Habits of a Mosquito/Ick!, Page 10

1. D
2. The second piece a poem.
3. The fact that the female mosquito eats blood.
4. (Child should list at least one fact.) The female feeds on the blood of birds, reptiles, people, and other mammals. The female needs the protein in blood while producing and laying eggs. The male mosquito feeds only on flower nectar and other plant juices, not blood.

Evaluating Expressions, Page 11

1. 10	A. 12
2. 14	B. 1
3. 23	C. 24
4. 5	D. 20
5. 24	E. 23
6. 20	F. 5
7. 12	G. 10
8. 1	H. 14
	TMC: 5

Yard-Line Math, Page 12

1. 3, 1, 35
2. 4, 2, 50
3. 5, 0, 50
4. 2, 2, 30
5. 2, 1, 25

25 yard line (in either direction)

Bedtime for Baby, Page 13

1. M; **2.** R; **3.** S; **4.** I; **5.** E; **6.** A; **7.** E; **8.** I; **9.** M; **10.** Y

What do baby sweet potatoes sleep in?
Their "yammies"

WEEK 2

A Tale of No Tails, Page 14

1. The cat has no tail.
2. The cat was supposed to catch mice.
3. The ship was wrecked there.
4. An armada is a fleet of ships.
5. Dominated means won or presided over.

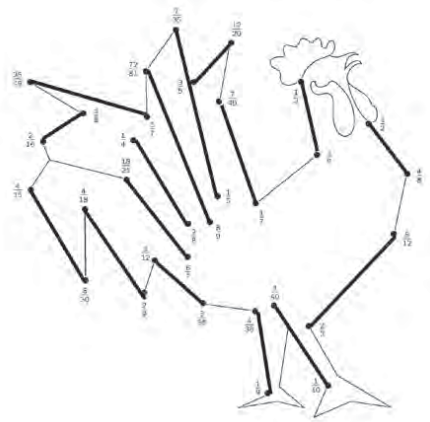
The Farm, Page 15

1. He was a hardworking farmer.
2. baseball
3. It was physical work and built strength and stamina.
4. the whole Baker family
5. go to college or play professional baseball

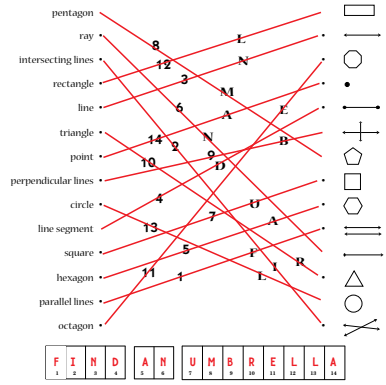
Number Jumper, Page 16

1. 24, 35, 48; **2.** 89, 121, 185; **3.** 8, 4, 2; **4.** 36, 25, 16
5. 79, 75, 71; **6.** 512, 2048, 8192; **7.** 42, 35, 27; **8.** 18, 15, 12
9. 36, 44, 52; **10.** 9, 11, 13; **11.** 19, 26, 34; **12.** 5/6, 6/7, 7/8
13. 18, 27, 38; **14.** 13, 21, 34; **15.** 20, 24, 28
16. 10/11, 12/13, 14/15; **17.** 243, 729, 2187; **18.** 16, 22, 29

Wake Up, Page 17



Geometric Terminology, Page 18



WEEK 3

A President Preserves, Page 19

1. Roosevelt loved trees; he was interested in his family's land; he learned about preserving land.
2. As president, he created jobs in the field of conservation and taught farmers how to protect the soil and plant trees.
3. Conservation means to conserve, or to save.
4. Catastrophic is another word for disastrous or life-threatening.

Friend of the Everglades, Page 20

1. C
2. C
3. C
4. A

Everyone Needs Math!, Page 21

1. 3/2; **2.** 5/3; **3.** 2/6; **4.** 8/5; **5.** 9/4 **6.** 14/8; **7.** 36/9; **8.** 10/3; **9.** 16/7; **10.** 54/11

Why did the artist need math?
He painted by numbers.

Alert Converter, Page 22

1. 11 feet; **2.** 37.5 gallons; **3.** 15 cups; **4.** 24 hours
5. 6 gallons; **6.** 6549 weeks; **7.** 50 yards; **8.** 74 feet
9. 89 dozen; **10.** 198 pounds; **11.** 2,000 pounds; **12.** 230 feet

Answers, continued

A Piece of the Pie, Page 23

1. D
2. D
3. C
4. A
5. C

WEEK 4

Theodore Roosevelt: The, Trust Buster, Page 24

1. C
2. It is created by businesses that merge together.
3. They forced smaller businesses to go out of business. They raised prices on their goods.
4. He wanted to get trusts to stop acting unfairly.
5. Answers will vary.

Save the WIlbur, Page 25

A. D
B. H
C. B
D. H

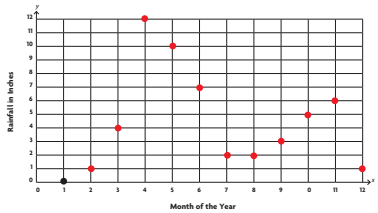
The Talking Dog, Page 26

1. A sign that said "Talking Dog for Sale."
2. The dog is sitting on the stool talking to Kerry.
3. He overheard our enemies talking and reported to government officials.
4. The dog could talk, but because he was a liar, the man thought he was worthless.

A Stinky Riddle, Page 27

1. thousands; **2.** 6; **3.** tens
4. 7; **5.** 0
6. billions; **7.** hundred millions
8. 727,912; **9.** 4,847,266
10. 7,446,732,011
How do skunks measure length?
In "scent"imeters

Plotting Coordinates on a Graph, Page 28



What Have You Learned About Geometry?, Page 29

1. F
2. H
3. A
4. B
5. D
6. I
7. E
8. G
9. C
10. 700 sq ft
11. 216 sq in
12. 360 ft
13. 300 ft
14. 96 sq ft

WEEK 5

Learning About Orcas, Page 30

1. C
2. B
3. B
4. D

I Hate Bugs!, Page 31

1. Answers will vary.
2. Beautiful, small, gentle, soft glow, friendlies, little, friend; shows speaker likes fireflies

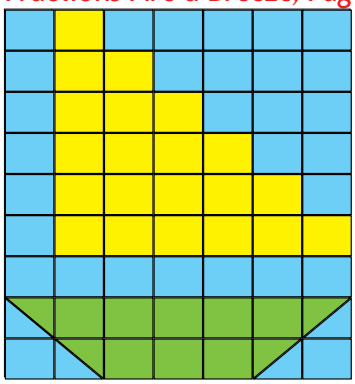
Figuratively Speaking, Page 32

1. B
2. C
3. B
4. C
5. A
6. B

The Next Number..., Page 33

1. 8, 11, 14, 17, 20, 23, 26, 29
2. 27, 29, 31, 33, 35, 37, 39, 41
3. 2, 7, 12, 17, 22, 27, 32, 37, 42
4. 5, 9, 14, 23, 37, 60, 97, 157, 254
5. 39, 46, 53, 60, 67, 74, 81, 88, 95
6. 6, 7, 13, 20, 33, 53, 86, 139
7. 4, 15, 26, 37, 48, 59, 70, 81
8. 93, 116, 209, 325, 534, 859, 1393, 2252

Fractions Are a Breeze, Page 34



Bon Voyage! The picture shows a sailboat on the water.

Linear Measurement Conversion, Page 35

Example: 38 inches = 3 feet 2 inches

1. 56 inches = 4 feet and 8 inches
2. 41 inches = 3 feet and 5 inches
3. $1\frac{1}{4}$ feet = 15 inches
4. $3\frac{3}{4}$ feet = 45 inches
5. $2\frac{1}{2}$ feet = 30 inches
6. 3 yards = 9 feet
7. 2 yards = 6 feet
8. 4 yards = 12 feet
9. 11 feet = 3 yards and 2 eet
10. 16 feet = 5 yards and 1 eet
11. 3 yards = 108 inches
12. 2 yards = 72 inches
13. 5 yards = 180 inches
14. 65 inches = 1 yards and 29 nches
15. 75 inches = 2 yards and 3 nches

WEEK 6

Colonists Come to America, Page 36

1. about eight weeks
2. Pilgrims, Puritans, and Quakers
3. to seek gold and other types of riches
4. fierce winds could blow ships off course, ships were crowded and dirty, voyagers could become ill or die
5. Sample answer: Because upon arrival, you would have to begin building a shelter and finding food and water.

Answers, continued

Canadian Travels, Page 37

1. C
2. D
3. B
4. A
5. A

Letters From Camp, Page 38

1. They both went swimming and they both made bracelets.
2. They both liked the crafts.
3. Margaret was unhappy; Emily was having a great time.
4. Margaret was probably homesick.

Solving One-Step Equations, Page 39

1. 7	A. 9
2. 13	B. 6
3. 8	C. 13
4. 3	D. 8
5. 22	E. 3
6. 9	F. 4
7. 4	G. 22
8. 6	H. 7
	TMC: 9

Sudoku, Page 40

8	6	9	7
9	7	8	6
6	9	7	8
7	8	6	9

Word Problem:
$30.09

WEEK 7

What's For Lunch?, Page 42

1. F	6. F
2. F	7. T
3. T	8. T
4. T	9. F
5. T	10. T

Answers may include: Animals and human life are terrorized by vicious schools of piranhas. They have razor-sharp teeth. They can strip the flesh from an animal's carcass in minutes.

A Trash Collector's Work Is Never Done, Page 43

1. C
2. C
3. He called it the "roof of the world."
4. A

Tall Tales, Page 44

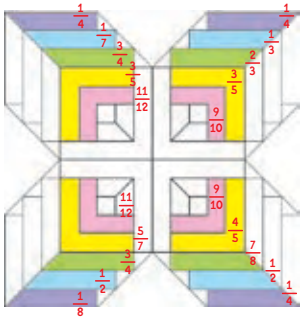
1. B
2. He lassoed a cyclone to save his neighbors.
3. A
4. They were honorable heroes who fought on the side of good.
5. Answers will vary.

How Does a Boat Show Affection?, Page 45

G-$\frac{1}{2}$, I-16, H-$\frac{3}{8}$, S-$\frac{2}{9}$, A-$\frac{1}{6}$, O-1, U-6, T-$\frac{1}{5}$, E-$\frac{5}{12}$, R-$\frac{4}{7}$

It hugs the shore.

Into Infinity, Page 46



Graph-Venn Diagrams, Page 47

1. 19
2. 1
3. 2
4. 0
5. 7

Check Venn diagram; answers will vary.

WEEK 8

Telling About Tigers, Page 48

1. A
2. B
3. A. Fact
   B. Fact
   C. Opinion
4. A

Mismatched Friends, Page 49

1. He walked behind him to warn him of danger.
2. He did NOT walk behind him to warn him of danger.
3. He hid in a hole to save himself from danger.
4. Answers will vary. Sample answer: Snail was a loyal friend; Crab was not.

American Architect/The Father of Our National Architecture, Page 50

1. Any two pieces of information: Thomas Jefferson planned his own home called Monticello; he helped design buildings at the University of Virginia and helped plan the city of Washington, D.C.
2. Any two pieces of information: Thomas Jefferson was the main author of the Declaration of Independence; he was the third president; it listed the characteristics of neo-classical design; he influenced the design of the White House; he has been called "the father of our national architecture."
3. Monticello
4. 1770

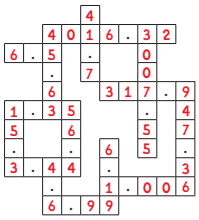
Answers, continued

Solving Two-Step Equations, Page 51

1. 10	A. 10
2. 12	B. 7
3. 4	C. 2
4. 2	D. 8
5. 7	E. 9
6. 9	F. 4
7. 5	G. 12
8. 8	H. 5
	TMC: 9 years old

Every Number Has Its Place, Page 52

1. 3.44	9. 1.006
2. 4.6	10. 45.63
3. 41.7	11. 15.3
4. 4016.32	12. 317.9
5. 947.36	13. 3007.55
6. 6.5	14. 6.19
7. 56.4	15. 6.99
8. 1.35	



WEEK 9

Crack! Splat!, Page 53

List of words will vary. Answers may include: grumble, rumble, smash, click, pitter-patter, shush, and pop.

1. crackled	6. fizzed
2. squealed	7. rattled
3. ripped	8. squeak
4. zoomed	9. wailed
5. hummed	10. gasped

Amazing Animals, Page 54

1. giant squid
2. It can sleep while flying.
3. caterpillar, cockroach, and giant squid
4. crocodile
5. cockroach

Monopoly on Atlantic City, Page 55

1. A
2. D
3. C
4. A
5. A
6. B

Finding the Volume of Rectangular Prisms, Page 56

1. 216 cu. ft.
2. 96 cu. ft.
3. 240 cu. ft.
4. 120 cu. ft.

A. 96 cu. ft.
B. 120 cu. ft.
C. 216 cu. ft.
D. 240 cu. ft.
TMC: 96 cu. ft.

Fly the Coop, Page 57

1. 450 feet; 5,400 inches
2. 175 feet; 58 1/3 yards
3. 432 inches; 12 yards
4. 171 feet; 2,052 inches
5. 10,560 feet; 3,520 yards
6. 240 feet; 2,880 inches
7. 81 yards; 2,916 inches
8. 150 feet; 50 yards

Challenge: 10,560 feet; 3,520 yards

WEEK 10

The Liberty Bell, Page 58

1. A
2. B
3. The Liberty Bell was first rung and the Declaration of Independence was signed.
4. the Province Bell
5. when the Allied forces landed in Normandy on D-Day

Two Rice Cakes, Page 59

1. The king was old and needed an heir.
2. Tiet-Lieu was a farmer.
3. Tiet-Lieu had grown the rice himself, used water from the land, and had his family help him.
4. In both paragraphs, the king makes an announcement to his sons.

Meet the Sloth, Page 60

1. in the forests of Central America
2. It eats only fruits and vegetables; no meat
3. The algae get moisture from the rain.
4. The algae provided the sloth with camouflage which helps it hide. It needs to hide because it moves so slowly it could not escape an enemy.

Dividing Fractions, Page 61

1. 2	10. $1\frac{1}{2}$
2. $1\frac{1}{4}$	11. $3\frac{2}{5}$
3. $2\frac{1}{3}$	12. $\frac{2}{3}$
4. $\frac{1}{6}$	13. 8
5. $2\frac{3}{11}$	14. $\frac{4}{7}$
6. $4\frac{1}{5}$	15. $1\frac{1}{4}$
7. $1\frac{1}{7}$	16. $2\frac{3}{4}$
8. $1\frac{2}{9}$	17. $\frac{2}{3}$
9. $\frac{3}{4}$	18. $6\frac{1}{2}$

A Smart Butterfly, Page 62

I. 8.4	T. 123.0
E. 106.0	I. 124.5
A. 229.6	M. 2.080
T. 102.05	T. 364.8
W. 2.16	M. 145.5
O. 0.32	C. 13.59
H. 18.36	N. 12.32
S. 2,400.8	A. 24.43
I. 148.86	A. 62.46

IT WAS A MOTH-EMATICITAN

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Other pages from this workbook were previously published in or adapted from: *5th Grade Basic Skills: Reading Comprehension and Skills; Summer Express (Between Grades 6 & 7) ; Scholastic Success With Math, Grade 6; Summer Express (Between Grades 5 & 6) ; Summer Express (Between Grades 4 & 5) ; Scholastic Success With Math: Grade 5; 6th Grade Basic Skills: Reading Comprehension and Skills; 25 Complex Text Passages to Meet the Common Core: Literature and Informational Texts, Grade 5; January Idea Book; Summer Express (Between Grades 3 & 4) ; 5th Grade Basic Skills: Fun Math Activities; Scholastic Success With Writing: Grade 5; 6th Grade Basic Skills: Math Drill*

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Interior Illustrations by Mike Gordon, Teresa Anderko, Mike Moran, Kate Flanagan, James Graham Hale, Karen Sevaly, Patrick Girouard, Anthony Lewis, Anne Kennedy, and Susan Hendron

ISBN: 978-1-338-09683-5